

**COMPARATIVE ANALYSIS OF PARENTING STYLES AND THEIR IMPACT  
ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL  
STUDENTS IN OVIA NORTH-EAST LOCAL GOVERNMENT AREA OF  
EDO STATE**

**BY**

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**DEPARTMENT OF SOCIAL WORK**

**FACULTY OF SOCIAL SCIENCE**

**UNIVERSITY OF BENIN**

**BENIN CITY**

**OCTOBER, 2025**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIAL WORK  
FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN SOCIAL  
WORK**

**OCTOBER, 2025**

## CERTIFICATION

This is to certify that this research work titled “comparative analysis of parenting styles and their impact on academic performance of senior secondary school students in Ovia North-East Local government area of Edo State” was carried out by Iwuagwu, Juliet Chisom, with matriculation number **SSC2208968**, in the department of Social Work, faculty of Social Sciences, university of Benin, Benin city.

The work is an original research submitted in partial fulfillment of the requirements for the award of the Bachelor of Science (B.Sc.) degree in Social Work.

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Dr. Sunday Omigie  
(Project Supervisor)

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DATE

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Dr. (Mrs.) Helen. E. Eweka  
(Head of Department)

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DATE

## **DEDICATION**

I dedicate this work to the Almighty God, my unfailing source of strength, wisdom, and inspiration. I also lovingly dedicate this work to our Blessed Mother Mary, my ever-loving mother and intercessor.

May this work stand as a humble testimony of God's faithfulness and a reflection of the grace I have received through His divine mercy and the loving embrace of our Blessed Mother Mary, may this work bring glory to God and honor to Mother Mary.

## **ACKNOWLEDGEMENT**

“All praise and thanks to Almighty God, whose power working in us can do infinitely more than we can ever ask, think, or even imagine” (Ephesians 3:20). His grace has been my strength, His wisdom my guide, and His love my greatest inspiration. His constant presence has carried me through times of doubt and difficulty, and His light has illuminated every step of this journey. Indeed “I can do all things through Christ who strengthens me” (Philippians 4:13). To God be the glory forever and ever. Amen.

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**Iwuagwu Juliet Chisom**  
**University of Benin**  
**October, 2025**

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## ABSTRACT

This study examined a comparative analysis of parenting styles and their impact on academic performance of senior secondary school students in Ovia North-East Local Government Area of Edo State. The population comprised of all senior secondary school students in Ovia North-East, while a sample of 300 students was selected using simple random sampling technique. The research aimed to determine how different parenting styles namely, authoritative, authoritarian, permissive, and neglectful, influence students' academic achievements. The study employed a quantitative descriptive survey design to examine the impact of different parenting styles on students' academic performance. A structured questionnaire was used to gather data from respondents categorized according to four major parenting styles: authoritative, authoritarian, permissive, and neglectful.

The findings revealed that students raised under authoritative parenting recorded the highest level of academic performance of (60%), followed by students raised under authoritarian parenting (44.7%). In contrast, permissive and neglectful parenting styles produced fewer students with high academic achievement recording 31.6% and 20% respectively. Students raised under neglectful or uninvolved parenting styles recoded the highest percentage of low academic performance (33.3%), which implies that students with minimal or no parental guidance or support are prone to poor academic performance. The computed Chi-square ( $\chi^2$ ) value of 43.2 with 6 degrees of freedom at the 0.05 level of significance indicated a significant relationship between parenting style and students'

academic performance. The study concludes that the authoritative parenting style has the most positive influence on students' academic achievement and recommends that parents adopt a balanced, supportive, and communicative approach to child-rearing to enhance their children's educational outcomes.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

A child is first a gift to the parents before becoming a gift to the nation. Hence, family becomes the first agent of socialization. Parents and their parenting styles have a significant role to play in the life of a child. Children learn the value of their parents which shape their views and behavior. The extent to which these values are inculcated and entrenched is dependent on parenting and skills. Thus, the bible says, “train the child in the way he should follow; even when he grows up, he will not depart from it” (Proverb 22:6). Ögretir-Özçelik, (2017) posits that children are the sources of the next generation in the world and families must objectively bring up their children in a good environment. The upbringing of children has placed big responsibilities on families to prepare them for social life.

In our present world, education is a necessity after food, clothing and shelter. The growth of a child is parallel to the future of a nation, and it is reflected in the quality of educational system of that nation. However, the importance of parental guidance and support in ensuring children attain academic excellence is not underrated, hence, it is paramount to note that it is not solely the responsibility of teachers but also that of the

parents to ensure that children receive holistic education that will form their mind and character for future tasks.

In the current educational landscape, academic performance is a fundamental measure of students' future capabilities and success, emphasizing the importance of developing skills that equip them for lifelong learning in a constantly changing society. Emotional education plays a crucial role in this context, as students during this phase, undergo essential cognitive, emotional, and social developments that impact their academic and personal advancement (Ogbonneya & Nworie 2024).

Over the years, Nigeria secondary students' performance in West African Senior School Certificate Examination (WASSCE) has shown several fluctuations with massive failure in 2024. For instance, an article published by Gilbert Ekugbe in PUNCH newspaper on the 24th of April, 2025 stated that over 26,000 failed the 2024 WASSCE in Lagos. Additionally, the West African Examination Council Head in Nigeria, Dr. Amos Dangut, disclosed that among the 1,805,216 that sat for the examination, 1,301,941 candidates obtained credits and above in a minimum of five subjects including English language and mathematics at 72.12 per cent, revealing a 7.69 per cent drop in performance compared to 79.81 per cent recorded in 2023 (Omisakin, 2024).

In an article released on Pulse newspaper written by Segun Adeyemi on 13 August 2024 at 14:44, it was stated that these fluctuations seen in students' performance in West

African Senior School Certificate Examination (WASSCE) over the past decade, Nigeria's success rates have shown notable fluctuations, which reflects both the challenges and progress within the country's education. One of the contributing factors to poor academic achievement may be the poor parenting style children experience at home.

Parenting is widely acknowledged as one of the most influential factors shaping a child's academic success, behavior, and emotional well-being. As children develop, they are exposed to various environmental influences; but the family, especially the style of parenting employed, remains a primary determinant of a child's development.

Parenting transcends giving birth to a child, feeding, clothing, sheltering and/or catering for academic requirements; it also and more importantly encompasses making out time to be with the child, monitoring his day-to-day activities and being involved and interested in the child's life and most significant moments of the child's being. Hence, parenting styles have a significant role to play in the child's psychological, physical and emotional wellbeing which in turn impacts significantly on the child's academic performance. According to Obiunu, (2018), in Nigeria, families are finding it difficult to stay connected with their children's education because of life patterns and nature of social commitments. Parents are becoming isolated from their children and finding it difficult to keep careful watch on what needs to be done to help their children succeed in school, which eventually affects their children's academic performance. In some families, parents are

not even able to monitor their children at home not to talk of their academic progress and performance (Obiunu, 2018). Tan et al., (2022) explain that for children’s cognitive and language development, parent involvement in play, learning, and routine home activities is critical. In this regard, parental involvement in literacy activities such as reading and telling stories is well known to be beneficial to children’s linguistic and cognitive development in the preschool years, as well as long-term academic outcomes. Parent participation, on the other hand, involves a broader range of parent actions than simply reading to children and can include any activity that gives a learning or cognitive stimulation opportunity (Eijgermans et al., 2022). Parents have different patterns and manners they employ in bringing up and nurturing their children, and these different manners are called parenting styles. Parenting styles indeed have a significant role to play in children’s academic performance. Estlein (2016), in his work titled “Parenting styles: Encyclopedia of Family Studies” further posits that parenting style is a broad pattern of practices employed by parents to discipline their child which has consistently and greatly influenced children’s development. Studies have persistently documented the significant role parents and their parenting styles play in shaping children’s characters and abilities in all ramifications of their lives.

Parenting styles are typically categorized into four distinct types, namely: authoritative, authoritarian, permissive and neglectful or uninvolved (Baumrind, 1967; Maccoby & Martin, 1983). These four parenting styles were defined in terms of two dimensions

responsiveness (the degree of warmth, acceptance and support) and demandingness (the degree of control, supervision and expectation) that create an emotional climate in which parents communicate their attitudes and practices about child rearing to their child. These four parenting styles were based on variations in warmth and control and were labeled as authoritative (high warmth-high control) fostering a balance of structure and autonomy. Authoritarian (low warmth-high control) emphasizing obedience and discipline over open dialogue which may lead to obedience but stifled creativity and independence. Permissive (high warmth-low control) often leads to children who may struggle with self-regulation. Neglectful style (low warmth-low control) gives minimal parental guidance which may result to poor academic outcomes and emotional distress (Louis, 2022). This work will focus on the four parenting styles, namely, authoritarian, authoritative, permissive and uninvolved (neglectful) and how each style affects the academic performance of secondary school students.

Authoritarian parenting is the type of parenting style that engages in one-way mode of communication where they establish strict rules that the child is expected to follow without questions or negotiation. These rules are rarely explained, and children are expected to meet high standards without making mistakes. Errors are often met with punishments. This parenting style tends to be less nurturing, maintaining high expectations with limited flexibility (Sanvictores & Mendez, 2025). Authoritarian parents always prioritize obedience and discipline over responsiveness support and attention.

They lay down strict rules and enforce their children to obey those rules religiously and diligently. This type of parenting leads to negative psychological effects such as, low self-esteem, over dependent on people for decision making, negative self-image, anxiety disorder etc. (Goyal, 2024).

On the other hand, authoritative parenting is characterized with high level of warmth, responsiveness, attention and support coupled with clearly defined boundaries. Authoritative parents create an atmosphere of mutual respect, offering guidance and direction while promoting and encouraging independence (Goyal, 2024). Authoritative parenting is characterized by a close nurturing relationship between parents and children. Parents set clear expectations, explain to children the reason for those expectations and guide them towards the achievement of those goals set. The parents use disciplinary measures as a supportive tool and not as a punishment. Children are encouraged by their parents to always seek guidance if needed at any stage of their lives. They are also taught the importance of communication and parental guidance. Authoritative parenting foster confidence, high self-esteem, improved social outcome and emotional well-being (Sanvictores & Mendez, 2025) Children from authoritative parenting home are taught and so come to clearer understanding that they can achieve anything they set their minds on in life.

Again, there is permissive parenting: This type of parental style is related to authoritative parenting style and at the same time distinct. Permissive parenting exhibit warmth and responsiveness but are limited in setting boundaries and enforcing rules. They tend to be more indulgent and less inclined to exert control over their children's behavior (Goyal, 2024). The children are allowed to make rules for themselves, e.g. time for bed, screen time, time for homework, time to play, time to wake up, time to eat, time to leave for school, and time for other activities while parents provide none or little guidance on moderation. While children from this home exhibit a high level of self-esteem, they can also act in an impulse, selfish, demanding manner and struggle with self-regulation (Sanvictores & Mendez, 2025).

Finally, there is the uninvolved or neglectful parenting: This type of parenting style is characterized by lack of warmth, non-responsiveness, and inattentiveness in their child's life. Uninvolved parents tend to be physically distant, emotionally absent, failing to fend for the children and unable to fulfill their children's basic needs for care and guidance (Goyal, 2024). Uninvolved parents give the children high degree of freedom. While they may be fulfilling the children's basic needs for clothing and shelter, education and food; they remain emotionally detached and disengaged from their children's life (Sanvictores & Mendez, 2025). Research has indicated that children may suffer because of their parents' lack of emotional attentiveness. More precisely, children raised by uninvolved parents might struggle to develop attachments in the future. They struggle with social,

emotional, and cognitive skills, and they generally perform poorly in many areas of life. This can lead to mental health problems like anxiety, so parents need advice on how to deal with this extra difficulty. Children of uninvolved parents may struggle with aggression and impulsiveness which may result in behavioral issues. Parents' lack of structure might lead to disobedience and disrespect for others in positions of authority. Children find it challenging to acquire proper limits and behaviors in other settings, such as school or social settings, when there are no boundaries set at home (Vallejo, 2024).

It is imperative to keep in mind that parenting styles interact with variety of other factors, including the child's temperament, sex, and social environment. For instance, parents who raise their kids in hazardous situations might benefit from being more severe with them. Additionally, some parental reactions (like stricter control) may be triggered by specific kid traits (like reactivity or rebelliousness) (Hendricks, 2025).

## **1.2 Statement of Research Problem**

The academic performance of students serves as a vital indicator for evaluating the efficacy of educational systems globally. Nevertheless, the considerable disparities in academic results among students have prompted a crucial inquiry: What are the primary factors that notably affect students' academic performance? This inquiry signifies an urgent issue within the field of education as it underscores the necessity to comprehend,

recognize, and tackle the fundamental determinants of academic achievement (Suleiman et al, 2024).

Academic performance among secondary school students continues to generate concern among educators, parents, and policymakers in Nigeria, especially in areas such as Ovia Northeast Local Government Area of Edo State. Despite government efforts to improve educational infrastructure and teacher quality, student outcomes remain inconsistent. One critical but often overlooked factor in students' academic achievement is the parenting style to which they are exposed to at home. Parenting styles categorized primarily as authoritative, authoritarian, permissive, and neglectful play a central role in shaping children's behavior, motivation, and academic engagement.

In Nigeria however, the gap between parents and the academic supervision of their children is widening due to the harsh economic situation which necessitates the parents to work long hours outside the home. Most parents alternatively leave their children and wards in the care of teachers as surrogate parents long after they dismiss from school by way of enrolling them in extra-mural classes that could keep the children further in school before the parents come back from their places of work. This trend has almost totally confined the responsibility of the supervision of the academic performance of the children to their schoolteacher(s) (Ibemere, & Anazia, 2025). Recent studies/happenings has shown that many children who were left to the care of neighbor, nanny, lesson

teachers have been abused sexually, physically or emotionally which in turn has had a great impact on their academic performance as they (abused children) tend to develop several abnormal behaviors such as: depression, social exclusion, isolation, absent mindedness, moody, lose focus, low academic performance (Ugiagbe, 2020).

Furthermore, while some students excel in their academics, others struggle persistently, even when exposed to similar school environments and resources. This variation raises the question of whether differences in parenting approaches could be a significant contributing factor. Previous studies suggest that authoritative parenting, which combines warmth with firm expectations, is most positively associated with academic success. In contrast, authoritarian (strict and less responsive), permissive (lenient and indulgent), and neglectful (uninvolved) parenting styles may hinder academic growth in varying ways (Noah, 2024). However, these findings are largely generalized and may not reflect the specific socio-cultural and economic realities of families in Ovia Northeast Local Government Area.

Moreover, very little empirical research has been conducted locally to compare how each parenting style specifically influences academic performance within this region. Without such comparative data, it is difficult for educators, counselors, and parents to make informed decisions or adopt strategies that enhance student achievement. Therefore, this study seeks to fill the gap by conducting a comparative analysis of different parenting

styles and their impact on the academic performance of secondary school students in selected schools in Ovia Northeast Local Government Area aiming to identify which style most positively correlates with academic success.

### **1.3 Aim and Objectives of the Study**

This research was intended to analyze the four different parenting styles (authoritative, authoritarian, permissive & neglectful) and their impact on academic performance of secondary school students in some selected schools at Ovia Northeast Local Government Area of Benin city.

This study therefore:

- Identified the most common parenting style among secondary school students in Ovia Northeast.
- Examined the impact of the four parenting styles (authoritarian, authoritarian, permissive and neglectful) on the academic performance of secondary school students in Ovia Northeast.
- Compared the relative impact of different parenting styles on academic performance of secondary school students in Ovia Northeast.
- Examined the relationship between parenting styles and the academic performance of students in Ovia Northeast.

#### **1.4 Research Questions**

- ✓ What is the most prevalent parenting style among senior secondary school students in Ovia Northeast?
- ✓ What is the impact of the four parenting styles (authoritarian, authoritarian, permissive and neglectful) on the academic performance of secondary school students in Ovia Northeast?
- ✓ Which of the parenting styles has the most positive or negative impact on academic performance of secondary school students in Ovia Northeast?
- ✓ What is the relationship between parenting styles and academic performance of students in Ovia Northeast?

#### **1.5 Research Hypothesis**

Null hypothesis ( $H_0$ ): There is no significant relationship between parenting styles and academic performance of students in Ovia Northeast.

Alternate hypothesis ( $H_1$ ): There is a significant relationship between parenting styles and academic performance of students in Ovia Northeast.

#### **1.6 Significance of the Study**

The findings from this study shall be of great benefit to parents, educators (teachers and school counselors), policy makers, social school workers and future researchers.

The findings of this study will help parents understand how their parenting style affects their child's academic performance, hence, allowing them to practice more effective and efficient parenting style. It can also help parents adjust their parenting style to better support their children's educational success, resulting in a more conducive home environment for learning. This study can help parents understand and weigh the negative and positive effects of the four different parenting styles and be more intentional in making informed decisions about how to best support their children's educational journeys to help them achieve academic excellence.

Again, the findings of this study will be helpful to educators. It can help teachers and school counselors gain valuable insight regarding the effects of various parenting styles on the academic performance of their students and how to best adjust their approaches to accommodate students with varying parental influences, in other words promoting a more comprehensive support system for academic success. With this information, educators can facilitate more effective parent-teacher communication and modify their pedagogical approaches accordingly.

Furthermore, this study can help policy makers offer evidence-based recommendations for the development of educational or family welfare policies. It can give a helpful insight on how to design the parent training program, community outreach and

intervention strategies that help to bridge the gap between home and school environment respectively which helps to foster good learning and enhance academic achievement.

Also, for school social workers, this study can help in understanding that low academic performance of students can be because of poor parenting style, which will help the worker assess family dynamics that may be contributing to this situation. This study will help provide them with framework for counseling parents and students and recommend supporting services that encourage positive and more effecting parenting.

Finally, this study will be of great use to future researchers by laying a foundation to build on in related studies such as how different socio-economic backgrounds affect the academic performance of children. This study will help researchers who wish to understand why students from different families and upbringing achieve academic success while others don't, thereby establish an atmosphere where students are encouraged to succeed academically.

### **1.7 Scope and Limitations of the Study**

This study focused on conducting a comparative analysis on different parenting styles, specifically authoritative, authoritarian, permissive and uninvolved with great emphasis on its positive and negative impact on children's academic performance. Also, the study

was restricted to secondary school students in some selected public schools in Ovia Northeast Local Government Area of Edo State using standardized questionnaires.

This study was subject to certain limitations. Firstly, over-generalization of results, as the research focused only on selected secondary schools in Ovia Northeast. The sample may not have reflected the experiences of students in other regions. However, the study still provides valuable insights into the relationship between parenting styles and academic performance of students within the studied area. Secondly, some respondents were reluctant to provide detailed or honest information about their parent(s) parenting practices which may have influenced the accuracy of some responses. Lastly, students' academic performance may have been influenced by other factors such as teacher effectiveness, peer influence, and personal motivation. These variables were not controlled in this study and could have impacted the findings.

### **1.8 Definition of Terms/Concepts**

Parent:

According to Merriam-Webster's Collegiate Dictionary a parent is one that begets or brings forth offspring or a person who brings up and cares for another. According to Oxford English Dictionary, a parent is a person who is one of the progenitors of a child: a father or mother. Also, in extended use: a woman or man who takes on parental responsibilities towards a child, e.g. a stepparent, an adoptive parent, a foster parent

## Parenting Styles:

Parenting style can be defined as diverse parenting conduct and perspectives that parents employ most frequently and consistently across settings to regulate the attitude of their children that is influenced by the patterns of supervision, responsiveness, affection, and discipline (Ye, Pei-Yin, Chi, & Saeid, 2024).

Parenting styles reflect variations in the attitudes and practices of parents and comprise different parenting characteristics. “Parenting style” refers to a cluster of parental practices that produce relatively stable and identifiable patterns in child adjustment outcomes (Givertz 2021).

## Comparative Analysis:

A comparative analysis involves a systematic side-by-side evaluation of two or more variables to identify their similarities and differences. This investigation may focus on conceptual elements such as a specific problem, idea, or theory or it may examine more concrete aspects, such as distinct data sets. For instance, comparative analysis can be employed to explore how various intervention processes in community development programs contribute to achieving desired outcomes. Ultimately, a thorough comparative analysis should enable the identification of strengths and weaknesses, providing clarity on which process proves to be more effective (Dovetail Editorial Team, 2023)

### Academic Performance:

According to Kumar, Agarwal, & Agarwal, (2021) academic performance can be defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. Kumar, Agarwal, & Agarwal, (2021). It is the sum of the cumulative grade point average (CGPA) attained by a student after the completion of his or her academic year.

### Socialization:

This is a process by which individuals learn behavior, value, norms and social skills needed to interact and function optimally in society. Through socialization, individuals learn what is considered normal in society.

## **CHAPTER TWO**

### **LITRATURE REVIEW**

#### **2.1 Conceptual Review**

Khan, et al (2024) posit, and rightly so, that the way parents respond and conduct themselves while raising their children has a profound impact on their children's academic performance, self-development, and influences both their identity and growth. It is essential for children to establish a positive relationship with their parents to learn how to become good individuals, develop the skills required for success in life, achieve financial independence, and attain emotional stability. Hence, this conceptual review delved into understanding parenting, parenting style, types of parenting style, academic performance and overview of academic performance.

##### **2.1.1 Concept of Parenting**

Etymologically, the term parenting originates from the Latin word 'parere', which translates to "to give birth to, bring into being, produce, or to bring forth" (Mariam-Webster Dictionary). Parenting encompasses the responsibilities of a parent, including the care, nurturing, and protection of a child by either a biological or substitute parent. The relationship between parenting practices and children's academic performance is either direct or indirect. The primary educators of children are their parents or other caregivers.

They establish the initial unofficial study schedules and curricula to facilitate the child's academic development and learning (Ibemere & Anazia, 2025).

### **2.1.2 Concept of Parenting Style**

Parenting practices have a significant impact on a child's development and are associated with their emotional, mental, social, and intellectual growth. They provide as a psychological foundation for typical parenting methods (Morris et al., 2017, as cited in Ndakara & Urien, 2025). As kids move through several stages of development, parents build their unique strategies based on a range of shifting circumstances. As kids begin to develop their unique personalities, these methods might change (Ndakara & Urien, 2025)

Parenting style describes the mix of attitudes, practices, and emotional environment that parents foster during their interactions with their child. It includes how parents convey their views on their child's duties. Parenting approaches are distinguished by their uniformity over time and situations, and they may differ among various cultures and socioeconomic settings. In a book written by Bornstein & Zlotnik (2008), titled “parenting styles and their effect” it was stated that Parenting style is made up of various components that come together to form the emotional environment in which parents express their views and methods regarding child-rearing to their child. In the framework of their approach, parents convey their views on children's duties and partake in various specific parenting methods, including spanking, supervising homework, and participating

in children's events. Parenting approaches express parents' general sentiments toward the child through nonverbal cues, vocal tone, emotional expressions, and levels of attention. Parenting styles are frequently viewed as characteristics because they remain stable across different times and situations; these stable interaction patterns can be observed as soon as a child's first year. Nearly every facet of parenting is shaped by culture, and each culture outlines distinct socialization methods and customs to fulfill its child-rearing objectives. Hence, it is crucial to recognize that no single parenting style is ideal for every culture, and the effects of a particular parenting style can differ for children from various cultural and socioeconomic backgrounds.

### **2.1.3 Types of Parenting Style**

There are basically four types of parenting styles, namely, authoritative, authoritarian, indulgent or permissive and neglectful or uninvolved. Diana Baumrind's research in the 1960s introduced three main parenting styles, authoritative, authoritarian, and indulgent or permissive. Maccoby and Martin (1983) later added the uninvolved style.

Authoritative parenting style: These are the kinds that use developmentally appropriate demands, maintain control of children when needed, yet are responsive and affectionate with their children. They provide warmth, encouragement, high expectations, foster independence, and promote open communication. Authoritative parents establish clear expectations, apply sensible rules, and utilize positive reinforcement instead of severe

punishment (Alegre, 2011). According to Onwunyili & Obi (2023), authoritative parents maintain a healthy balance between being highly demanding and highly responsive. These parents engage in communication with their children, oversee their behaviors, and demonstrate warmth while addressing their children's needs and challenges. Authoritative parents are responsible parents who pay keen attention to their children's needs and are open to their questions. These parents hold high standards for their kids while treating them kindly and providing constructive criticism. They tend to be less demanding and more understanding when their children fall short of expectations. Their approach is assertive, yet not oppressive or restrictive. Rather than being harsh, their disciplinary methods are supportive. They encourage their children to demonstrate self-discipline, cooperation, assertiveness, and a sense of social responsibility (Catipay, 2023).

Authoritarian parenting style: This kind is highly demanding, exercise strong control, and show little affection and do not communicate often. They are often strict and demands obedience without question, prioritizing discipline over warmth and open communication (Alegre, 2011). Authoritarian parents set exceptionally high expectations for their children while offering minimal warmth or constructive guidance. Mistakes are often responded to with severe consequences. When feedback is provided, it is usually negative. Shouting and physical punishment are prevalent in the authoritarian parenting style. Authoritarian parents insist on rigid compliance with their rules and maintain lofty goals for their kids (Catipay, 2023). According to Baumrind, these parents are focused on

obedience and status, expecting their commands to be followed without any explanation. Usually, this parenting style replaces correction with punishment. They tend to be unable or unwilling to clarify the importance of their rules. The authoritarian approach is the most restrictive. The authoritarian parent prioritizes obedience to authority over teaching children self-control and self-regulation. This type of parent does not promote positive behavior, only offering feedback through negative consequences for misbehavior (Dalimonte-Merckling, & Williams, 2020, as cited in Catipay, 2023).

Permissive or indulgent parenting style: They make few demands, exercise little control, and are very responsive and affectionate. They are very supportive but lacks organization, control, and clear standards. Permissive parents behave more like friends than figures of authority, which results in children having difficulty with self-control and accepting authority (Alegre, 2011). Catipay. (2023), posits that permissive parents are indulgent and don't want to impede their child's self-development. Children from this kind of family are typically exempted from rules and penalties. To shield their child from perceived harm, grief, or injured feelings, permissive parents could force their child to reject natural or logical conclusions. Even though permissive parents are typically kind and caring, they may become irate when their child exhibits disobedient or improper behavior. Despite their frustration, permissive parents usually take no action to discipline their child as long as the child won't suffer any physical injury.

Neglectful or uninvolved parents make few demands, exercise little control, show little affection, and do not communicate often (Alegre, 2011 & Li). According to Vallejo, (2024), uninvolved/neglectful parents are not as receptive to their children's needs or wants outside of the necessities (clothes, food, and shelter). Uninvolved parents don't provide their children with much care, discipline, or guidance. As a result, children are forced to parent themselves and make choices without much guidance from adults. Given its effects on children, this parenting approach is very contentious. This parenting style is characterized by emotional distant from children, provision of little to no supervision for children, expression of little warmth, affection, and love towards their children, lack of awareness of children's emotional states, neglecting to establish any rules at home, limiting interactions with children as they are too overwhelmed by their own problems, demanding little from children in terms of growth and behavior, not monitoring children's actions, showing minimal effort in terms of parenting and always skipping children's school events, including parent-teacher conferences

#### **2.1.4 Concept of Academic Performance**

According to Davaatseren, Myagmar & Dulamsuren (2024), academic performance is the assessment of student success in different academic disciplines. Students represent the most asset for any nation and country, as the quality of higher education is directly linked to the nation's social and economic development. Additionally, the quality of higher

education is closely associated with students' academic success. Numerous researchers have considered students' academic performance. The students' performance factor is a particularly challenging element in numerous academic literary works since it influences their achievements in academic, social, psychological, economic, and environmental integration. The academic success of students is crucial in forming the best quality graduates who offer financial assistance and serve as representatives for educational institutions.

### **2.1.5 Overview of Academic Performance**

Islam et al. (2025) posits that student academic performance is frequently assessed using a range of metrics, including credit scores, class rankings, and passing criteria, all of which reflect a student's learning level and overall advancement. These metrics offer a quantitative evaluation of students' understanding of the subject matter, assisting educators and institutions in monitoring student progress. Moreover, the capacity to forecast academic performance is an essential resource for both students and educators, as it facilitates prompt interventions and modifications that can greatly enhance learning outcomes.

## 2.2 Review of Empirical Literature

In recent years, several scholars have developed an interest in the academic performance of students and the variables that could negatively or positively influence students' level of academic performance. Among those variables, parenting styles have gained so much attention as it greatly impacted on student's academic performance. Over time, scholars have examined the different parenting styles e.g. authoritative, authoritarian, permissive and uninvolved. This literature review therefore geared towards the exploration of the work of different scholars to view their opinion or conclusion on how different parental styles affect children in all ramifications of life and identify loopholes in the existing research.

Ibemere, & Anazia, (2025) studied the relationship Between Parenting Styles and academic performance in mathematics of senior secondary school students in Imo State, Nigeria. The study surveyed SS2 students in 11 public secondary schools in Owerri Municipal (population = 4,483). A sample of 483 students ( $\approx 10\%$ ) was selected by balloting; 464 questionnaires were returned (97.4%). Data collection used a Parenting Perception Styles Questionnaire (PPSQ; Likert) and a 40- item objective mathematics test drawn from past WAEC/NECO papers. Reliability (Cronbach's  $\alpha$ ) for the PPSQ = 0.82 and for the achievement test = 0.73. Using descriptive stats and Pearson product-moment correlations, the authors found no significant relationship between any parenting style

(authoritative, authoritarian, permissive, uninvolved) and students' mathematics performance and therefore concluded parenting style is not a significant correlate of mathematics achievement in their sample. Based on the study's findings, the researcher advised that stakeholders ought not to overemphasize the connection between parenting style and academic performance in mathematics, particularly concerning the enhancement of academic performance among senior secondary school students. Furthermore, the research encourages parents to investigate innovative methods beyond conventional parenting to improve their children's academic performance in mathematics. It underscores the significance of robust collaboration between parents and teachers in formulating and executing effective strategies to aid students' success in this subject. The limitation of this study is that the manuscript does not adequately report or use demographic covariates (e.g., gender split, age distribution, parental education, household SES, prior math achievement, school-level variables). These are important because they correlate with both parenting and achievement. Secondly, the authors recommend that stakeholders "should not pay too much attention" to parenting styles for improving mathematics performance. Given the correlational design, geographic scope (one municipal area), and the analytic limitations, that is a strong and potentially premature policy conclusion.

Agbor, Margaret, & Umukoro, (2025) investigated the influence of Parental Child Rearing Techniques on the Academic Performance of Students in Port Harcourt

Metropolis. The population of the study consisted of all the teachers in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State with a population size of 2,018 teachers. Simple random sampling technique was used with a sample size of 400 teachers. Based on the data analysis, the findings suggest that parenting lifestyle like authoritarian pattern of child rearing, permissive pattern of child rearing, authoritative pattern of child rearing and Laissez-faire pattern of child rearing significantly influences secondary school students' academic performance in Rivers State. In consideration to this study's result, the authors gave the following recommendations: Government should organize awareness campaign on the right parenting style or pattern to use. Parents should keep the right relationship with their family for their children's upbringing. Government should organize awareness campaign on the roles of authoritative pattern of child rearing to the parents. Parents should avoid laissez-faire type of parenting style hence it affects the students negatively.

Xu, & Gui, (2025) studied on how to help children succeed, by researching on the impact of parenting styles on access to quality higher education. The study selected university students' academic achievement through their performance on the Gaokao (the Chinese college entrance examination), which is known for its standardized and unified structure and is of particular concern to both parents and students in China. This study uses data from the 2017 Survey on the Social Mentality of Chinese College Students to empirically analyze the impact of parenting styles on children's access to quality higher

education. The results indicate that parenting styles not only act as an intermediary mechanism of family socioeconomic status in influencing children's access to quality higher education but also have an independent effect.

Ahmed, (2025) investigated parenting styles and their influence on child development. This study employed a critical review of contemporary research on how parenting styles (authoritative, authoritarian, permissive, and neglectful) affect emotional, cognitive, social and behavioral child outcomes and identify gaps and future. A systematic literature search of PubMed, PsycInfo, and Scopus with screening, quality assessment and final selection described at a high level (inclusion/exclusion criteria and databases are reported). Key findings indicate that children raised by authoritative parents are best served throughout all developmental zones, whereas children raised by permissive, negligent, and authoritarian parents experience mixed or unfavorable outcomes. This study however showed the following limitations: the literature recognizes cultural bias but relies heavily on studies that operationalize "optimal" parenting by Western norms; more active inclusion of non-Western empirical work and indigenous child-rearing models would strengthen claims. Another weakness is the limited engagement with conflicting findings. The synthesis generally favors the authoritative model; the paper would benefit from a more balanced interrogation of studies showing null or context-dependent results (e.g., where authoritarian behaviors predict specific positive outcomes in some collectivist contexts).

Zhou, Wang, & Xu, (2025) conducted a comparative study on parental rearing styles and competitive attitudes among college students from different family income backgrounds. A total of 1,000 college students were surveyed using a general information questionnaire, the Eгна Minnen Beträffande Uppfostran questionnaire, and the Competitive Attitude Scale. Among them, 188 were identified as low-income students and 750 as non-low-income students. Statistical analysis was conducted using SPSS 27.0 software. Descriptive statistics (e.g., means, standard deviations) were used to summarize the basic characteristics of family income, parental rearing style (including dimensions such as emotional warmth/understanding, rejection/denial, favoritism, overprotection, and punishment), and competitive attitude (benign and malignant competition). Analysis of variance (ANOVA) was employed to compare the significance of differences in parental rearing styles and competitive attitudes between low-income and non-low-income students. Pearson correlation coefficients were calculated to analyze linear relationships between parental rearing styles and competitive attitudes. Findings revealed that there is a significant difference between low-income and non-low-income students regarding parental emotional warmth and understanding, paternal denial and rejection, maternal favoritism, and a malignant competitive attitude. Secondly, positive relationships were identified between parental emotional warmth and understanding and a benign competitive attitude. Furthermore, parental rejection, denial, favoritism, and overprotection showed a negative relationship with a malignant competitive attitude.

Finally, paternal punishment and strictness were positively associated with a malignant competitive. Based on the study, it was recommended that schools should mix political and ideological teaching with family education support for low-income pupils. Economically disadvantaged two-parent homes should use psychological treatment to enhance parenting techniques, foster healthy parent-child connections, and improve family functioning. There should be a creation of student support groups which will promote emotional interdependence among peers. In psychologically safe environments, it's also critical to offer controlled and gradual competitive activities that promote positive attitudes about competition.

Ye et al. (2024) conducted a study on academic resilience, self-efficacy, and motivation: The role of parenting style. The study tests a social cognitive theory-informed model in which parenting style (authoritative/authoritarian/permissive; via PAQ) predicts academic resilience both directly and indirectly through self-efficacy and academic motivation (sequential/chain mediation). Employing cross-sectional survey of 518 students sampled from universities/colleges in Zhejiang, Shanghai, and Jiangsu (China). Parenting style was also found to be indirectly and positively related to academic resilience via self-efficacy and academic motivation, respectively, and sequentially. More crucially, it was discovered that direct association was far lower than the indirect effects, with self-efficacy being the most effective. The study indicates a relationship between parenting style and academic resilience in adolescents, with self-efficacy and academic motivation

acting as the main mediators. These findings emphasize the significance of these intermediary elements, implying that they play a larger role than the direct influence of parenting style alone. Based on this study, it is recommended that adolescents should be given ways to build their confidence and take an active role in building their resilience.

Mu et al. (2024) carried out a comparative analysis of parenting styles and their impact on children's well-being: A cross-cultural perspective in Malaysia, China, and Taiwan. This study offers a thorough comparison of parenting styles and the communication patterns that go along with them in Taiwan, Malaysia, and the Chinese mainland. It also looks at how they impact children's social and emotional growth and overall wellbeing. The study looked at how parenting has changed in four areas: family communication, gender roles and gendered societies, nonverbal communication, and language and verbal communication. For its data collection, came through a thorough search of the literature that concentrated on journal papers released from 2018 to 2023. Reputable sites including Web of Science (WOS), Scopus, PubMed, and Google Scholar were among the scientific databases used for this search. The results showed that there has been a shift from a traditional and authoritarian attitude to one centered on dialogue and listening in the parenting style and communication between parents and their children in all three of these regions (Malaysia, China, and Taiwan). This shift has a positive impact on the social and emotional development of children. Conceptually oriented communication is common in Malaysia, encouraging tolerance and acceptance of children's opinions.

Authoritarian communication methods were abandoned in Taiwan in favor of more mutually understanding exchanges. In economically prosperous regions of the Chinese mainland, authoritative parenting has become more popular, encouraging warmth and candid communication with kids. In conclusion, it was stated that Parenting styles and communication patterns significantly impact children's social and emotional development. Warm, positive verbal and non-verbal communication, notions of gender equality, and respect for children's views have led to positive outcomes, whereas overly controlling and negative communication and gender stereotyping or prejudice can have adverse effects. As social norms and values change, parents in these countries have adapted their communication styles to open, friendly, mutual, and responsive ways to create a caring and supportive environment for their children's well-being and development.

Goyal (2024) carried out a comparative study on the impact of parenting styles on children's mental health. For this study, Goyal adopted the cross-sectional design method, parental authority questionnaire was administered to sample of one hundred youths from Delhi/NCR aged 13 -14years (61 female, 39 male). Data was analyzed using Pearson correlations and linear regression. The result showed that Parenting philosophies (permissive, authoritarian, and authoritative) and participants' overall mental health did not significantly correlate, according to Pearson's correlation analysis. There was a weak but negative association between mental health and a permissive parenting style. In a similar vein, there was a favorable but non-significant association between mental health

and authoritative and authoritarian parenting styles. Additional analysis using linear regression was unable to show a significant correlation between parenting styles and overall mental health, suggesting that parenting styles did not account for a significant portion of the participants' diversity in mental health.

Catipay, (2023) examined parenting styles (authoritarian, permissive, authoritative) and their relationship with Grade 12 learners' academic performance in Social Science during the COVID-19 pandemic in Botolan District, Zambales. Catipay used descriptive-correlational surveys of 244 parents of Grade 12 Social Science students. Based on the analysis which was done with descriptive stats, F-tests and Pearson correlation, it was found out that there are differences in parenting style by parent age, income, or number of children, but the correlation between parenting style and student academic performance was very small and not significant. The author concludes that there is no significant relationship in this sample and proposes a parent intervention program. In this study Catipay did a great job in focusing on a specific, under-researched local population (senior high in Zambales) with the addition of contextual evidence for Philippines settings. There was also clearly stated research questions, hypotheses, use of standard statistical techniques for the stated design, timely context (during COVID-19), which matters because parent involvement and home learning dynamics changed during the pandemic. However, there was a single-informant bias (parent self-report): Parenting style was measured by parents reporting about themselves. Social desirability can inflate

reports of positive styles (e.g., authoritative). Student reports or observational measures would provide triangulation. According to the findings of the study, parents might contemplate investigating suitable parenting styles to inspire their children, and they are advised against indulging them. Furthermore, parents are urged to participate in any PTA meetings to demonstrate their support for their children's education. Parents may regard the parenting styles of authoritarian, permissive, and authoritative as equally practiced, irrespective of their individual profiles.

Rademacher, Zumbach, Koglin, (2023) carried out a study on Parenting Style and Child Aggressive Behavior from Preschool to Elementary School: The Mediating Effect of Emotion Dysregulation. The study was carried out among 442 children and their families. The findings indicate that children's emotion dysregulation has an indirect impact on the relationships between parenting style and violent conduct in preschool and elementary school. At the same time, a rigid parenting style is more closely linked to a lesser degree of education and parenting unity. A loving and less strict parenting style will help children with their emotional dysregulation, which will reduce their issues with violent conduct from preschool to elementary school. This resulted from looking into and analyzing parenting style, emotion dysregulation, aggressive behavior, parents' educational level, and unity in parenting.

Robinson, (2022) offered valuable insights into the role of parental involvement as a mediator in the link between authoritative parenting and children's academic achievement. By analyzing data from 20 studies, the research aimed to explore how parental engagement enhances the positive relationship between authoritative parenting and academic success. The results indicated that parental involvement partially mediated this relationship, suggesting that active participation in children's academic lives strengthens the impact of authoritative parenting on academic outcomes. This finding emphasizes the significance of parents' active engagement, including monitoring schoolwork, providing educational support, offering emotional encouragement, and creating a positive home learning environment. The study also highlighted the need for programs and interventions that encourage and facilitate parental involvement to optimize the benefits of authoritative parenting for children's academic success.

Hasan, et al., (2022) examined the parenting style's effect on the academic achievement orientation of secondary school students: The moderating role of digital literacy. This study employed a survey method to gather data utilizing the quantitative research strategy and deductive paradigm. The participants were upper secondary school students from Pakistan's Punjab province. The same students' parents took part in the study as well. To select a sample from the population, multistage sampling was employed. Out of nine divisions, three were chosen, one from each of Punjab's center, northern, and southern regions. 240 students were selected from each division; one developed district and one

underdeveloped district were selected, making it a total of 720 students for the study. Quantitative research approach and deductive paradigm were used for data collection using a survey method. Data was analyzed using both descriptive and inferential statistics. Findings indicated that authoritative parenting exhibit strong positive association with self-regulatory learning, while permissive parenting demonstrates low association with self-regulatory learning. Based on these findings it was recommended that conferences, seminars, and student training programs be established to teach students about the value of digital literacy and effective learning techniques.

Khan, et al (2022) studied the Effect of Parenting Styles on Academic Performance: A Case Study of Parents and Public Sector Elementary School Children in Rural Areas. This research study is both quantitative and qualitative in nature. The study's population consisted of all public sector elementary school children and their parents belonging to District Peshawar (both from urban and rural backgrounds), Khyber Pakhtunkhwa province, Pakistan. 770 students and their parents were selected from rural areas of District Peshawar only, using a multistage sampling technique. The result reviewed that there is a strong significant relationship between parenting style and how well their children perform in school at the elementary level. Similarly, a moderately positive relationship was found between how rural parents raise their children and how well those children perform in school. Based on this study, it was recommended parents may be sensitized regarding the impact of parenting styles and behavior on the academic

performance of their children. Incentives may be provided for the parents to treat their children politely and avoid harsh treatment. A controlled and improved parenting style and behavior can help children perform better in school.

Smith, (2018) conducted an in-depth investigation into how authoritative parenting influences children's academic achievement. The study involved 500 families over multiple years, using self-report questionnaires to assess parenting styles and academic performance. The results showed a strong positive relationship between authoritative parenting and improved academic outcomes, including higher grades, better study habits, and greater academic motivation in children. This connection is attributed to the key features of the authoritative parenting style such as warmth, responsiveness, and clear expectations which foster a nurturing and structured learning environment. Children raised with this style tend to show greater engagement, self-discipline, and intrinsic motivation in their academic work. Based on these findings, the study recommended that parents embrace authoritative practices, emphasizing open communication, attentiveness to children's needs, and a balanced approach to control, to effectively support their children's academic success.

Multiple research projects have been done on the impact of parenting styles on academic performance of children. Little or none have been carried out on comparative analysis of parenting styles and their impact on academic performance of senior secondary school

students. Research has shown that Several investigations have been carried out on comparative analysis/study of parenting styles with other variables, for example in 1995 a Comparative Analysis was done between Parenting Styles and Self-Concepts of Black and White High School Students by Mboya, et, al (1995). Aminayi, et al (2015) did a Comparative study of parenting styles and parenting self-efficacy in mothers of children with and without anxiety symptoms. In 2016 another Comparative Study of Parenting Styles, Parental Stress and Resilience among Parents of Children Having Autism Spectrum Disorder, Parents of Children Having Specific Learning Disorder and Parents of Children Not Diagnosed with Any Psychiatric Disorder was done by Sinha, Verma, & Hershe, (2016). Another was carried out by Agarwal, & Alex, (2017) titled A comparative study between the parenting style of working and non-working mothers and their child's temperament on behavioral problems among school going children. Recently in 2024, Ye Mu and other researchers carried out a Comparative Analysis of Parenting Styles and their Impact on Children's Well-Being: A Cross-Cultural Perspective in Malaysia, China, and Taiwan. Finally in 2025 a Comparative Analysis of Parenting Styles in Turkish and Syrian Culture by Harmancı, & Avcı,

The above analysis simply shows that there has been no comparative analysis conducted on parenting styles and their impact on academic performance of senior secondary school students in Ovia Northeast LGA of Edo State of Nigeria. Hence the reason for this study, which sought to compare the four parenting styles (authoritative, authoritarian,

permissive and uninvolved) and figure out which parenting style contributes significantly to the students high or low academic performance in Ovia Northeast Local Government Area of Edo State.

### **2.3 Theoretical Framework**

School psychologists are starting to incorporate various theories into their intervention techniques to enhance children's academic success. When assessing the impact of parental practices on their children's education, theories can be one of the frameworks utilized in school practices (Wang, 2021). This study employed family system theory and social learning theory to explain how parenting styles influence students' academic performance.

#### **Social Learning Theory**

This theory was the work of Albert Bandura, a Canadian American Psychologist. In this theory, Bandura posits that children learn behavior (including academic behavior) through imitation, observation and modeling. Bandura emphasizes the role of environment in shaping children cognitive and behavior, that is, children learn behavior through interaction with people in their environment which shape their action and outcome (Bandura, 1977). In relation to parenting styles and academic performance, social learning theory suggests that children are likely to learn and adopt habits, academic

motivation and attitudes towards learning based on how parents model these behaviors and provide reinforcement (Noah, 2024). Noah further explained that authoritative parents who encourage their children, shows supportive and warmth attitudes toward learning may be a driving force towards children academic performance.

### **Family System Theory**

This theory was propounded by a psychiatric Murray Bowen in the 1950s and 1960s. This theory focuses on the interconnections between family members emphasizing how the behavior of one family member influences or affects the family system. According to this theory, the behavior and emotional health of a child are influenced by the patterns and roles within the family unit. For example, authoritative parenting with high warmth and high responsiveness will foster emotional regulation and academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Preamble**

This chapter presents the procedure that was adopted for this study and were discussed under the following sub-headings: research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, ethical considerations, method of data collection and method of data analysis.

#### **3:1 Research Design**

This study adopted an ex post facto (after the fact) comparative research design. The design seemed appropriate because the study investigated the impact of existing parenting styles, i.e. authoritative, authoritarian, permissive, and neglectful on the academic performance of secondary school students without manipulating any variables. It allowed for a comparison of the academic outcomes among students who have experienced different parenting styles.

#### **3.2 Area of the Study**

The study was carried out in Ovia Northeast Local Government Area of Edo State, Nigeria. Ovia North-East Local Government Area is one of the eighteen (18) serving Local Government Areas in Edo State, Nigeria, and it is located within the Southern Senatorial District, commonly referred to as Edo South District. This area is one of the

prominent local government areas in the state and comprises a mix of urban and semi-urban communities. The LGA is separated into number of cities and villages, including Adolor, Iguoshodin, Isiuwa, Kokhuo, Oduna, Ofunm-Wengbe, Oghede, Okada, Oluku, Uhen, Uhiere, and Utoka. Its headquarters is located at Okada. According to the National Population Census, its total area is 2,301 km<sup>2</sup>, and its population is 153,849 people (Ojo & Ekun, 2024). It is home to a variety of public and private secondary schools, making it suitable for educational research. The socio-cultural diversity of families in Ovia Northeast contributes to the presence of different parenting styles, offering a rich context for analyzing how these styles influence the academic performance of secondary school students. Additionally, the area's educational infrastructure and student population make it an appropriate setting for a comparative study of this nature.

### **3.3 Population of the Study**

The population of this study comprised of all students in public (government-owned) senior secondary schools (SS1–SS2) within Ovia Northeast Local Government Area of Edo State. According to a data uploaded on October 3, 2023 by Osayuwamen on SCRIBD, titled “number of secondary schools in Edo State” it was stated that there are 24 public secondary schools in Ovia Northeast LGA. These schools are distributed across urban, semi-urban and remote areas within the local government and are directly supervised and funded by the state government. The estimated student enrolment in senior secondary classes across these schools is over 6,000 students, with class sizes

varying between 20 and 100 students per level (SS1–SS2) depending on the school’s location. This population was considered appropriate for the study because both urban and semi-urban reflect a wide range of socio-economic and family backgrounds, thereby providing a rich context for investigating the impact of different parenting styles on students’ academic performance.

### **3.4 Sample and Sampling Technique**

A sample size of 300 students was selected from the population of senior secondary school students (SS1–SS2) in public secondary schools within Ovia Northeast Local Government Area. This sample size was considered adequate for achieving reliable and generalizable results, given the large and diverse student population in the area. A multistage sampling technique was employed to ensure a representative distribution across the schools, levels, academic performance and parenting styles. The procedure followed the following steps: Stratified sampling method was used in stage one. In this stage, secondary schools in Ovia Northeast was stratified into categories of urban and semi-urban based on their geographical location. Stage two employed convenience sampling technique to select three schools from each stratum (depending on its proximity to the researcher) making it a total of six secondary schools. In stage three, a simple random technique was used to administer the questionnaires to students who consented to participate in the study.

### **3.5 Research Instrument**

The instrument used for data collection was structured questionnaire which was divided into two sections. Section A was titled Parenting Style Questionnaire (PSQ) with a total of 23 questions, and section B was titled academic performance questionnaire (APQ) with a total of 5 questions. The PSQ was designed to assess students' perceptions of their parents' dominant parenting style and consisted of 23 items grouped under the four major parenting styles, i.e. authoritative, authoritarian, permissive and neglectful. Responses was rated on a 4-point Likert scale: Always, Sometimes, Rarely, Never. The Academic Performance Questionnaire was assessed using students' results category (high, average or low) from the most recent academic term, which was provided by the students.

### **3.6 Validity of the Instrument**

To ensure content validity, the questionnaire was reviewed and validated by my project supervisor and two other lecturers from social work department in University of Benin. Their suggestions was incorporated to improve the clarity, structure, and relevance of the instrument to the research objectives. Other necessary corrections and modifications was made to ensure the clarity and appropriateness of the items.

### **3.7 Reliability of the Instrument**

The reliability of the questionnaire was established through a pilot test which was conducted in a public secondary school in Egor LGA of Edo State. The choice of the

school was based on the same geopolitical zone and proximal location to the researcher. Moreover, Egor LGA seems to have a similar education policy and administrative structure with Ovia Northeast LGA. The internal consistency of the instrument was measured using Cronbach's Alpha, which yielded a coefficient of 0.83, indicating good reliability.

### **3.8 Ethical Considerations**

To maintain a right to ethical consideration, informed consent was obtained from the school administration. The researcher made sure all participants and the school administration understood the study's purpose and were free to consent to participate or not. Confidentiality was maintained to ensure the anonymity of the participants, and each participant was informed of their right to withdraw from the study at any point without any consequences.

### **3.9 Method of Data Collection**

The researcher visited the selected schools and administer the questionnaires directly to the students with the help of the class teacher and with the consent of the school administration. Respondents were briefed on the purpose of the study and were assured of confidentiality by asking them not to write their names on the questionnaire. The questionnaires were retrieved immediately after completion, to ensure high return rate.

### **3.10 Method of Data Analysis**

The data collected was analyzed using descriptive and inferential statistics. The items measuring parenting styles were rated on a Likert scale and the mean scores of respondents were computed to determine their dominant parenting style. Based on the mean ranges, respondents were classified into authoritative, authoritarian, permissive/indulgent and neglectful/uninvolved parenting categories.

In assessing students' academic performance, most respondents could not provide their exact percentage scores or grades. Hence, academic performance was categorized into High, Average and Low levels. The researcher used frequency counts, percentages, bar chart, and pie chart, to summarize respondents' demographic information, to describe the distribution of parenting styles and academic performance and to compare parenting styles to know how each impact on academic performance of students.

Since both variables (parenting style and academic performance) were expressed in categorical form, the Chi-square ( $X^2$ ) test of independence was considered the most appropriate statistical technique for examining the relationship between them. Hence, inferential statistics such as Chi-square was employed to test hypothesis, so to determine whether there is a significant relationship between parenting styles and students' academic performance. Analyses was carried out at a 0.05 level of significance.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **4.0 Preamble**

This chapter presents the data collected for the study on comparative analysis on parenting styles and their impact on academic performance of students. The aim is to analyze the extent to which different parenting styles (authoritative, authoritarian, permissive, and neglectful) affect students' academic performance. The data obtained from the administered instrument such a questionnaire is systematically organized, presented in the tables and figures where appropriate and interpreted in relation to the stated research questions and hypothesis using descriptive statistics (frequencies, percentages, pie chart and bar chart was presented using Microsoft Excel 2013) and inferential statistics (such as Chi square).

The analysis in this chapter is therefore structured in four major sections namely:

- Demographic characteristics of respondents, which provide information on the participants
- Demographic characteristics of respondents according to their parenting styles
- Presentation and analysis of research questions which examine how parenting styles relate to students' academic performance
- Test of hypothesis which determines the statistical significance of the findings and addresses the assumptions stated in chapter three.

#### 4.1: Presentation and Analysis of the Demographic Data

Table 1: Demographic characteristics of respondents

Calculations

Males = 133

$$133/300 \times 100 = 44.3\%$$

Females = 167

$$167/300 \times 100 = 55.7\%$$

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Male	133	44.3%
Female	167	55.7%
Total	300	100%

Demographics characteristics of respondents revealed that out of a total of 300 participants, 133 (44.3%) were male while 167 (55.7%) were female. This indicates that there were more female respondents than male respondents in the study. The slight dominance of female participants suggests that females were more represented or more willing to participate in the research than their male counterparts.

## 4.2: Presentation and Analysis of the Items in Research Question

- ❖ Research question one: What is the most prevalent parenting style among senior secondary school students in Ovia North East?

Table 2: Frequencies and percentage showing demographics of parenting styles

Calculations:

Authoritative = 200

$200/300 \times 100 = 66.7\%$

Authoritarian = 47

$47/300 \times 100 = 15.7\%$

Permissive = 38

$38/300 \times 100 = 12.7\%$

Neglectful = 15

$15/300 \times 100 = 5\%$

Parenting styles	Frequency	Percentage (%)
Authoritative	200	66.7%
Authoritarian	47	15.7%
Permissive	38	12.7%
Neglectful	15	5%
Total	300	100.1%

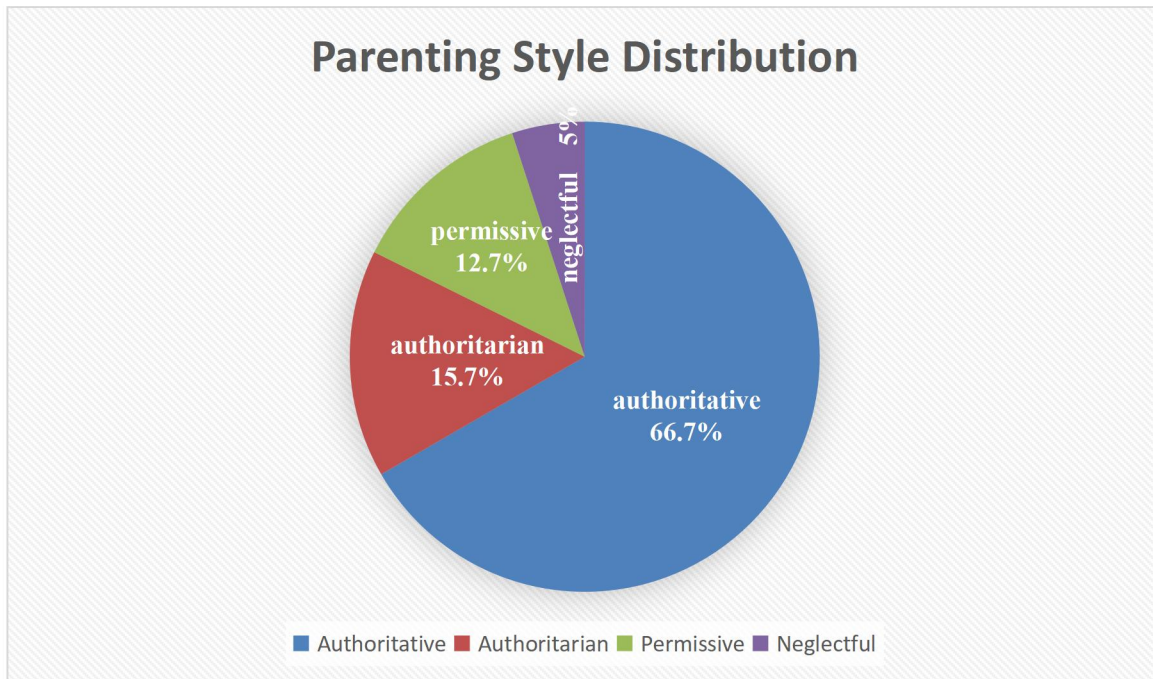


Figure 1: Pie chart showing demographics of parenting styles

Interpretation:

From the (table 2 and figure 1) above, most of the respondents (66.7%) were raised under authoritative parenting style, followed by authoritarian (15.7%) and permissive (12.7%) styles, while neglectful parenting accounted for only 5.0%. This indicates that the authoritative parenting style is the most dominant among parents of the students who sampled.

Research questions two and three:

- ❖ What is the impact of the four parenting styles (authoritarian, authoritarian, permissive and neglectful) on the academic performance of secondary school students in Ovia Northeast?
- ❖ Which of the parenting styles has the most positive or negative impact on academic performance of secondary school students in Ovia Northeast?

Table 3: Comparative cross-tabulation of parenting styles and student's academic performance

<b>Parenting styles</b>	<b>High performers</b>	<b>Average performers</b>	<b>Low performers</b>	<b>Total</b>
Authoritative	120 (60%)	75 (37.5%)	5 (2.5%)	200 (100%)
Authoritarian	21 (44.7%)	25 (53.2%)	1 (2.1%)	47 (100%)
Permissive	12 (31.6%)	21 (55.3%)	5 (16.7%)	38 (100%)
Neglectful	3 (20%)	7 (46.7%)	5 (33.3%)	15 (100%)
<b>Total</b>	156	128	16	300

## Academic performance calculations

### Authoritative

$$\text{High} = 120/200 \times 100 = 60\%$$

$$\text{Average} = 75/200 \times 100 = 37.5\%$$

$$\text{Low} = 5/200 \times 100 = 2.5\%$$

### Authoritarian

$$\text{High} = 21/47 \times 100 = 44.7\%$$

$$\text{Average} = 25/47 \times 100 = 53.2\%$$

$$\text{Low} = 1/47 \times 100 = 2.1\%$$

### Permissive

$$\text{High} = 12/38 \times 100 = 31.6$$

$$\text{Average} = 21/38 \times 100 = 55.3\%$$

$$\text{Low} = 5/38 \times 100 = 16.7\%$$

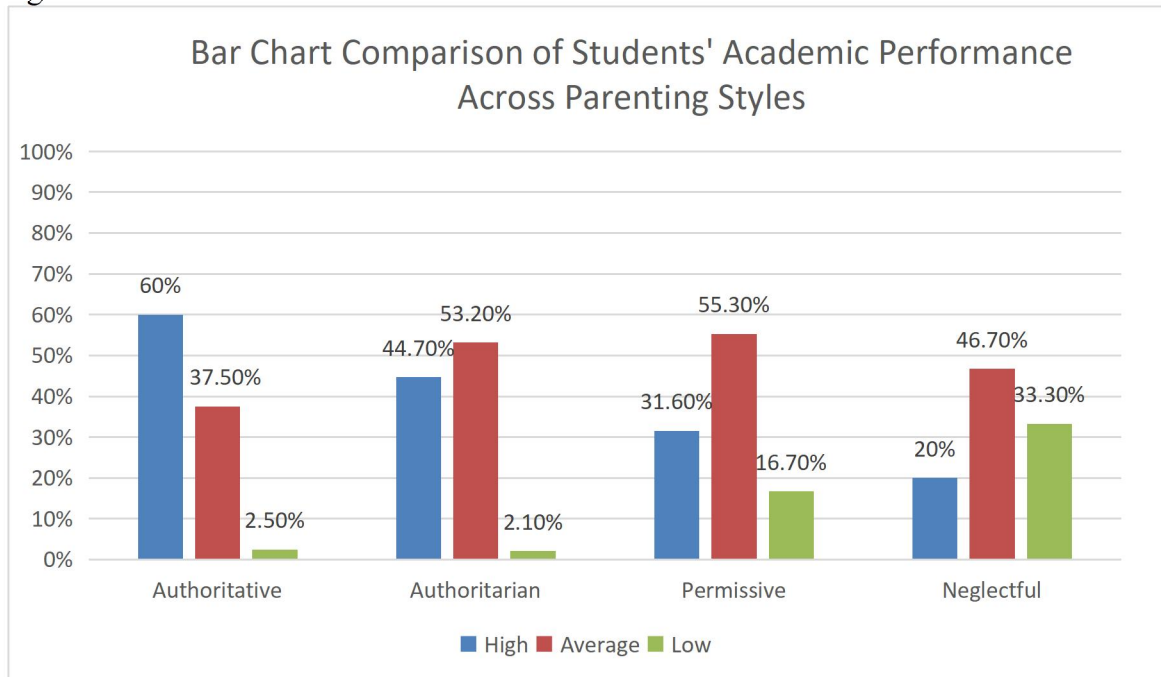
### Neglectful

$$\text{High} = 3/15 \times 100 = 20\%$$

$$\text{Average} = 7/15 \times 100 = 46.7\%$$

$$\text{Low} = 5/15 \times 100 = 33.3\%$$

Figure 2



- ✓ What is the impact of the four parenting styles (authoritarian, authoritarian, permissive and neglectful) on the academic performance of secondary school students in Ovia Northeast?

Table 3 presents a comparative analysis of students' academic performance across the four parenting styles identified in the study. The results reveal noticeable differences in students' performance levels based on their parents' style of upbringing.

The comparison indicates that students from authoritative homes recorded the highest proportion of high academic performance (60%), followed by those from authoritarian homes (44.7%). In contrast, permissive (31.6%) and neglectful (20%) parenting styles produced fewer students with high academic achievement. The neglectful parenting style recorded the highest percentage of low academic performance (33.3%), suggesting poor academic outcomes among students exposed to minimal parental guidance or support.

- ✓ Which of the parenting styles has the most positive or negative impact on academic performance of secondary school students in Ovia Northeast?

The comparison suggests that the authoritative parenting style is more positively associated with students' academic success than the other styles. This finding implies that a balance of parental warmth, involvement, and discipline which are the characteristic of the authoritative style may foster better learning habits and academic motivation in students. Conversely, the neglectful and permissive styles appear to have adverse effects

on students' academic outcomes. These findings imply that parenting style plays a vital role in determining students' academic success. The authoritative style appears to have the most positive impact on students' academic performance, while the neglectful style shows a negative impact and outcome on students' academic performance.

In general, the chart (figure 2) shows a pictorial representation, which further reveals that majority of students under the authoritative style performed above average, indicating that consistent parental support and guidance may positively influence students' academic outcomes. In contrast, higher percentages of low academic performance were observed among students with neglectful and permissive parents, suggesting that lack of attention and control from parents may negatively affect students' achievement.

#### **4.3: Hypothesis Testing**

Research question four: Is there a significant relationship between parenting styles and academic performance of students raised under different parenting styles in Ovia Northeast Local Government Area?

Restatement of Hypothesis

H<sub>0</sub>: There is no significant relationship between parenting styles and academic performance of students in Ovia Northeast Local Government Area.

H<sub>1</sub>: There is a significant relationship between parenting styles and academic performance of students in Ovia Northeast Local Government Area.

Statistical Technique Used:

The Chi-square ( $\chi^2$ ) test of independence was employed to determine whether there is a significant relationship between parenting styles (Authoritative, Authoritarian, Permissive, Neglectful) and students' levels of academic performance (High, Average, Low).

The test was chosen because both variables were categorical in nature.

Decision Rule:

- ✓ If the calculated chi-square value is greater than the table value, reject the null hypothesis, that is, relationship exists.
- ✓ If the calculated chi-square value is less than the table value, accept the null hypothesis, that is, relationship exists.

Calculations: (chi-square testing)

$$\text{Chi-square } (\chi^2) = \sum (o-e)^2 \div e$$

Symbol Meaning

$\chi^2$  = Chi-square value (the test statistic you calculate)

$\Sigma$  = the summation symbol (means "add up all")

O = the Observed Frequency

E = the Expected Frequency

<b>Parenting styles</b>	<b>High performers</b>	<b>Average performers</b>	<b>Low performers</b>	<b>total</b>
Authoritative	120 a	75 b	5 c	200
Authoritarian	21 d	25 e	1 f	47
Permissive	12 g	21 h	5 i	38
Neglectful	3 j	7 k	5 l	15
Total	156	128	16	300

Table 4: Chi-Square computation

$$A = 156 \times 200 \div 300 = 104$$

$$B = 128 \times 200 \div 300 = 85.33$$

$$C = 16 \times 200 \div 300 = 10.66$$

$$D = 156 \times 47 \div 300 = 24.44$$

$$E = 128 \times 47 \div 300 = 20.05$$

$$F = 16 \times 47 \div 300 = 2.50$$

$$G = 156 \times 38 \div 300 = 19.76$$

$$H = 128 \times 38 \div 300 = 16.21$$

$$I = 16 \times 38 \div 300 = 2.02$$

$$J = 156 \times 15 \div 300 = 7.8$$

$$K = 128 \times 15 \div 300 = 6.4$$

$$L = 16 \times 15 \div 300 = 0.8$$

S/N	O	E	O - E	(O - E) <sup>2</sup>	(O - E) <sup>2</sup> ÷ E
A	120	104	16	256	2.46
B	75	85.33	-10.33	106.70	1.25
C	5	10.66	-5.66	32.03	3.00
D	21	24.44	-3.44	11.83	0.48
E	25	20.05	4.95	24.50	1.22
F	1	2.50	-1.50	2.25	0.9
G	12	19.76	-7.76	60.21	3.04
H	21	16.21	4.79	22.94	1.41
I	5	2.02	2.98	8.88	4.39
J	3	7.8	-4.8	23.04	2.95
K	7	6.4	0.6	0.36	0.05
L	5	0.8	4.2	17.64	22.05
TOTAL					43.2

Chi-square ( $\chi^2$ ) =  $\sum (o-e)^2 \div e$

$X^2 = 43.2$

Computing for degree of freedom (df)

$df = (r-1) (c-1) = (4-1) (3-1) = (3) (2) = 6$

$df = 6$

Table 5: Summary of Chi-square Test Result

<b>Variables</b>	$\chi^2$ <b>Calculated value</b>	<b>DF</b>	$\chi^2$ <b>Table Value</b>	<b>Level of significance</b>	<b>Decision</b>
Parenting styles and academic performance	43.2	6	12.592	0.05	Significant (reject null hypothesis)

#### **4.4: Discussion of Findings:**

The Chi-square test of independence was conducted to determine whether there is a statistically significant relationship between parenting styles (Authoritative, Authoritarian, Permissive, and Neglectful) and students' academic performance (High, Average, Low).

The result of the analysis revealed a ( $\chi^2$ ) calculated value of 43.2 with 6 degrees of freedom was compared with the table value of 12.592 at the 0.05 level off significance.

Since the calculated Chi-square value of 43.2 is far greater than the table value of 12.592 at the 0.05 level of significance, the null hypothesis, which states that there is no significant relationship between parenting styles and academic performance, was rejected.

This means that the association observed between the two variables is not due to chance but is statistically meaningful.

In practical terms, this finding implies that parenting styles significantly influence students' academic outcomes. The high Chi-square value suggests a strong relationship, that is, students' levels of academic performance vary notably across different parenting styles. Specifically, students nurtured under authoritative parenting tend to achieve higher academic results compared to their counterparts from authoritarian, permissive, or neglectful homes.

The 0.05 level of significance indicates that in every 100 cases, the researcher is 95% confident that the results are correct, while there is a 5% chance of error. In other words, 95% of the conclusion drawn under this level are accepted to be accurate, while 5% may be wrong due to random chance.

This result aligns with psychological and educational theories emphasizing that a balanced parenting approach, one that combines warmth, responsiveness, and reasonable control fosters self-discipline, intrinsic motivation, and academic resilience in children. Conversely, overly strict or overly lenient parenting approaches may hinder academic engagement and performance.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0: Preamble**

This chapter presents the summary, discussion, conclusion, and recommendations of the study titled “Comparative Analysis of Parenting Styles and Their Impact on Academic Performance of Students.” The chapter provides an overview of the key findings from the data analysis, interprets the results in line with the research objectives, and draws conclusions based on the evidence gathered. It also offers practical recommendations for parents, educators, and policymakers on ways to enhance students’ academic achievement through effective parenting approaches.

The study was designed to compare the four major parenting styles, namely, authoritative, authoritarian, permissive, and neglectful and to examine how each influences students’ academic performance. Data was analyzed using descriptive statistics such as frequency tables, percentages, pie chart, bar chart, and inferential statistics (Chi-square test) to determine the relationship between parenting styles and academic achievement.

#### **5.1 Summary of Findings**

The purpose of this study was to conduct a comparative analysis of parenting styles and their impact on the academic performance of students. Data was collected from respondents categorized under four major parenting styles such as, authoritative,

authoritarian, permissive, and neglectful and analyzed using descriptive and inferential statistics. The analysis revealed several key findings as summarized below:

i. Prevalent Parenting Style:

The findings showed that the authoritative parenting style was the most common among respondents, representing the largest proportion of the total sample. This suggests that most students are raised in homes where parents combine warmth, guidance, and reasonable control, which fosters positive academic outcomes.

ii. Parenting Style and Academic Performance:

The comparative analysis indicated that students raised under the authoritative parenting style performed better academically compared to those raised under the authoritarian, permissive, and neglectful styles. This was evident from the higher number of students with high academic performance under the authoritative category.

iii. Variation Among Parenting Styles:

There were noticeable differences in academic achievement across the four parenting styles. While students from authoritative homes recorded high levels of academic performance, those from neglectful and permissive homes had relatively lower academic performance, indicating that lack of parental involvement and discipline negatively affects students' outcomes.

#### iv. Relationship Between Parenting Styles and Academic Performance:

The Chi-square test result ( $\chi^2 = 43.2$ ,  $df = 6$ , table value 12.592, level of significance = 0.05) showed a significant relationship between parenting styles and academic performance. This implies that differences in parenting styles significantly influence how well students perform academically.

### **5.2 Discussion of Findings**

The result of the Chi-square analysis revealed that there is a significant relationship between parenting styles and students' academic performance. The calculated Chi-square value (43.2) was greater than the table value (12.592) at 6 degrees of freedom and 0.05 level of significance. This means that the difference observed was not due to chance, but rather reflects a real association between the way parents raise their children and the children's level of academic achievement.

The result showed that the authoritative parenting style was the most prevalent among respondents and produced the highest level of academic performance among students. This is consistent with the theoretical assumptions of Baumrind (1967), who posited that authoritative parents combine high expectations with warmth, communication, and support, which foster independence, discipline, and motivation in children. It also aligns with the work Khan et al. (2022), who noted that parenting style plays a critical role in shaping students' behavior and academic success. Students raised under authoritative

parenting style tend to develop better study habits, stronger self-regulation, and higher confidence, which collectively contribute to improved academic achievement.

In contrast, students raised under the authoritarian parenting style performed moderately well, but not as high as those from authoritative homes. This may be because authoritarian parents emphasize obedience and control but often neglect open communication and emotional support. Consequently, children raised under this style may conform to rules but lack the internal motivation and confidence needed to excel academically.

The findings further revealed that students from permissive and neglectful homes recorded lower academic performance. Permissive parents tend to be indulgent, offering little guidance or structure, which can result in poor time management and weak academic discipline. Neglectful parenting, characterized by lack of attention, supervision, and emotional involvement, was associated with the lowest academic achievement.

The above findings aligned with the objectives of this study, which sought to:

- (a) Identify the most common (prevalent) parenting style among secondary school students in Ovia Northeast
- (b) Examine the impact of the four parenting styles (authoritarian, authoritative, permissive and neglectful) on the academic performance of secondary school students in Ovia Northeast.

- (c) Compare the relative impact of different parenting styles on academic performance of secondary school students in Ovia Northeast.
- (d) Examine the significant relationship of parenting styles on academic performance of students raised under different parenting styles in Ovia Northeast Local Government Area

These findings can also be explained through relevant theoretical frameworks. According to Social Learning Theory (Bandura, 1977), children learn behaviors, attitudes, and values by observing and imitating significant figures such as their parents. Therefore, when parents model positive behaviors such as discipline, positive study habits, self-discipline, motivation, consistency, and strong work ethic children are more likely to adopt similar attitudes toward their studies. This explains why students from authoritative homes tend to excel academically.

Furthermore, the Family Systems Theory suggests that the family operates as an interconnected system in which the behavior of one member affects all others. A balanced and supportive family environment, typical of authoritative parenting, promotes emotional stability and effective communication, both of which enhance learning outcomes. Conversely, families characterized by neglect or conflict disrupt the child's emotional and academic development.

### **5.3: Conclusion**

The results of this study confirm that parenting style is a critical determinant of students' academic success. The comparative analysis demonstrated that students from authoritative homes consistently outperform their peers from other parenting backgrounds. This suggests that when parents provide a balanced environment of discipline, warmth, and communication, students are more likely to excel academically.

### **5.4 Recommendations**

Based on the findings and conclusions of this study titled "Comparative Analysis of Parenting Styles and Their Impact on Academic Performance of Students," the following recommendations are made to guide parents, educators, and policymakers in promoting students' academic success:

1. Parents should adopt an authoritative parenting style.

Since the study found that students from authoritative homes performed better academically, parents are encouraged to combine warmth, guidance, and reasonable discipline in raising their children. This balanced approach fosters confidence, responsibility, and motivation for learning.

2. Parents should avoid neglectful and permissive approaches.

The study revealed that neglectful and permissive parenting styles were associated with poor academic performance. Parents should therefore avoid excessive leniency or lack of involvement in their children's education, as these behaviors negatively affect students' learning and development.

3. Schools should organize parental education and counseling programs.

Educational institutions should collaborate with guidance counselors and social workers to organize seminars and workshops that sensitize parents on effective parenting practices and their influence on students' academic outcomes.

4. Teachers should strengthen home–school relationships.

Teachers should maintain regular communication with parents to monitor students' progress and behavioral changes. This collaboration will enable early intervention where academic or emotional challenges are detected.

5. Government and educational policymakers should promote family life education.

Policy frameworks should include family life and parenting education in community development and school programs. This will help equip parents with the skills needed to provide supportive home environments conducive to academic excellence.

## **5.4 Suggestions for Further Study**

To expand the understanding of parenting influence on students' academic outcomes, future research should:

1. Increase the sample size and include students from multiple schools or regions for broader generalization.
2. Employ a mixed-method design (quantitative and qualitative) to gain deeper insight into how parenting practices affect motivation and school behavior.
3. Examine the role of cultural, religious, and socioeconomic variables in shaping parenting styles and educational achievement.
4. Compare the influence of parenting styles across different academic subjects or age groups to reveal possible variations in impact.

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## APPENDIX

### Appendix A: Parenting styles and academic performance questionnaire

#### PARENTING STYLE QUESTIONNAIRE (PSQ)

##### Instructions:

Please respond to the following statements based on how your parents or guardians

typically behave toward you at home. Tick the option that best describes your experience:

S/N	Item Statement	Always	Sometimes	Rarely	Never
	<b>Authoritative Parenting</b>				
1	How often do your parents discuss rules and expectations with you?				
2	Do your parents listen to your opinion before making decisions?				
3	Do your parents set clear rules but explain the reasons behind them.				
4	Do your parents encourage you to express your thoughts and feelings				
5	Do your parents give you a listening ear when you need to talk				
6	Do your parents support you in school related activities				
7	Do your parents explain the reasons behind rules to you				
8	Do you feel supported and encouraged by your parents?				

	<b>Authoritarian Parenting</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
9	Do your parents expect you to follow rules without questioning them?				
10	Do your parents use punishment quickly when you break rules?				
11	Are your parents strict and do not allow you to express your feelings?				
12	Are you afraid to disobey your parents?				
	<b>Permissive Parenting</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
13	Do your parents set rules or expectations for you?				
14	Does your parents allow you to do what you want, even when it's not appropriate?				
15	Does your parents want you to be free to express yourself without restriction?				
16	Do your parents avoid saying "no" even when necessary?				
17	Do your parents punish you when you misbehave?				
	<b>Neglectful (Uninvolved) Parenting</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
18	Are your parents around when you need help with school or personal issues?				
19	Are your parents interested on how you perform academically?				
20	Do your parents set rules or care if you obey the rules?				

21	Do you feel neglected or feel your parents don't care about you?				
22	Do your parents attend your school PTA meetings and event?				
23	Do you think your parents don't care so much about what you do?				

**SECTION B: (APQ)**

What was your average score/grade in the last term? \_\_\_\_\_

Do you feel supported by your parents in your academic work?

- Yes                                       No                                       Sometimes

Do your parents reward or praise you for good academic performance?

- Yes                                       No                                       Sometimes

How would you rate the level of your academic performance?

- High                                       Average                                       Low

Who influences your academic goal the most?

- Parents                                       Teachers                                       Friends

Other (state) \_\_\_\_\_

**Appendix B: Chi-square Distribution Table**

DF	P										
	0.995	0.975	0.2	0.1	0.05	0.025	0.02	0.01	0.005	0.002	0.001
1	.0004	.00016	1.642	2.706	3.841	5.024	5.412	6.635	7.879	9.55	10.828
2	0.01	0.0506	3.219	4.605	5.991	7.378	7.824	9.21	10.597	12.429	13.816
3	0.0717	0.216	4.642	6.251	7.815	9.348	9.837	11.345	12.838	14.796	16.266
4	0.207	0.484	5.989	7.779	9.488	11.143	11.668	13.277	14.86	16.924	18.467
5	0.412	0.831	7.289	9.236	11.07	12.833	13.388	15.086	16.75	18.907	20.515
6	0.676	1.237	8.558	10.645	12.592	14.449	15.033	16.812	18.548	20.791	22.458
7	0.989	1.69	9.803	12.017	14.067	16.013	16.622	18.475	20.278	22.601	24.322
8	1.344	2.18	11.03	13.362	15.507	17.535	18.168	20.09	21.955	24.352	26.124
9	1.735	2.7	12.242	14.684	16.919	19.023	19.679	21.666	23.589	26.056	27.877
10	2.156	3.247	13.442	15.987	18.307	20.483	21.161	23.209	25.188	27.722	29.588
11	2.603	3.816	14.631	17.275	19.675	21.92	22.618	24.725	26.757	29.354	31.264
12	3.074	4.404	15.812	18.549	21.026	23.337	24.054	26.217	28.3	30.957	32.909
13	3.565	5.009	16.985	19.812	22.362	24.736	25.472	27.688	29.819	32.535	34.528
14	4.075	5.629	18.151	21.064	23.685	26.119	26.873	29.141	31.319	34.091	36.123
15	4.601	6.262	19.311	22.307	24.996	27.488	28.259	30.578	32.801	35.628	37.697
16	5.142	6.908	20.465	23.542	26.296	28.845	29.633	32	34.267	37.146	39.252
17	5.697	7.564	21.615	24.769	27.587	30.191	30.995	33.409	35.718	38.648	40.79
18	6.265	8.231	22.76	25.989	28.869	31.526	32.346	34.805	37.156	40.136	42.312
19	6.844	8.907	23.9	27.204	30.144	32.852	33.687	36.191	38.582	41.61	43.82
20	7.434	9.591	25.038	28.412	31.41	34.17	35.02	37.566	39.997	43.072	45.315