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RELATIONSHIP BETWEEN PARENTING STYLES AND UPPER BASIC SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ILORIN WEST, KWARA STATE

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Abstract
Every child undergoes different socialization institutions and parenting occupies an important place. This study, therefore, examined relationship among parenting styles and upper basic secondary school students' academic performance in Ilorin West, Kwara State. Correlational research type was adopted for the study. Simple random sampling technique was used to select four hundred upper basic students 111. Parenting styles Scale by Robinson et al (1995) which consists of 30 items and BECE past question on Mathematics were adapted for the study. The instrument was validated by two experts in the Department of Arts and Science Education, Kwara State University, Malete. Reliability coefficient of the instrument was found to be .68 using test re-test reliability techniques on students outside of the respondents involved in the study. In order to analyse the data collected, frequency counts and percentage was used to answer the raised research questions while multiple regression statistical method was used to analyse the formulated null hypothesis. The findings of the study revealed that majority of the parents adopt authoritarian parenting style. It also revealed that there is a significant relationship among parenting styles and students' academic performance. Based on the finding, It was recommended that continued efforts should be made by the school counselors and psychologists to organize parent-teacher conference to sensitize parents on the need to adopt a balanced parenting style.. it was recommended that all inclusive educational programmes and seminars be organized to improve students' academic performance.

Key worlds: Parenting styles, Academic performance, Mathematics, Kwara State, Nigeria

Introduction

Education is seen as a process designed to inculcate knowledge, skills and attitudes necessary to enable individuals to cope with and effectively contribute to the development of the society. It is aimed to ensure total development so as to foster and promote the fullest individual self-realization for all people. It is an indispensable tool to healthy living, growth and total development of every individual and society. In a related manner, Aremu (2000) defined education as the process of developing the capacities and potentials of the individuals so as to prepare that individual to be a functional member of the society.

One of the yardsticks of determining the success of education is students' academic performance which has continued to attract the attention of researchers in the past. Students' academic performance is, therefore seen as one of the critical means of measuring success of educational goal (Aremu & Oluwole, 2001). Similarly, Ward, Stocker and Murray-Ward (2006) described academic performance as the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals. Downward in the students' academic performance has, however, been attributed to different factors such as parenting styles, parents' level of education and socio economic status, family structure, (Baumrind, 2005, Chen, 2009 & Asikhia, 2010).

It is, therefore, a known fact that every child undergoes different socialization institutions and family, as one of the critical institutions the child has contact with determines how far a child can go especially in the area of academic endeavour and that students' academic performance whether low or high can be partly traced to individual's family and parenting styles adopted by the parents. Parenting styles as defined by Okpako (2004) is the act of child upbringing, training, nurturing which involves providing the needed education for the child to have total development. In a related manner Abesha (2012) defined parenting styles as a general construct reflecting the parental behaviours and attitudes as well as the qualities of interactions and relationships adopted in the rearing of their children and it is usually typologically presented by psychologists.

Parenting styles and academic performance had been reported to have a very strong relationship. For instance, as observed by Chao, (2001), parents who are often described as authoritarians that provide rules and requisites for the children to follow with no room for taking into account the child's opinion and it had been found to have negative relationship with the students' academic performance. This is usually attributed to style that kills the intrinsic motivation of the students which is capable of negatively affecting students' academic performance. It was further observed that

children with authoritarian parents tended to exhibit anxious and withdrawn behaviours, lack self-dependence, rely on authority figures to make decisions, reducing their sense of personal value and responsibility.

On the other hand, authoritative parenting style that allows child's involvement in the decision making process has been found to have a positive relationship with the students' academic performance. Brown and Iyengar (2008) opined that permissive parenting is characterized by little control over children, aiming for high levels of warmth but undemanding. Parents in this category are indulgent and passive in their parenting and believe that the way to demonstrate their love is to give their children wishes and freedom to operate. Unlike authoritarian parents, punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life. This provides a great opportunity for the students to embark on self discovery knowledge and may therefore enhance their motivation which is capable of improving their academic performance. Hassan et al., (2022), however, reported that permissive and authoritarian styles were prevalent among secondary school students in Pakistan.

In order to examine how parenting styles affect students' academic performance, Baji and Mohammed (2015) carried out a relationship study among parenting styles and students' academic performance of junior secondary school students in Niger State, Nigeria. The findings revealed that authoritative and authoritarian parenting style had positive relationship with the students' academic performance while permissive parenting style was negatively related. Similarly, Kramer (2017) examined relationship between parenting styles and Mathematics achievement among middle school students at a small Christian school in the Midwestern United States using multiple regression statistical analysis and found out that there was a significant relationship among parenting styles and students' academic performance. In a related manner, researchers such as (Zahed-Zahedani et al., 2016; Kramer, 2017; & Obiunu, 2018) had carried out studies on parenting styles and students' academic performance and found a significant relationship.

From the forgoing, it can be inferred that parenting style can make or mar students' academic performance. It is equally observed that adequate attention has not been given to this topic under consideration especially in this present locality and that most of the available ones are foreign based. This study, therefore, examined relationship among parenting styles and students' academic performance in Ilorin West Local Government Area of Kwara State.

Purpose of the Study

The main purpose of the study is to investigate the relationship among parenting styles and students' academic performance in Mathematics. Specifically, the study examines the:

1. Students' academic performance
2. Profiles of upper basic students' parental styles in Ilorin west
3. Relationship among authoritarian parenting style, authoritative parenting style and permissive parenting style with academic performance of upper basic students in Ilorin west

Research questions

The following research questions were raised to sharpen the focus of this study.

1. What is level of upper basic 111 students' academic performance in Ilorin West
2. What is the profiles of upper basic students' parental styles in Ilorin west
3. Is there any relationship among authoritarian parenting style, authoritative style, and permissive parenting style with academic performance of upper basic students' academic performance in Ilorin west?

Hypothesis

The following hypothesis guided the study:

H_{01}: There is no significant relationship among authoritarian parenting style, authoritative parenting style and permissive parenting style with academic performance of upper basic students' academic performance in Ilorin west.

Methodology

A descriptive survey design of correlation type was adopted for this study. Stratified sampling technique was used to select 10 public schools and 10 private schools bringing the total number of schools to twenty (20). Simple Random Sampling Technique was used to select 20 upper basic students (III) bringing the total number of students to four hundred (400) in junior secondary school. To measure parenting variables and students' academic performance, Parenting styles Scale by Robinson et al (1995) based on Authoritative, Authoritarian, and Permissive Parenting Practices questionnaire which consist of 30 items., parental educational status and parental socio-economic status assessment scale by Baumrind (2005) and BECE past question on Mathematics were adapted

To analyse the data obtained, the researcher used descriptive statistics in form of frequency count and percentage to answer research questions 1 and 2 while

inferential statistics in form of multiple regression was used to test the raised hypothesis.

Answering of Research Questions

Research Question 1: *What is level of upper basic III students' academic performance in Ilorin West?*

To answer the research question, responses on Mathematics Performance Test were summed and subjected to percentage analysis. Scores from 61 – 100 were regarded as high performance, scores from 50 to 60 regarded as average performance, while scores from 49 below were regarded as low performance in Mathematics respectively. The result is presented in Table 1.

Table 1: Percentage Analysis of Level of Upper Basic III Students' Academic Performance in Mathematic in Ilorin West

Level of Academic Performance	Cut-off Range	Frequency	Percentage (%)
High Academic Performance	61 – 100	93	28.8
Average Academic Performance	50 – 60	192	42.7
Low Academic Performance	49 below	115	28.5
Total		**400**	**100.0**

Source: Field study, 2024

Table 1 presents the percentage analysis of Upper Basic III students' academic performance in Mathematics in Ilorin West. Out of 400 students, 28.8% achieved high academic performance with scores ranging from 61 to 100, while 42.7% fell into the average performance category, scoring between 50 and 60. Additionally, 28.5% of the students demonstrated low academic performance with scores below 49. This analysis highlights that the majority of students (42.7%) performed at an average level, with a relatively equal distribution of high and low performers.

Research Question 2: What is the pattern of upper basic school students' parental styles in Ilorin west?

In order to answer this research question 2, participants' responses on parenting styles questionnaire were analysed using the mean rating and the summary of the results is presented in Table 2.

Table 2: Mean Rating of Pattern of Upper Basic School Students' Parental Styles in Ilorin West

S/N	Parenting Styles	Mean	Ranking
3	Permissive	3.28	1st
2	Authoritarian	2.81	2nd
1	Authoritative	2.61	3rd

Source: Field study, 2024

Table 2 displays the mean rating and ranking of parenting styles among Upper Basic School students' parents in Ilorin West. The permissive parenting style ranked highest with a mean score of 3.28, indicating it is the most common style among the parents. This is followed by the authoritarian style with a mean of 2.81, ranking second. The authoritative style was rated the lowest, with a mean score of 2.61, placing it third. This suggests that permissive parenting is the dominant style in this group, with authoritative being the least prevalent.

Hypothesis Testing

Ho_1: There is no significant relationship among authoritative parenting style, authoritarian parenting style and permissive parenting style with academic performance of upper basic school students' academic performance in Ilorin West.

Table 3: Relationship among Authoritative Parenting Style, Authoritarian Parenting Style and Permissive Parenting Style with Academic Performance of Upper Basic School Students' Academic Performance in Ilorin West

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9817.70	3	3272.57	12.11	.00[b]
	Residual	108033.54	396	272.81		
	Total	117851.24	399			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Permissive, Authoritative, Authoritarian

ρ< 0.05

Table 3 presents the results of a regression analysis exploring the relationship among parenting styles (authoritative, authoritarian, and permissive) and the academic performance of Upper Basic School students in Ilorin West. The model shows that the combined influence of these three parenting styles significantly predicts academic performance ($F = 12.11$, $p = .00$), indicating that the parenting styles have a meaningful impact on students' academic outcomes. The total sum of squares is 117,851.24, with the regression accounting for 9,817.70 of this variance, leaving a residual sum of squares of 108,033.54. This suggests that while the parenting styles are significant predictors, a large portion of the variance in academic performance remains unexplained by these variables. The mean square for the regression is 3,272.57, compared to a mean square of 272.81 for the residual, further confirming the significant contribution of parenting styles to academic performance. Overall, the analysis underscores the importance of parenting styles in shaping students' academic success, though other factors may also play a role.To

ascertain the contribution of the three independent variables (authoritative, authoritarian, and permissive) together, r^2 was computed and the output is reported in table 4.

Table 4: Model Summary of the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.29[a]	.08	.08	16.52

a. Predictors: (Constant), Permissive, Authoritative, Authoritarian

Table 4 presents the model summary of the relationship between the independent variables (permissive, authoritative, and authoritarian parenting styles) and the dependent variable, academic performance. The correlation coefficient (R) is .29, indicating a weak positive relationship between the parenting styles and students' academic performance. The R Square value of .08 suggests that the model explains only 8% of the variance in academic performance, meaning that 92% of the variation is due to factors not included in the model. The adjusted R Square, also .08, confirms that the predictive power of the model remains the same when accounting for the number of predictors. The standard error of the estimate is 16.52, indicating the average deviation of observed academic performance from the predicted values. While the model shows that parenting styles have some effect on academic performance, the low R Square value indicates that other factors play a much larger role in influencing students' academic success.Furthermore, to ascertain the contribution of each of the independent variable to the model (Permissive, Authoritative, Authoritarian). Beta weight and the t-test were computed and outputs are reported in Table 5.

Table 5: Contributions of Each of the Independent Variables (Permissive, Authoritative, Authoritarian) to the Dependent Variable (Academic performance)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	67.48	8.65		7.81	.00
Authoritative	.15	.09	.09	1.71	.09
Authoritarian	.67	.14	.25	4.96	.00
Permissive	.63	.45	.07	1.40	.16

a. Dependent Variable: Academic Performance

Table 5 shows the contributions of the independent variables (authoritative, authoritarian, and permissive parenting styles) to the dependent variable (academic performance). The constant value is 67.48, which represents the predicted academic performance when all parenting styles are held constant. Among the parenting styles, authoritarian parenting has the strongest and most significant positive influence on academic performance, with an unstandardized coefficient (B) of .67 and a standardized coefficient (Beta) of .25, and a statistically significant t-value of 4.96 ($p = .00$). This suggests that as authoritarian parenting increases, academic performance improves significantly.

The authoritative parenting style has a smaller, non-significant positive contribution to academic performance, with a B value of .15 and a Beta of .09, with a t-value of 1.71 ($p = .09$). Although this contribution is positive, it is not statistically significant at the conventional level. Similarly, the permissive parenting style shows a weak, non-significant positive contribution to academic performance (B = .63, Beta = .07), with a t-value of 1.40 ($p = .16$), indicating no significant impact. Overall, the authoritarian parenting style has the most substantial and statistically significant effect on academic performance, while authoritative and permissive styles show weaker, non-significant contributions.

Discussion of the Findings

The result of this finding revealed that level of upper basic III students' academic performance in Mathematics in Ilorin West was average. This finding could be attributed to the quality of instructional methods and learning resources available, which may not be fully effective in promoting high achievement among students. This finding aligns with Kumari and Chamundeswari (2013), who reported that the academic performance level of secondary school students was average.This result contradicts the findings of Tarig, et al. (2012), who reported that 35% of the students correctly answered 50% or more of the test items presented to them, while 80% of the students struggled with arithmetic problems, inequalities, solving equations, division and addition of decimal fractions, and applying the Pythagorean Theorem.

Findings further revealed that the main pattern of upper basic school students' parental styles in Ilorin West was permissive parenting style. This finding may be due to cultural or socio-economic factors, where parents tend to be more lenient and less authoritative in managing their children's academic and personal responsibilities. This finding aligns with that of Hassan, et al. (2022) reported that permissive and authoritarian styles were prevalent among secondary school students in Pakistan. Thwal (2022) also found that permissive parenting was the predominant style among parents in the townships of the Yangon Region.

Furthermore, findings indicated that there was a significant relationship among authoritative parenting style, authoritarian parenting style and permissive parenting style with academic performance of upper basic school students' academic performance in Ilorin West. This finding suggests that the way parents interact with and guide their children plays a critical role in shaping their academic outcomes, with each style contributing differently to performance levels. This finding is consistent with the results of Baji and Mohammed (2015), which indicated positive correlations between various parenting styles and the academic performance of JSS students, reflected in correlation values of $r = .154$ ($p < 0.05$) for authoritative parenting style, $r = .102$ ($p < 0.05$) for authoritarian parenting style, and $r = .066$ ($p > 0.05$) for permissive parenting style. The observed positive relationship between authoritarian parenting styles and students' academic performance might be traceable to the fact that in this era of Gen Alpha age, children high level of handedness to be able to navigate successfully between their social life and academic pursuits.

Furthermore, Zahed-Zahedani et al. (2016) reported a statistical influence of parenting style on the academic achievement of students at Shiraz University of Medical Sciences. Similarly, Kramer (2017) found a significant relationship between parenting styles and mathematics achievement among middle school students at a small Christian school in the Midwestern United States. Additionally, Obiunu (2018) noted a significant impact of parenting styles on the academic performance of secondary school students in the Ethiopia East local government area of Delta State.

Conclusions

The study underscores the critical role that parenting styles play in shaping the academic performance of Upper Basic III students in Ilorin West. While students generally perform at an average level, the prevalent permissive parenting style raises concerns about its influence on academic discipline and motivation. The significant relationship among parenting styles and academic outcomes highlights the need for more parental engagement and balanced approaches to discipline that foster both autonomy and structure. This suggests that interventions targeting parental involvement and awareness of effective parenting practices could be essential in improving students' academic success in the region. Encouragement of a move towards authoritative parenting—warmth mixed with structure—has the potential to improve pupils' overall developmental outcomes as well as their academic achievement.

Recommendations

1. In order to raise Upper Basic III students' average academic performance in Ilorin West, schools ought to introduce more focused intervention programmes, like individualised tutoring, improved instructional strategies, and better learning materials. Professional development on cutting-edge teaching techniques that accommodate different student requirements and learning preferences should also be provided to teachers.
2. Community-based programmes that teach parents the value of balanced parenting are necessary because permissive parenting is common in Ilorin West. In order to help parents adopt more authoritative ways and help adolescents develop better academic discipline and responsibility while keeping supportive family dynamics, workshops and counselling services should be made available.
3. Educational stakeholders such as educational psychologist and counsellor should work with parents to promote a more balanced parenting style, given the strong correlation shown between parenting styles and academic success. Regular parent-teacher conferences can be held by schools to address how different parenting philosophies affect kids' academic development and to provide parents advice on how to create more controlled but nurturing settings at home.

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