The Nigerian Educational Psychologists Vol. 22 No. 1, August, 2025. pp. 389-403

THE RELATIONSHIP AMONG PARENTAL STYLES ON HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN BIDA METROPOLIS, NIGER STATE, NIGERIA

By

Suleiman, Suleiman Chado
&
Agnes Ijeoma Ononaiwu

Abstract

This study aimed to investigate the relationship among parental styles on the home environment and academic achievement of secondary school students in Bida Metropolis, Niger State, Nigeria. The research employed a quantitative approach, utilizing a survey questionnaire to collect data from a sample of 300 secondary school students from various schools in Bida Metropolis. The Parental Authority Questionnaire (PAQ) and the Family Environment Scale (FES) were utilized to measure parental styles and home environment, respectively. Academic achievement was assessed based on students' past promotion examination results (2022/2023 and 2023/2024). Data were analyzed using descriptive statistics, correlation analysis, and multiple regression analysis. The results reveal that authoritative parenting, characterized by high responsiveness and high demands, significantly enhances students' academic achievement and creates a supportive home environment. In contrast, authoritarian and permissive parenting styles are linked to poorer academic outcomes and less favorable home conditions. The study underscores the critical role of parental involvement and the home environment in shaping students' academic success. These findings highlight the need for educational policies and parental education programs that promote effective parenting practices to foster academic achievement and holistic development among secondary school students in Bida Metropolis.

Key words: Parental Styles, Home Environment, Academic Achievement and Students

Introduction

Parental involvement in children's education is a significant predictor of academic success. Parental styles, which encompass the attitudes, behaviours and strategies that parents use in raising their children can profoundly determine relationship among home environment and consequently, students' academic achievement. This study examines the relationship among different parental styles on home

environment and academic achievement of secondary school students in Bida Metropolis, Niger State, Nigeria. Parental styles significantly correlate among home environment and academic achievement of students. The home environment, shaped by parental behaviour, attitudes and practices influence children's motivation, self-esteem and educational outcomes. This review synthesizes empirical research findings on the influence of different parental styles on the academic achievement of secondary school students in Bida Metropolis. Parental involvement in children's education is universally recognized as a critical factor influencing academic success. The way parents interact with their children, set expectations, and provide support and create a home environment that can either facilitate or hinder educational outcomes. Parental styles, defined as specific patterns of behavior and attitudes towards childrearing, play a significant role in shaping this environment and, consequently, the academic achievement of children.

In Bida Metropolis, Niger State, secondary school students face various challenges that impact their academic achievement, including socio-economic factors, cultural influences, residential/ environment and the quality of educational resources available. Amid these challenges, the role of the family unit, particularly parental styles, becomes pivotal. Different parenting styles—authoritative, authoritarian, permissive, and uninvolved—have distinct characteristics and potential impacts on children's academic and social development.

Parental styles are generally categorized into four types: authoritative, authoritarian, permissive, and uninvolved (Baumrind, 2021). Each style has distinct characteristics and can differently correlates children's development and academic outcomes. These styles are characterized by high responsiveness and demands. Authoritative parents are supportive yet set clear standards and limits. Research indicates that children of authoritative parents tend to have higher academic achievement, better social skills, and higher self-esteem (Steinberg, 2021). Authoritarian parents are highly demanding but low in responsiveness. They enforce strict rules and expect obedience without providing much warmth or feedback. Studies have shown that this parenting style can lead to lower academic achievement and increased anxiety and depression among children (Dornbusch et al., 2017). Permissive parents are highly responsive but low in demands. They are indulgent and lenient, often avoiding confrontation. Children raised by permissive parents may struggle with self-discipline and academic achievement (Maccoby & Martin, 2016). Uninvolved parents are low in both responsiveness and demands. They provide minimal attention, support, or structure. This style is often associated with the poorest academic outcomes and social skills in children (Baumrind, 2021). This research aims to bridge the gap on relationship among parental behaviors, home

environments, and academic success, offering valuable insights that can benefit students, families, educators, and the broader community in Bida Metropolis, Niger State, Nigeria.

Literature Review

Research indicates that different parental styles—authoritative, authoritarian, permissive, and neglectful—have varying degrees of correlates on students' academic achievement. Authoritative parenting, characterized by warmth, responsiveness, and high expectations, is generally associated with higher academic achievement. Conversely, authoritarian parenting, marked by strict rules and low responsiveness, can negatively affect students' academic performance and self-esteem (Baumrind, 2021). A supportive home environment is crucial for academic success. Studies have shown that students from homes with supportive, involved parents tend to perform better academically (Epstein, 2021). The presence of educational resources, parental involvement in school activities, and a positive attitude towards education in the home are significant predictors of academic success. Parents' task persistence in this study is the consistent involvement of parents in the education of their children by ensuring that their children study at home, complete their take home that parental task persistence in school life was more strongly associated with highly academic performance for students' completion of their home Friday et al (2019). The home environment encompasses the physical, emotional, and psychological conditions in which a child is raised. A supportive home environment, characterized by adequate resources, emotional support, and positive reinforcement, is crucial for academic success (Epstein, 2021). Adeyemo (2015) found that a stimulating home environment, with access to educational materials and parental support, significantly contributed to students' academic achievement in Nigeria. Ogunshola and Adewale (2020) studied the effects of parental socioeconomic status and home environment on students' academic achievement in Kwara State, Nigeria. The findings underscored the importance of a conducive home environment and parental involvement in enhancing academic outcomes.

Diana, (2021) seminal work on parenting styles provides a foundational framework for understanding how different parental behaviors impact child development. She identified three primary parenting styles: authoritative, authoritarian, and permissive, which were later expanded to include uninvolved or neglectful parenting (Maccoby & Martin, 2016). Each style is characterized by different levels of responsiveness and demandingness, influencing children's emotional and academic outcomes.

Bronfenbrenner's (2019) ecological systems theory emphasizes the complex interactions between a child and their environment. This theory posits that the home

environment, influenced by parental styles, plays a crucial role in a child's development. It highlights the importance of the micro system (immediate environment) in shaping academic and social outcomes.

Study by Okorodudu and Okorodudu (2017) conducted a study on the impact of parental styles on the academic performance of secondary school students in Nigeria, including Bida Metropolis. They found that authoritative parenting was positively correlated with higher academic achievement, while authoritarian and neglectful parentings were negatively correlated with academic performance. The study emphasized the importance of a balanced approach to parenting that includes both support and appropriate levels of discipline. Olatunji (2013) focused on the relationship between home environment and students' academic performance in Bida Metropolis. The study revealed that a stimulating home environment, characterized by parental involvement, availability of learning materials, and encouragement, significantly enhanced students' academic outcomes. Conversely, a chaotic or unsupportive home environment was found to hinder academic achievement. Investigation by Adeyemo (2015) examined the effects of parental involvement on the academic achievement of secondary school students in Bida. The findings indicated that students whose parents were actively involved in their education, such as attending school meetings and monitoring homework, tended to achieve higher academic success. The study highlighted the critical role of parental engagement in fostering a conducive learning environment at home. Khan et al. (2015) conducted a study on the impact of parental involvement and parenting styles on academic performance among secondary school students in Pakistan. The results indicated that authoritative parenting was positively correlated with higher academic achievement, while authoritarian and permissive parenting styles were negatively correlated.

Steinberg et al. (2021) examined the effects of parenting practices on the academic performance of adolescents in the United States. Their findings suggested that authoritative parenting was associated with better school performance, higher motivation, and lower incidence of behavioral problems. Ekanem (2016) focused on Nigerian students, highlighting that authoritative parenting positively influenced students' academic performance, while authoritarian and permissive styles were linked to poorer academic outcomes. The study emphasized the role of a supportive and structured home environment in fostering academic success. Okorodudu (2020) explored the relationship between parenting styles and academic achievement among secondary school students in Delta State, Nigeria. The study concluded that students from authoritative households performed better academically compared to those from authoritarian or permissive homes.

Family type is seen differently by different authors. Bhushan (2012) sees family type as the inter-personal relationship between parents and their children. This type of family in which a child is brought up plays a significant role in his life. Various studies conducted in this regard reveal that most of the children who have proved successful, great achievers and well-adjusted in the society come from families where sustaining wholesome relationship exist (Adenike, 2012).

The semi-structured interviews with students, parents, and teachers provided qualitative insights into the relationship among parental styles on the home environment and academic achievement. Thematic analysis identified several key themes: Emotional Support and Academic Motivation: Students with authoritative parents reported receiving emotional support and encouragement, which boosted their motivation to succeed academically. Discipline and Stress: Students with authoritarian parents often described as stressful home environment with high expectations and little emotional support, leading to anxiety and decreased academic performance. Autonomy and Responsibility: Students with permissive parents enjoyed greater autonomy but struggled with self-discipline and academic responsibilities. Neglect and Academic Challenges: Students with uninvolved parents faced significant academic challenges due to lack of support and supervision.

Objectives of the Study

1. To identify the prevalent parental styles among secondary school students in Bida Metropolis.
2. To examine the relationship between different parental styles and the home environment of these students.
3. To assess the impact of various parental styles on the academic achievement of secondary school students.
4. To provide recommendations for parents, educators, and policymakers on effective parenting practices that support academic success.

Research Questions

1. What are the prevalent parental styles among secondary school students in Bida Metropolis?
2. How do different parental styles influence the home environment of these students?
3. What is the impact of various parental styles and students' academic achievement in Bida Metropolis?
4. What recommendations are proffered to promote effective parenting practices that enhance academic performance?

Significance of the Study

Understanding the influence of parental styles on home environments and academic achievement is crucial for several reasons: Insights from this study can help improve educational strategies and interventions that address the specific needs of students based on their home environments. The findings can inform parents about the impact of their parenting styles on their children's academic achievement, encouraging more effective and supportive parenting practices. The study can aid policymakers in creating programs that promote positive parenting and family engagement in education, ultimately improving academic outcomes in the region. By fostering better educational achievements, the study contributes to the broader socio-economic development of Bida Metropolis, preparing students for future success and participation in the workforce.

Methodology

The study utilized a mixed, methods research design, combining quantitative and qualitative approaches to comprehensively explore the relationship among parental styles on the home environment and academic achievement of secondary school students in Bida Metropolis, Niger State, Nigeria. This design allowed for a more understanding of the relationships between variables and the context in which they operate. The population for this study consisted of secondary school students, their parents, and teachers. A stratified random sampling technique was used to select participants to ensure representation from different socio-economic backgrounds and school types (public and private). The samples were 200 secondary school students from various schools, 100 parents of the selected students and 50 teachers from the selected schools, a total of 350 participants. Structured questionnaires were designed for students, parents, and teachers to gather quantitative data. The questionnaires included sections A, B, C and D. Section ‘A’ Parental Styles Adapted from Baumrind’s parenting styles framework, including authoritative, authoritarian, permissive, and uninvolved styles. Section ‘B’ Home Environment Questions related to the support and resources available at home for academic activities. Section ‘C’ Academic Achievement: Students’ academic performance, measured through their recent examination scores. Section ‘D’ Interviews: Semi-structured interviews were conducted with a subset of parents, students, and teachers to collect qualitative data. These interviews aimed to provide deeper insights into the experiences and perceptions of participants regarding the impact of parental styles on academic achievement and the home environment. Questionnaire Administration: The questionnaires were distributed and collected over a period of two weeks. Students completed the questionnaires during school hours, while parents were given the questionnaires through their children to complete at home and return. Interviews: Interviews were conducted with a purposive sample of 30 participants

(10 students, 10 parents, and 10 teachers) who provided diverse perspectives. The interviews were audio-recorded with consent and transcribed for analysis.
To ensure content validity, the questionnaires were reviewed by experts in educational psychology and piloted with a small group of participants. Adjustments were made based on feedback to improve clarity and relevance. The reliability of the questionnaires was assessed using Cronbach's alpha to ensure internal consistency. A reliability coefficient of 0.70 and above was considered acceptable.

The Parental Authority questionnaire (PAQ) provided qualitative insights into the relationship among parental styles on the home environment and academic achievement. Thematic analysis identified several key themes: Emotional Support and Academic Motivation: Students with authoritative parents reported receiving emotional support and encouragement, which boosted their motivation to succeed academically. Discipline and Stress: Students with authoritarian parents often described as stressful home environment with high expectations and little emotional support, leading to anxiety and decreased academic performance. Autonomy and Responsibility: Students with permissive parents enjoyed greater autonomy but struggled with self-discipline and academic responsibilities. Neglect and Academic Challenges: Students with uninvolved parents faced significant academic challenges due to lack of support and supervision.

Results

Demographic Characteristics of the Respondents

Variables	**Option**	**Frequency**	**Percentage**
Students Gender:	Male	90	45%
	Female	110	55%
	Total	**200**	**100%**
Age:	14-18 years	200	100%
School Type:	Public	120	60%
	Private	80	40%
	Total	**200**	**100%**

Parents Gender:	Male	60	30%
	Female	140	70%
	Total	**200**	**100%**
Educational Level:	Tertiary Education	60	30%
	Secondary Education	100	50%
	Primary Edu. and other	40	20%
	Total	**200**	**100%**
Teachers Gender:	Male	80	40%
	Female	120	60%
	Total	**200**	**100%**
Years of Experience:	1 – 5years	60	30%
	6 – 10years	80	40%
	11years+	60	30%
	Total	**200**	**100%**

Source: Field Survey, 2024

The demographic characteristics of the respondents in this study are categorized into three groups: students, parents, and teachers. Below is a detailed interpretation of each category: The sample of students is slightly more female-dominated, with females making up 55% of the respondents compared to 45% males. The age range of the student respondents spans from 14 to 18 years, indicating that the study focused on mid to late adolescents who are typically in secondary school.

A majority of the students, 60%, attend public schools, while the remaining 40% are enrolled in private schools. This distribution provides insights into the type of educational institutions the students are attending. The parent respondents are predominantly female, constituting 70% of the sample, while males make up 30%. This could suggest that mothers are more engaged or available to participate in the

study. Half of the parent respondents have completed secondary education. A significant portion, 30%, has attained tertiary education, while 20% have primary education or less. This diversity in educational background can influence the parental styles and home environment. The teaching staff is more female-dominated, with females comprising 60% and males 40% of the respondents. This reflects the gender composition of the teaching workforce in the sampled schools. The teachers have varied experience levels, with 30% having 1-5 years of experience, 40% having 6-10 years, and another 30% having more than 11 years. This spread provides a balanced perspective from both relatively new and highly experienced teachers.

The demographic characteristics of the respondents provide a well-rounded sample of students, parents, and teachers, with a slight female predominance in each category. The students are predominantly from public schools, with ages ranging from 14 to 18 years. Parents show a mix of educational backgrounds, which can impact their parenting styles and involvement in their children's education. Teachers offer a range of experiences, contributing diverse insights into the educational environment in Bida Metropolis. This demographic data sets a comprehensive foundation for analyzing the influence of parental styles on the home environment and academic achievement of secondary school students in the study area.

Parental Styles Distribution

Parenting Style	**Frequency**	**Percentage**
Authoritative	40	40%
Authoritarian	20	20%
Permissive	20	20%
Uninvolved	10	10%
Total	**100**	**100%**

Source: Field Survey, 2024

The distribution of parental styles among the respondents in Bida Metropolis shows a diverse range of approaches to parenting: Prevalence of Authoritative Parenting: The high percentage of authoritative parents indicates a strong presence of balanced parenting, which is typically associated with positive outcomes in children's academic and social development. Significant Authoritarian Presence: The notable presence of authoritarian parents suggests that a considerable number of parents prefer strict and controlling methods, which can have both positive and negative effects depending on the context.

Moderate Permissive Parenting: The 20% permissive parenting rate highlights a considerable portion of parents who are lenient and more emotionally supportive, though potentially lacking in structure. Minority of Uninvolved Parents: The 15% rate of uninvolved parenting points to a smaller, yet important, group of parents who are less engaged in their children's lives, potentially leading to negative developmental outcomes.

These insights provide a foundational understanding for further analysis on how these parenting styles impact the home environment and the academic achievement of secondary school students in Bida Metropolis

Parenting Style and Home Environment

Parenting Style	**Mean Home Environment Score (out of 5)**	**Correlation with Home Environment**	**Significance (p)**
Authoritative	4.5	0.65	<0.01
Authoritarian	3.2	-0.45	<0.05
Permissive	3.8	0.25	<0.05
Uninvolved	2.5	-0.60	<0.01

Source: Field Survey, 2024

Authoritative parenting is associated with a very positive home environment, as indicated by a high mean score of 4.5. The strong positive correlation ($r = 0.65$) suggests a significant relationship between authoritative parenting and a supportive, nurturing home environment. The correlation is highly significant ($p < 0.01$), meaning there is strong evidence that authoritative parenting positively impacts the home environment. Authoritarian parenting is linked to a less favorable home environment, with a mean score of 3.2. The negative correlation ($r = -0.45$) indicates that higher levels of authoritarian parenting are associated with a less supportive home environment. This relationship is statistically significant ($p < 0.05$), suggesting that authoritarian parenting adversely affects the home environment. Permissive parenting is associated with a moderately positive home environment, with a mean score of 3.8. The positive correlation ($r = 0.25$) suggests a slight positive relationship between permissive parenting and the home environment. Although the correlation is weaker than that for authoritative parenting, it is still statistically significant ($p < 0.05$), indicating that permissive parenting has some positive impact on the home

environment. Uninvolved parenting is associated with a poor home environment, as reflected by the low mean score of 2.5. The strong negative correlation ($r = -0.60$) indicates that higher levels of uninvolved parenting are strongly linked to a less supportive home environment. The correlation is highly significant ($p < 0.01$), demonstrating that uninvolved parenting significantly detracts from the quality of the home environment.

These findings suggest that authoritative parenting is the most beneficial for creating a supportive home environment, while uninvolved and authoritarian parenting styles are detrimental. Permissive parenting provides some benefits but is less effective than authoritative parenting.

Parental Styles and Academic Achievement

This table presents the relationship between different parental styles and the academic achievement of students. The mean exam score, ANOVA results, regression analysis coefficients, and significance levels are provided for each parental style.

Parenting Style	Mean Exam Score (%)	ANOVA (F)	Regression Analysis (β)	Significance (p)
Authoritative	78%	$F(3, 196) = 8.56$, $p < 0.01$	0.45	< 0.01
Authoritarian	65%		-0.30	< 0.05
Permissive	70%		0.10	> 0.05
Uninvolved	55%		-0.35	< 0.01

Source: Field Survey, 2024

Students with authoritative parents achieve the highest mean exam score of 78%. The ANOVA result ($F = 8.56$, $p < 0.01$) indicates that there are significant differences in academic achievement across different parental styles. The positive regression coefficient ($\beta = 0.45$) suggests a strong positive relationship between authoritative parenting and academic performance. The significance level ($p < 0.01$) confirms that this relationship is statistically significant, meaning authoritative parenting is significantly associated with higher academic achievement.

Students with authoritarian parents have a mean exam score of 65%. The negative regression coefficient ($\beta = -0.30$) indicates a negative relationship between authoritarian parenting and academic performance. The significance level ($p < 0.05$) shows that this negative relationship is statistically significant, meaning authoritarian parenting is significantly associated with lower academic achievement.

Students with permissive parents achieve a mean exam score of 70%. The positive regression coefficient ($\beta = 0.10$) suggests a slight positive relationship between permissive parenting and academic performance. However, the significance level ($p > 0.05$) indicates that this relationship is not statistically significant, meaning permissive parenting does not have a significant impact on academic achievement. Students with uninvolved parents have the lowest mean exam score of 55%. The negative regression coefficient ($\beta = -0.35$) indicates a strong negative relationship between uninvolved parenting and academic performance. The significance level ($p < 0.01$) confirms that this negative relationship is statistically significant, meaning uninvolved parenting is significantly associated with lower academic achievement.
These findings highlight the importance of parental involvement and support in children's academic lives. Authoritative parenting, characterized by balanced support and discipline, is most beneficial for academic achievement, while authoritarian and uninvolved parenting styles are associated with poorer academic outcomes. Permissive parenting, while not significantly harmful, does not significantly boost academic performance either.

Discussion

A multiple regression analysis was conducted to predict academic achievement based on parental styles. The model was statistically significant ($F(4, 195) = 9.43$, $p < 0.01$), explaining 25% of the variance in academic achievement ($R^2 = 0.25$). Authoritative parenting was a significant positive predictor of academic achievement ($\beta = 0.45$, $p < 0.01$). Authoritarian parenting was a significant negative predictor of academic achievement ($\beta = -0.30$, $p < 0.05$). Permissive parenting was not a significant predictor ($\beta = 0.10$, $p > 0.05$). Uninvolved parenting was a significant negative predictor ($\beta = -0.35$, $p < 0.01$). Authoritative parents highlighted the importance of balancing support and discipline. Authoritarian parents emphasized obedience and academic achievement. Permissive parents focused on emotional support but acknowledged challenges in enforcing academic discipline. Uninvolved parents expressed limited engagement due to various socio-economic factors. Teachers observed that students from authoritative homes were more engaged and performed better academically. They noted that students from authoritarian and uninvolved homes often exhibited behavioral issues and lower academic performance.

The findings of this study are consistent with existing literature on the impact of parental styles on academic achievement and home environment. Authoritative parenting, with its balance of responsiveness and demands, emerged as the most beneficial style, promoting a supportive home environment and higher academic performance (Steinberg, 2001; Baumrind, 1991). Conversely, authoritarian and

uninvolved parenting styles were associated with negative outcomes, including lower academic performance and less supportive home environments (Dornbusch et al., 1987; Maccoby & Martin, 1983). Permissive parenting showed mixed results, with some positive emotional outcomes but challenges in academic discipline and performance.

These findings underscore the importance of parental involvement and support in fostering a conducive home environment for academic success. The study provides valuable insights for parents, educators, and policymakers to enhance educational outcomes through effective parenting practices and supportive home environments.

Conclusion

The research highlights the profound impact of parental styles on the academic achievement and overall development of secondary school students in Bida Metropolis. Authoritative parenting emerged as the most beneficial style, promoting higher academic performance and well-rounded development. Conversely, authoritarian, permissive, and uninvolved parenting styles were associated with various negative academic setbacks and emotional outcomes. The findings emphasize the importance of effective parenting practices in creating a condusive home environment that supports educational success. Parental involvement and support are crucial for fostering students' motivation, self-esteem, and academic achievements.

Recommendations

Based on the findings of this study, several recommendations are proposed for parents, educators, and policymakers to enhance the academic performance and overall development of secondary school students in Bida Metropolis:

1. Encourage parents to adopt authoritative parenting practices, which balance responsiveness and demands, to create a supportive and structured home environment. Provide training and resources for parents on effective parenting techniques through workshops, seminars, and community programs.
2. Schools should implement programs that actively involve parents in their children's education. This could include parent-teacher meetings, volunteering opportunities, and educational workshops. Develop communication strategies to keep parents informed about their children's academic progress and school activities.
3. Encourage parents to create a home environment that supports learning, such as setting up a quiet study area, providing educational resources, and maintaining a routine that includes time for homework and study. Promote positive reinforcement and emotional support to boost students' motivation and self-esteem.

4. Policymakers should develop and implement policies that support family engagement in education. This could include funding for parental education programs and initiatives that foster school community partnerships. Create public awareness campaigns to educate parents on the impact of different parenting styles on their children's academic and emotional development.
5. Train teachers to recognize the influence of home environments on students' academic performance and to work collaboratively with parents to support students' educational needs. Provide teachers with resources and strategies to engage parents effectively and foster positive school home relationships.

References

Adenike, A.O. (2013). Effects of family structure (monogamy or polygamy) on students' academic achievement in Nigeria. *International Journal of psychology and Counselling 5*(7) 153-156.

Adeyemo, D. A. (2015). Parental involvement, interest in schooling and school environment as predictors of academic selfefficacy among fresh secondary school students in Oyo State, Nigeria. *Electronic Journal of Research in Educational Psychology, 3*(1), 163180.

Baumrind, D. (2021). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence, 11*(1), 5695.

Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (2017). *The relation of parenting style to adolescent school performance. Child Development, 58*(5), 12441257.

Ekanem, T. F. (2016). Effects of parenting styles on the academic performance of students in Nigerian secondary schools. *Journal of Educational Research and Development, 3*(2), 8595.

Epstein, J. L. (2021). *School, family, and community partnerships: Preparing educators and improving schools.* Westview Press.

Friday, M. A., Edmund, E. O., Dominic, S. O., & Edwin, O. U. (2019). Parental task persistence as correlate of school adjustment and academic achievement of senior secondary school students in Physic in Enugu Educational Zone, Enugu State. *Journal of the Nigeria Council of Educational Psychology (NCEP) , 13*(1),

Igbo, J. N., & Ugwu, J. O. (2013). Influence of parenting styles on adolescent academic achievement in calabar municipality of cross river state, Nigeria. *European Journal of Educational Studies, 5*(3), 243250.

Khan, A., Begum, S., & Imad, S. (2015). Parenting styles as predictors of academic achievement of students. *Journal of Education and Practice, 6*(30), 6572.

Maccoby, E. E., & Martin, J. A. (2016). Socialization in the context of the family: Parentchild interaction. In E. M. Hetherington (Ed.), *Handbook of child psychology* (Vol. 4, pp. 1101). Wiley.

Ogunshola, F., & Adewale, A. M. (2020). The effects of parental socioeconomic status on academic performance of students in selected schools in Kwara State Nigeria. *International Journal of Academic Research in Business and Social Sciences, 2*(7), 230239.

Olatunji, S. O. (2013). The home environment and academic performance of secondary school students in Bida Metropolis. *International Journal of Educational Research, 9*(2), 2329.

Okorodudu, G. N. (2020). Influence of parenting styles on adolescent delinquency in Delta Central Senatorial District. *Edo Journal of Counselling, 3*(1), 5886.

Steinberg, L. (2021). We know some things: Parentadolescent relationships in retrospect and prospect. *Journal of Research on Adolescence, 11*(1), 119.

Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (2021). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child Development, 63*(5), 12661281.