

## **RELATIONSHIPS AMONG PARENTING STYLES, SOCIAL DEFECTS AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN SENIOR SECONDARY SCHOOLS IN ABIA SOUTH SENATORIAL ZONE, NIGERIA**

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### **Abstract**

This study investigated the relationship among parenting styles, social defects and academic achievement of adolescents in senior secondary schools in Abia South Senatorial Zone of Abia State, Nigeria. Correlational research design was adopted. The population of the study comprised of 96,913 students and simple random sampling technique was used to select 375 students. The instruments used for data collection in this study are; Parenting Style Scale, Students Social Defects Questionnaire and Academic Achievement Proforma Sheet. The instruments were validated by experts in the field of Measurement and Evaluation. The reliability of the instruments was determined using Cronbach Alpha which yielded .74 and .68 for the PSS and SSDQ. The data collected were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) to test the hypotheses. The results of the study revealed a significant positive relationship between authoritarian, authoritative parenting style and students' academic achievement. The results further indicated that there was a significant negative relationship between delinquent, aggressive behaviour and students' academic achievement. The study concluded that there is an association between parenting style, social defects and students' achievement. It is recommended that parents should support their children through positive ways to help develop their academic and social life.

**Keywords:** Relationship, Parenting Style, Social Defects, and Academic Achievement, Adolescents

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### **Introduction**

The success or failure of a student is measured in terms of academic achievement. It means development of skills in school subjects. Academic Achievement is the criterion for selection, promotion or recognition in various walks of life. Poonam and Rohtash (2017) observed that "academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him". Amatobi and Amatobi (2020) analyzed that a major problem facing Nigerian secondary education is the poor performance of students in core subjects, especially Mathematics and English Language. They noted that without a credit in Mathematics and English Language the student cannot pursue any course of study at institutions of higher level in Nigeria. Academic achievement is one of the most important goals of education. Academic achievement refers to what and how an individual has learnt quantitatively after a period of instruction given. The teaching and learning process that are going in every institution focus on

the academic achievement of the students. In a general sense, academic achievement is the current level of a student's learning. Academic achievement itself is the amount of knowledge derived from learning by the learner. Academic achievement is commonly measured with examinations that assess important procedural knowledge such as skills, and declarative knowledge such as facts which student have learnt (Kpolovie et al., 2014).

Parenting styles play a significant role in children and adolescent adjustment and have been related to different aspects of their psycho-social, emotional, cognitive and academic competences. Parsasirat et al. (2013) also emphasized that the kind of parenting style adopted by parents has monumental impact on children's attitude, academic achievement and career choice. Different parenting styles produce different characteristic traits of children including those demonstrated at school (Walker, 2015). Parents through their parenting styles have crucial effects on the academic achievement of their children at different levels of education. To be successful in their higher education and life, secondary school students and young adults need trusting, supporting, and caring relationships with their families, especially with their parents (Ahmadu et al., 2019). Hong et al. (2015) posited that parenting styles are important to adolescents' mental development. Parenting styles play an essential role on the better and effective academic achievement of students notwithstanding of the level of education of the students. Ahmadu, et al. (2019) maintained that the family (parents) has direct role in the social and academic life of students and young children. Parents through their parenting styles have crucial effects on the academic achievement of their children at different levels of education. Family support the child can obtain from their parents is an important protection throughout their lives, particularly during their transition to university.

Authoritative parents encourage their children to be independent while they keep controlling the actions of their children. Authoritative parenting style are demanding, responsive and are open to communication and actively participate in the child's life showing trust and acceptance, encouraging their children to be autonomous. Talil and Abrhiem (2014) observed that authoritative parents are high in demandingness and high in responsiveness, exhibiting more supportive than harsh behaviours. When children grow and develop, there is the possibility to be independent. Authoritative parenting is a more flexible style of parenting in which parents permit their children considerable freedom, but are careful to provide reasons for the restrictions they impose and will ensure that the children follow these laid down procedures. Authoritative parents are responsive to their children's needs and ideas and will often seek their children's views in family deliberations and decisions. According to Kosterelioglu (2018) authoritative parents are very much aware of the needs of their children and are equally sensibility to their immediate needs. Baumrind (1991) avers that, "unlike any other pattern, authoritative upbringing....consistently generated competence and deterred problem behavior". They are warmer, more accepting, and more helpful styles of parenting. Authoritative parenting has been found to be an essential factor in an adolescent's life in comparison with the other parenting styles. It has been seen as the most effective in enhancing personal and social responsibilities in adolescents, without constraining their newly formed autonomy and individuality.

The authoritarian parents shape, control, and evaluate the behaviour and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. According to Baumrind (1991) a pattern of child rearing in which the parents are so much demanding and harsh is known to be authoritarian parenting. Authoritarian parents are very strict and they make their offspring to obey each and every demand placed on them without any relaxation, no matter what the circumstances are present. She believes in keeping the child in his place, in restricting his autonomy, and in assigning household responsibilities in order to inculcate respect for work. Parents regard the preservation of order and traditional structure as a highly valued end in itself. Parents do not encourage verbal give and take, believing that the child should accept her word for what is right. A lot of rigid demands are placed on the children by such harsh parents, strict rules are taught and compliance is claimed without any relaxation according to the children's feasibility. Very harsh policies are implemented on the children without any emotional involvement with them, thus compelling them to obey in each circumstance. Myers and Scott (2020) also noted the dominating nature of authoritarian parenting practices demands children to strictly follow rules and regulations as the basis of their decisions. In the study, authoritarian parenting contributed significantly to the students' academic performance (38%), but in a negative way.

Social defects are negative psychological variable that affects students' social life and achievement. Some of the dimensions of Social defects include delinquency, aggression and truancy, peer pressure, withdrawn behaviour, etc. The study investigated delinquent behaviour and aggression, which poses a real threat to the physical and social survival of an individual within certain social environments or collective settings. According to Goode (2016), delinquent behaviour has a destructive or self-destructive orientation characterized by persistence and repetition. Delinquent behaviour is also defined by unorthodox traits that do not conform to officially established generally accepted social norms. Delinquent behaviour causes negative evaluations for examples, crimes, to be committed by people. The causes of the delinquent behaviour in teenagers stem from lack of supervision, lack of attention from relatives, fear of punishment, dreaminess, the desire to eliminate the guardianship of caregivers or parents, ill-treatment by comrades, and in an unmotivated thrust to change the status quo.

Delinquent are marked by violation of social norms, moral norms, cultural values, the process of assimilation, and in the reproduction of values and norms. It may stem from a single action by an individual that does not meet set out social norms. Idris (2016) posited that delinquent behaviour is any behaviour exhibited by members of a group or society which is at variance with established rules of the group or society. Delinquent behaviour short chains the purpose of education by impacting negatively on teaching and learning in school (Nabiswa, Misigo, Makhanu, 2016). Delinquent behaviour can be regarded as a choice between socially acceptable and deviant ways of achieving set goals.

Aggression has gained an international credit due to its increasing importance (Abasiubong et al., 2011) and it is widely recognized in education field since the existing literature discusses its wide use during middle childhood and adolescence. Aggression has always been an important

issue of mankind. Aggression is defined as behaviour intended to cause harm or pain. Nowadays the aggressive behaviour has become an issue of vital importance and a major concern in most societies. The whole world seems to be under the pressure of aggressive acts of various forms. Violence can be seen in most parts of the world and it is undoubtedly disturbing the world's peace and harmony. Aggressive behaviour leads to disturbances in family relations and it causes difficulties in achieving the educational achievements.

Parenting style and psychological traits plays an important role in the educational attainment of adolescents. Moreover, parenting forms the basis of a family environment because without parental education, it was not possible for parents to fulfill their roles and duties in the family and the society. In Nigeria today, adolescents' exhibit behaviours that do not conform to the acceptable moral norms in our society. The researcher has observed the unpleasant behaviours that emanated from students in Abia state which causes burden to parents, school administrators/teachers and the society. Poor academic performance of students has attracted attention of educationists, researchers, curriculum planners, educational policymakers and government at all levels. Most of the problems leading to students' poor academic performance in school emanate from social defects and parenting style. Research has shown that parenting style and social defects is among the factors that affects adolescent's individual life and academic achievement. In essence, those studies that have been conducted are not comprehensive enough to illuminate strong factors affecting students' academic achievement as they focused on few factors. This research is therefore aimed at investigating the relationship between parenting styles, social defects and academic achievement of adolescents in senior secondary schools in Abia South Senatorial Zone of Abia State, Nigeria.

### **Objectives of the Study**

The purpose of this study was to investigate the relationship between parenting styles and social defects on academic achievement of adolescents in senior secondary schools in Abia South senatorial zone, Nigeria. The study sought to:

1. Determine the relationship between authoritarian parenting style and academic achievement of the adolescents in senior secondary schools in Abia South.
2. Investigate the relationship between authoritative parenting style and academic achievement of the adolescents in senior secondary schools in Abia South.
3. Find out the relationship between delinquent behaviour and academic achievement of the adolescents in senior secondary schools in Abia South.
4. Determine the relationship between aggressive behaviour and academic achievement of the adolescents in senior secondary schools in Abia South.

### **Hypotheses**

To facilitate the investigation, the following hypotheses were tested at the 0.05 levels of significance:

**HO<sub>1</sub>:** There is no significant relationship between authoritarian parenting style and academic achievement of adolescents in senior secondary schools in Abia South.

**HO<sub>2</sub>:** There is no significant relationship between authoritative parenting style and academic achievement of adolescents in senior secondary schools in Abia South.

**HO<sub>3</sub>:** There is no significant relationship between delinquent behaviour and academic achievement of adolescents in senior secondary schools in Abia South.

**HO<sub>4</sub>:** There is no significant relationship between aggressive behaviour and academic achievement of adolescents in senior secondary schools in Abia South.

### **Methodology**

A correlational research design was adopted in this study. A correlational research is concerned about the relationship or association between two or more variables. The main emphasis in a correlational study is to discover or establish the existence of a relationship or association between two or more aspects of a situation (Kothari, 2004; Ranjit, 2011; & Anikweze, 2013). The population of the study comprised of 96,913 adolescent students in public secondary schools in Abia South Senatorial zone of Abia state. The sample size is 375 students selected using Krejcie and Morgan (1970) table of specification for determining sample size from a given population. The sample of the study was drawn from SS 2 students in the Senior Secondary Schools in Abia State. A multi-stage sampling procedure was employed. The first stage was the use of cluster sampling procedure to select the schools from the already existing senatorial zones in Abia state (Abia North, Abia South and Abia West) as illustrated in Table 1.

The second stage was the use of proportionate sampling procedure to select the Local Government Areas from the senatorial zones. The study further employed the use of simple random sampling to select participants from SS2 adolescents class using the hat and draw method of selection. Simple random sampling procedure was further used to select 20 students from each of the sampled schools. The use of balloting was made possible as respondents were asked to pick from the ballot box. Yes and No option was written out and dropped in the box for participants to pick and all those who picked YES were used for the study. The essence was to give the participants equal chance of participation.

**Table 1: Sampling Frame of Senior Secondary Schools in Abia South Senatorial Zone, Nigeria**

<b>Abia South LGA</b>	<b>Number of Schools</b>	<b>Number of Students</b>	<b>Sampled Schools</b>	<b>Sampled Students</b>
Aba North	7	17,080	3	45
Aba South	7	18,660	3	45
Obingwa	14	12,920	7	105
Osioma	12	11,835	6	90
Ugwunagbo	5	11,803	2	30
Ukwa East	7	10,925	3	45
Ukwa West	3	13,690	1	15
		<b>96,913</b>	<b>25</b>	<b>375</b>

**Source: Field Survey, 2023**

Three instruments used to obtain information from the respondents were Parenting Style Scale (PSS), Students Social Defects Questionnaire (SSDQ) and Academic Achievement Proforma Sheet. The Parenting Style Scale (PSS) was constructed to measure students understanding and level of parenting style. The indices of parenting style used in this study are Authoritarian, Authoritative and Permissive parenting style. The instrument consists of 16 items bothering on influences of parenting style on Students' academic achievement and is structured into a four-point Likert scale and scoring as Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Students Social Defects Questionnaire (SSDQ) was constructed to measure students' Delinquent Behaviour and Aggressive Behaviour. The instrument consists of 14 items. The response set for the instrument is structured on a modified 4-point Likert scale type as Never = 1, Sometimes = 2, Often = 3, and Almost Always = 4. The Academic Achievement Proforma Sheet was developed by the researcher and was used to obtain Mathematics and English Language scores of students from each of the school. The researcher with the help of the subject teachers served as research assistance in the administration of the Proforma sheet. The Mathematics and English Language teachers were instructed on how to record the scores of the students using the 2<sup>nd</sup> term achievement of SS 2 students across the Senior Secondary Schools in Abia South senatorial zone, Nigeria.

The instruments were validated by two experts in the Department of Educational Foundations and Psychology. The experts in their respective views rated the instruments to determine their logical validity index using construct and face validity measures. Their result gave an index of 0.75 for Students Social Defects Questionnaire (SSDQ), 0.76 for the Parenting Style Scale (PSS) and 0.82 for the Academic Achievement Proforma Sheet. In order to determine the reliability of the instruments, a pilot test was carried out on 50 respondents in Government Senior Secondary School within Abia North which is part of the study but not part of the sample frame. Cronbach's Alpha method was used to determine the reliability coefficient and internal consistency, yielded an index of 0.68 for Students Social Defects Questionnaire (SSDQ) and 0.74 was obtained for the Parenting Style Scale. The instrument was administered to the respondents with the help of the classroom and subject teachers. Data collected was



analyzed with the use of descriptive statistics (Pearson's Product Moment Correlation, mean, standard deviation) to answer the research questions, while the formulated hypotheses was tested with the use of Pearson's Product Moment Correlation Coefficient (PPMCC) to establish the relationship between the independent and dependent variable. The hypotheses were tested at 0.05 levels of significance, using Statistical Package for Social Sciences (SPSS) version 25 for data analysis.

## Results

**Hypothesis 1 (HO<sub>1</sub>):** There is no significant relationship between authoritarian parenting style and academic achievement of adolescents in senior secondary schools in Abia South senatorial zone.

**Table 2: Correlation Coefficient between Authoritarian Parenting Style and Academic Achievement of Adolescents in Senior Secondary Schools in Abia South senatorial zone**

Variables	N	$\bar{X}$	Std.D	df	r	P-Value
Authoritarian PS	375	32.63	4.55	37	.704	.036
Academic Achievement	375	51.06	6.52	3		

**Level of significance Alpha ( $\alpha$ ) < 0.05 shows significant relationship**

Table 2 revealed that there is a significant positive relationship between authoritarian parenting style and academic achievement of adolescents in senior secondary schools in Abia South senatorial zone, Nigeria. The result which is given as: N = 375, r = .704, (p-value = .036). The formulated hypothesis was therefore rejected as p-value (.036) is less than .05 levels of significance.

**Hypothesis 2 (HO<sub>2</sub>):** There is no significant relationship between authoritative parenting style and academic achievement of the adolescents in senior secondary schools in Abia South senatorial zone, Nigeria.

**Table 3: Correlation Coefficient between Authoritative Parenting Style and Academic Achievement of Adolescents in Senior Secondary Schools in Abia South senatorial zone**

Variables	N	$\bar{X}$	Std.D	df	R	P-Value
Authoritative PS*	375	30.8	4.5	373	.754	.034
Academic Achievement	375	4	2			
		51.0	6.5			
		6	2			

**Level of significance Alpha ( $\alpha$ ) < 0.05 shows significant relationship**

Table 3 revealed that there is a significant positive relationship between authoritative parenting style and academic achievement of adolescents in senior secondary schools in Abia South senatorial zone, Nigeria. The result shows a positive relationship with N = 375, r = .754,

(p-value = .034). The formulated hypothesis was therefore rejected as p-value (.034) is less than .05 levels of significance.

**Hypothesis 3 (HO<sub>3</sub>):** There is no significant relationship between delinquent behaviour and academic achievement of the adolescents in senior secondary schools in Abia South.

**Table 4: Correlation Coefficient between Delinquent Behaviour and Academic Achievement of Adolescents in Senior Secondary Schools in Abia South senatorial zone**

Variables	N	$\bar{X}$	Std	df	r	P-Value
Delinquent Behaviour*	375	38.42	4.27	373	-.054	.428
Academic Achievement	375	51.06	6.52			

**Level of significance Alpha ( $\alpha$ ) < 0.05 shows significant relationship**

Table 4 revealed that there is no significant relationship between delinquent behaviour and academic achievement of adolescents in senior secondary schools in Abia South senatorial zone, Nigeria. The result which shows a negative relationship with N = 375, r = -.054, (p-value = .428). The formulated hypothesis was therefore accepted as p-value (.428) is greater than .05 levels of significance.

**Hypothesis 4 (HO<sub>4</sub>):** There is no significant relationship between aggressive behaviour and academic achievement of the adolescents in senior secondary schools in Abia South.

**Table 5: Correlation Coefficient between Aggressive Behaviour and Academic Achievement of Adolescents in Senior Secondary Schools in Abia South senatorial zone**

Variables	N	$\bar{X}$	Std	df	r	P-Value
Aggressive Behaviour*	375	32.26	4.57	373	-.065	.285
Academic Achievement	375	51.06	6.52			

**Level of significance Alpha ( $\alpha$ ) < 0.05 shows significant relationship**

Table 5 revealed that there is no significant relationship between aggressive behaviour and academic achievement of adolescents in senior secondary schools in Abia South senatorial zone, Nigeria. The result shows a negative significant relationship with N = 375, r = -.065, (p-value = .285). The formulated hypothesis was therefore accepted as p-value (.285) is greater than .05 levels of significance.

### Discussion of Findings

The study revealed that there is a significant positive influence of authoritarian parenting style on academic achievement of adolescents in senior secondary schools in Abia South senatorial



zone, Nigeria. This is in line with Ishola and Taiwo (2015) whose study revealed that there was a significant influence between authoritative parenting style and academic performance of male students in social studies, while there was no significant relationship between authoritative parenting style and academic performance of female students in social studies. This is also supported by Obi and Okeke (2014); and Odongo, Aloka & Raburu (2016) who found out that authoritarian and authoritative parenting style made significant contribution to students' academic achievement.

Findings from the study further revealed that there is a significant positive influence of authoritative parenting style on academic achievement of adolescents in senior secondary schools in Abia South senatorial zone, Nigeria. This finding of the study is supported by Baidoo-Anu, Abiauw and Kaedebi-Donkor (2019) revealed that parenting styles correlate high with academic achievement and as such parenting styles have relationship with the academic achievement of students. Asrat (2015) research results revealed that out of the four specific parenting styles, the authoritative style has the medium significant correlation with academic achievement. The authoritarian style also has a negative significant relationship with achievement. However, there is no significant relationship between the neglectful parenting styles and achievement. More so, study by Kosterelioglu (2018) further shows that democratic and overprotective parenting styles were found to have the strongest and the most significant impact on learning approach orientation whereas overprotective and permissive parenting styles had the most significant impact on learning avoidance orientation.

Result of the study on hypothesis three revealed that there is a significant negative relationship between delinquent behaviour and academic achievement of secondary school students in Abia South senatorial zone, Nigeria. This is corroborated by Ayinde and Olasehinde-Williams (2020) findings of the study were that: the most prevalent deviant behaviour among deviant pupils was coming late to school. Study by Shireen and Sufiana (2015) further revealed that boys use abusive and foul language and involve in destructive activities as compare to girls who were rarely observed in abusive language or physical fight.

Findings from the study on hypothesis four indicated that there is a significant negative influence of aggressive behaviour on the academic achievement of secondary school students in Abia South senatorial zone, Nigeria. This is supported by Preeti and Saket (2014) whose study revealed that there is negative correlation between academic achievement and aggression of school students. Academic achievement of boys and girls was found to have negative correlation with aggression. Orhan (2013) results revealed that aggression had significant negative effects on students' current academic achievement (GPA) and cumulative academic achievement score (CGPA).

## Conclusions

The findings of this study justify the importance of parenting styles, social defects and academic achievement of senior secondary school students. The study concludes that there is a significant positive relationship between parenting styles (authoritative and authoritarian)

and social defects (delinquent behaviour and aggressive behaviour) on academic achievement of adolescents in senior secondary schools in Abia South senatorial zone, Nigeria.

### Recommendations

The study recommends that authoritarian and authoritative parents should endeavour to continually support their children in their education and other aspect of life. Parents should also seek for positive ways to help develop their children's academic and social life. Parents, guidance, teachers, and other care givers should pay more attention to the social defects of well being of adolescents/students, and also ensure that they display good behaviour in the society.

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