

Parenting Styles and Socioeconomic Status as Determinants of Secondary School Students' Achievement in English Studies in Ibeju Lekki, Lagos State

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Certification

This is to certify that Susan Olusola Afolake AYENI with the Matriculation Number LCU/PG/09/0132 carried out this research work titled ‘Parenting Styles and Socioeconomic Status as Determinant of Secondary School Students’ Achievement in English Studies “in the Department of Arts and Social Science Education, Faculty of Arts & Education, Lead City University, Ibadan, Oyo State, Nigeria for the award of Masters of Education Degree (M.Ed) in Educational Management under my supervision. This has not been previously submitted.

Dr. Omobola Gambo

Date

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Date

Head of Department

Dedication

This project is dedicated to God Almighty and my dear children, Sharon Omotayo Ayeni, Michael Olasunkanmi Ayeni and Shalom – Sophie Oreoluwa Ayeni for their love and support for my education pursuit.

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“Even though the above-mentioned institutions and persons have assisted in the correction of this research work, I alone stand responsible for the errors, if any, found in the work”.

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Abstract

This study investigates the impact of parenting styles and socioeconomic status on the academic achievement of Junior Secondary School One (JSSI) students in English Studies within the Ibeju-Lekki Local Government Area of Lagos State. Two research questions guided the inquiry, framed within the theoretical frameworks of Baumrind's Parenting Styles (authoritarian, authoritative, and permissive) and Maccoby and Martin's Parenting Style (uninvolved). The study employs a survey research design utilizing past data, with a sample of 500 students from 15 selected major schools. A questionnaire serves as the research instrument. Data analysis involves Multiple Regression Analysis, Pearson Product Moment Correlation (PPMC), t-test, and analysis of variance statistical methods. The study reveals that authoritative parenting styles are highly rated by respondents, significantly influencing students' achievement with a grand mean score of 3.312. The socioeconomic status of parents is identified as having a high-level impact on academic achievements, with a grand mean score of 3.259. Regression analysis indicates a correlation (R) between socioeconomic status, democratic, permissive, authoritarian, and uninvolved parenting styles on students' academic achievements in English Language. The joint effect of independent variables is found to be significant ($F(4, 47) = 87.652$; $R = .939$, $R^2 = .882$, $\text{Adj. } R^2 = .872$, $P < .05$), explaining 87.2% of the variation. The combined influence of Authoritarian, Authoritative, Permissive, and Uninvolved parenting styles is validated, with each style making a unique contribution to the academic achievement of secondary school students in English Studies within the Ibeju-Lekki axis of Lagos State. It is recommended that public schools, through their school boards, incorporate a general course for parents to emphasize the significance of their involvement in their children's academic achievements, particularly in English Language.

Keywords: Parenting Styles, Socioeconomic Status, Achievement, English Studies, Income Count: 300

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Chapter One

Introduction

Background to the Study

The academic achievement of any child is measured through the ability to express him or herself very well in English Language because it is the official language of the country. Every subject is taught in English except French. If a child wants to write what he or she has learnt in any subject, it must be in English. This understanding is gradually coming to play in the country where every parent wants their children to go to Private Nursery and Primary schools where the child gets to learn basics of English Language so that they can express themselves very well in any situation before going to public or private secondary school. It is of a fact that whosoever cannot speak Basic English is seen as a 'stack illiterate.' The involvement of parents in teaching, learning and correcting of English Language of their children at home is far from gainsaying. It is a necessity and should be embraced by all parents notwithstanding their styles of parenting and financial backgrounds and make academic achievements enhanced in schools in our country Nigeria.

Academic achievement, socio- economic status and parenting styles are issues that need to be addressed in the school system in order to get better outputs from students. Academic achievement which is the successful disposition of students to learning after the completion of a course needs to be supported by their parents so that students can learn without stress and schools can teach and upgrade their learning standard because academic performance is the extent to which a student, teacher or institution has attained their short- or long-term educational goals¹. Without the support of parents, academic achievements will not be easily achieved. There are different benchmarks of academic achievements in the country. The category deals with how

far parents can assist their children. The completion of educational benchmark such as primary leaving certificate, secondary school leaving certificate, diplomas and bachelor's degrees and so on are how far parents can help their children while considering their socio-economic status. In Nigeria, we have a well-structured programme for academic training for all the children from cradle to university. The Federal Government under the Ministry of Education governs this programme and there, all information is disseminated to States Ministry of Education. There are processes and procedures governing how children read and write in schools. The plan of education in Nigeria is 6-3-3-4 which means the children of Nigeria must be exposed to the first six years of Primary education to assess their cognitive levels and then move on to the first three years of Junior Secondary education where they are assessed to sieve those that will proceed to Senior Secondary School or to Technical Schools. The government is of the view that students cannot perform excellently alike because of their backgrounds because of the concept of nature and nurture. Some students are psychomotor oriented while the levels of cognitive of some are high in academic achievements in all the subjects they are exposed to at school¹⁰. To balance all, that is; to touch all children and bring out the best in them, different technical programmes are embedded in the school curriculum for them and their exposure to examination is the sieve that is used to bring out those that will proceed to Senior Secondary or Technical Schools. For those who will proceed to the Senior Secondary, when they have achieved their second academic achievement they will move to Colleges of Education, Polytechnics or Universities to study and become great professionals like Medical Doctors, Lawyers, Accountants, Teachers, Nurses and so on with their credit pass in their West African Examination Councils 'examinations with the minimum of five credits in Mathematics and English Language and more than 180 marks in their Unified Tertiary Matriculation Examination (UTME) while those who are talented in handwork

become professionals in Electronics repair, Motor Mechanical repairs, Photography, Catering and craft, Dye and Bleaching and so on with their Junior Secondary School Examinations results by National Examination Council or their States Governments called Basic Education Certification Examination (BECE).

Though, academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects is most important; procedural knowledge such as skills or declarative knowledge such as facts ¹¹ are not stipulated. Also, there are inconclusive results over which individual factors successfully predict academic performance. Elements such as test anxiety, and environment, motivation and emotion require consideration when developing models of school achievement. It is funny to hear that now schools are receiving money based on its student's academic achievements¹². A school with more academic achievement would receive more money than a school with less achievement. This may happen because competitions in academics made it easier for comparison of success of one school with another school. It is that which measures the extent to which schools has achieved something through their students, that is; acquires certain information or mastered certain skills, usually as a result of specific instruction for example Mathematics competitions. Many people have expressed opinions on the 'why' and 'how's of academic achievements. Most of such people have linked it with various factors; school, home background, or even the child himself, residence in the society¹³. People see academic achievement as function of intelligence ¹⁴. In a general sense, it could be seen as the current level of a student's learning or be referred to the percentage of students at a school whose learning currently meets or exceeds their grade-level standards ¹⁵ which is important for the successful development of young people in our society. It is assumed that students who do well in school

are better able to make the transition into adulthood and achieve occupational and economic success better than those who are not able to pass their academics but things have really changed because those who studied handwork at Technical Schools are gainfully employed and earn more from different people they work for and still have ample time to get themselves involved into many other businesses apart from their core carrier than people who are employed by an organization or governmental establishments. To be assessed as successful scholars in academics, students are exposed to different competitions for their schools or themselves and they have won different laurels. To be part of these wonderful wins, students go through the following exercises like joining educational clubs and societies, extracurricular activities like debating, talent hunt, competitions in Mathematics and Spelling Bee. All these activities will lead a student to be recognized for scholarships, honour, awards won for specific activities or subjects, inclusion in student-related achievement publications, competitions or innovations (that is, the Cowbelpedia Mathematics Competitions, Young Scientists and so on. All these are influenced by purpose, drive, persistence which are enhanced or inhabited by the social interaction to which the individual has been accustomed to particularly in his or her family and assisted by school to be out for appreciation by the public.

The financial support of parents and their socio- economic status (SES) are important in the education of the students. If anyone wants to achieve greatness in life, the socio- economy status of the person must be well balanced. In Nigeria, the children of the rich are always at the peak of their academic achievement most especially when it comes to English Language. They speak Queens English because of the parental financial buoyancy which gave them good opportunities to attend high standard schools where the exposure to travel and mingle with great people in the world is there and they become great speakers and writers of the language.

Parental background could be categorized according to their level of education; occupation and income which are termed their socio-economic status in the community (such as contacts within the community, group associations, and the community's perception of the family) ¹⁶.

It is often assumed that families with high socio-economic status and have great concern for their children do everything to promote and support their young children's development like it was discussed earlier. They are able to provide their young children with high-quality childcare instructional materials like, books and toys to encourage them in various learning activities at home. Also because of their educational backgrounds, they have easy access to information regarding their children's health as well as social, emotional and cognitive development. In addition, these assumed families with high socio-economic status often seek out information to help them better prepare for school which children from families with low socio-economic statuses and unconcerned with their development make up a disproportionate number of those at risk for school failure ¹⁷. These children with significant less of linguistic knowledge of books due to their parental level of education as compared to well-read students of well-educated parents. The public schools these children are attending is often filled with poor backgrounds families with different parenting styles which might have exposed them to high mobility rates, severe behaviours, emotional trauma and limited English proficiency because they have classes that are highly populated where teachers might have difficulties correcting all their mistakes while marking their notes or not give them assignments often because of marking large classes. These schools are filled with children from culturally diverse backgrounds this is because they are free in nature. If you check the statistic of diverse ethnic groups in our public schools, the outcome will be more than imagined.

The socio-economic status which is occupational and income backgrounds of parents perform great roles in the academic achievements of children. Different families train their children in different ways or styles due to their exposure to education, good working environment and nice income in form of salaries. It is obvious that children from parent with different socio-economic backgrounds will not achieve success in the same way; their achievement will be different from one another because of many factors ranging from parent's backgrounds, environment, and natural endowments of the children, government policies and many more. This research will confirm that students achieve from their parent's assistance, individual families, society at large that students especially JSS2 students are not the only one responsible for their academic achievements in English Language at school. Students know that their parents influence has very important roles to play in their academic achievement and what they become in life.

While looking at the various definitions of the word 'parent', a particular book the researcher read refers to it as one who gives birth to an offspring or occupies the role of mother or father¹⁸. While probing further on the meaning, there are many countries that parenting children is basically for their own children like the western countries like United Kingdom, United States of America; its several obligations rest strongly on biological relatedness. This is not the case in all societies, in some, a distinction is made between a biological parent and social parent with the former producing the child and the latter raising the child and acting as a mother or father¹⁹. Parenting style captures two important elements of parenting; demandingness and responsiveness²⁰. Responsiveness is known as love, care, and concern, correction in love, support, prayers, assistance and discipline bring out the best in a child. The warmth or supportiveness which is the extent to which a parent intentionally foster independence or self-regulation, self-

assertion by being attuned, supportive and acquiescent to children's special needs and demands is called parental responsiveness. Parental demandingness is willingness to set limits for children's behaviour, and to enforce consequences of violating this limits²¹. These are the expectations from people considered as 'good parents' with their styles of raising champions rather than those who lack wisdom and exhibit the traits of the former and ended raising tyrants.

The five parenting styles were discussed extensively in this research and many concepts attached to it were equally dissected so that parents and other stakeholders will know the truth of how to handle children and may follow the prescribed method of parenting which the students themselves prefer. The five styles of parenting are Authoritarian or Autocratic style, Authoritative style, Democratic style, Permissive style and Uninvolved style of parenting.

Authoritative Parenting Style is an approach to child-rearing that combines warmth, sensitivity, and setting of limits. Parents use positive reinforcement and reasoning to guide children. They avoid resorting to threats or punishments²².

Authoritarian or Autocratic parents are expecting children to follow the strict rules established for them. They place high expectations on children with little responsiveness. An authoritarian parent, focus more on obedience, discipline, control rather than nurturing their children²³. Mistakes tend to be punished harshly and when feedback does occur, it's often negative. Yelling and corporal punishment are also common.

Permissive Parents are sometimes referred to as indulgent parents. They are not demanding when it comes to behaviour. They are very responsive to their child's emotional needs. They love and show great warmth towards children but, they don't set limits or are very inconsistent in enforcing boundaries²⁴.

Democratic parents guide their children development in an accepting but steady manner and fosters a climate in which cooperation, fairness, equity, and mutual respect between them are assumed²⁵. It is a style characterized by joint decision- making, mutual respect, autonomy and responsibility.

Uninvolved Parent is also seen as neglectful parenting. The needs of their children are assumed not important to them. They perhaps make few demands of their children and often indifferent, dismissive, or even completely neglectful²⁶. The extreme cases of neglectful actions lead to poor academic achievements in students. This is because parents who are overly concerned with personal self- interest and preservation of a status quos that they find familiar and comfortable, are ill- equipped and lack appropriate parenting styles.

From the above submissions, all school owners or government should understand the above parenting styles and embrace the best style that will allow students to learn and live without any emotional problems while in school and at home.

1.2 Statement of the Problem

Several studies have investigated extensively into parenting styles and their financial backgrounds as determining achievements of students in school. The perception of some people is that students who are from a cultured and balanced socio-economic status families are likely to exhibit good attitude to education and produce great academic achievement especially in English Language subject which might not be feasible in some families that are not educated, not cultured and not serious with their children's upbringing. This shows that parental influence is very important in the academic achievement of any child. If this is removed, the smooth sail to success is likely to turn to chaos. Also, the pattern of parenting

children is a challenge because many students exhibit different traits at school which are linked to their parental upbringing and are always affecting smooth academic achievements. These styles or patterns were looked into to identify which, out of the five styles would produce better effect on the children and give them opportunities to become successful in their academics and identify those that should not be used so as not to destroy the academic foundation of children. There are some assumptions that children from supportive parents always perform well in their academics and that some adolescence always feel that their parental support is not important to their educational achievements. These assumptions are questions to be answered because some children from 'good homes' have exhibited failure in their academics despite their beautiful parental backgrounds. This may be because of lack of attention, care and support in supervision of the child which money only cannot solve or the types of parenting which is not nurturing but too demanding that scares life out of the adolescence is the problem.

1.3 Aim and Objectives of the Study

The general objective of this research is to study the parenting styles and socio- economic status of parents as they determine the academic achievement of Secondary School students' in English Language. Specifically, the study will seek to;

- i. identify parenting style commonly used by parents among Junior Secondary Schools' students
- ii. examine the effect of occupation and income of parents on secondary school students .

- iii. investigate the joint influence of parenting styles (Authoritarian, Authoritative, Permissive, and Uninvolved) and occupation and income on students' academics of Secondary Schools in English Language.
- iv. examine the level of performance of students in English Studies in Junior High Schools

1.4 Research Questions

- i. What level will Authoritative Parenting style affect students' academic achievements in English Language?
- 2. **What level will parental socio-economic status affect the academic achievement of the students in English Language?**

1.5 Hypotheses

Ho1: There will be no significant joint influence of socio- economic status (occupation and income) on students' academic achievement in English Language.

Ho2: There will be no significant joint influence of socio- economic status (occupation and income) on students' academic achievement in English Language.

1.6 Significance of the Study

This study is important because it shows the effect of financial support parents render on their children's learning and achieving success in English Language so as to speak, read and write beautiful English Language which is approved by the British and gain meaningful employments and live a meaningful life. The study would serve as reference points to the teachers because they are the ones teaching the subject and interacting with the students at school. Most of the teachers understand the students better because most students have two faces. They

have one they use at home which they often use to deceive their parents while the second one is the one they exhibit among their peers at school and this is the real self of majority of them.

The government would be touched by this research because a country that fails to train its nation is a failed one. The people in the government would realize that their involvement in providing for the needy most especially educational materials will go a long way in alienating suffering, inferiority complex among the youths in schools and failure in English Language which is hindering many of them from gaining admissions into Tertiary Institutions in the country. The parents would learn to adopt the best parenting style that will bring the best out of their children without unnecessary stress in the family and use all resources in their care to assist them attain their goals in life speedily rather than exposing them to much pressure of the world before attaining greatness. Lastly the study would proffer solutions and eliminate failure, stagnancy, depression and suicide among the youths and there would be fewer problems for the society and this would reduce conflict between students and parents. It is also aiming at helping individual groups, parents, youths, teachers, school administrators, counselors, policy makers and socio- economic status observers to encourage students' achievements and embrace styles and status that will improve students' successes and discard styles and status that will discourage them from attaining their greatness in life.

1.7 Scope of the Study

The study is based on 750 Secondary Schools students in Ibeju- Lekki, Lagos State. The research environment is Ibeju-Lekki where 30 different secondary schools were used.

1.8 Operational Definition of Terms

Academic Achievement: Academic achievement is the extent to which a student, teacher or institution has attained their short or long term educational goals.

Authoritarian Parenting Style: This style expects children to follow the strict rules established by Parents. They place high expectations on children with little responsiveness. An authoritarian parent focus more on obedience, discipline, control rather than nurturing their children.

Authoritative Parenting Style: This is an approach to child-rearing that combines warmth, sensitivity and setting of limits. Parents use positive reinforcement and reasoning to guide children. They avoid resorting to threats or punishments.

Income: This is money, property, and other transfers of value received over a set period of time in exchange for services or products. Income is defined according to the context in which the concept is used.

Occupation: This is an activity in which one engages in to earn a living in terms of monetary reward. It is a person's regular work or profession that one's time and attention are engaged.

Parent: A parent is a care giver of an offspring in their own species. In humans; a parent is a person whose gamete resulted in a child; a male through the sperm; and a female through ovum. Biological parents are first – degree relatives and have 50% genetic meet.

Parenting Style: Parenting style is a pattern of behaviours; attitudes; and approaches that a parent uses when interacting with raising their child

Permissive Parenting Style: Permissive Parents are sometimes referred to as indulgent parents. They are not demanding when it comes to behaviour. They are very responsive to their child's emotional needs. They love and show great warmth towards children but, they don't set limits or are very inconsistent in enforcing boundaries

Socio- Economic Status: This is a way of describing people based on their education, income and type of job. Socio-economic status is usually described as low, medium, and high. People with a lower socio-economic status usually have less access to financial, educational, social, and health resources than those with a higher socio-economic status.

Student: A student is someone who goes to school to learn something. Students can be children, teenagers; or adults who are going to school, but it may also be other people who are learning, such as in college or university.

Uninvolved Parenting Style: This is a parenting style where the child does not receive an adequate amount of emotional support, physical time with parent.

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Chapter Two

Literature Review

The Literature is reviewed under the following; Conceptual review, Theoretical review, Empirical review and conceptual model

- 2.1 Conceptual Review
- 2.2. Theoretical review
- 2.3 Empirical Review of Studies
- 2.4 Conceptual Model/ Framework
- 2.5 Summary of Gap in Literature
- 2.6 Summary of Reviewed Literature

2.1 The concept of Parenting styles

Parenting style is defined as a constellation of parents' attitudes and behaviours toward children and an emotional climate in which the parents' behaviors are expressed¹. The concept of parenting style was coined out by a clinical and developmental psychologist called Diana Baumrind in America in 1966. She developed four basic parenting styles which are authoritative, authoritarian, and permissive/indulgent. Another two psychologists, Eleanor Emmons Maccoby and John Martin later came up with uninvolved neglectful style in 1983. All these styles are used today by all child psychologists in the world to proffer solutions to all problems relating to parenting styles and children behaviours. The four types of parenting styles are: Authoritative, Authoritarian or Disciplinary, Permissive or Indulgent, Neglectful or Uninvolved².



i. Authoritarian Parenting Style

This is a parenting practice described by such term as “restrictive”, “controlling” and “autocratic”³. This type of parenting style is characterized by the parent’s use of power in achieving compliance as well as paramount valuing of obedience in their children. Some researchers in their study stressed that these parents play a domineering role in establishing conduct of behaviour that are to be adhered to without proving only explanation, and engage in severe and arbitrary punishment⁴. Another thought also stated that such parents are more likely to be either over protective of their children or to pressure them excessively for achievement⁵. The frequent respect for authority and reservation of order and traditional structure are emphasized in this style. The great researcher of three parenting styles stated that authoritarian mothers set absolute standard and use punitive techniques to enforce them⁶. They do not permit their preschool children to challenge restrictions but presented them as inviolable; and they were neither warm nor affectionate⁷. While looking at the effect of punitive measures as correctional method on children, it was stated that punitive measures of discipline associated with autocratic household may foster feelings of resentment and impulsiveness, anxiousness and maladjustment in college students⁸. Many students trained under this condition may rebel or lead to serious

conflict with their parents. The style may foster feelings of resentment in school as well as with their parents. The style foster feelings of resentment as well as impulsiveness in children, they could be unhappy, insecure and even be hostile under stress. They do as their parent say, just to satisfy the dictatorial handling they were undergoing. As students, they could take a limited amount of independent decisions, which results in a number of adjustment problems for them in most cases, the autocratic, type of parenting make use of punishment procedure to exert or adjustment in children behavior⁹.

Autocratic parents are highly demanding and directives, but not responsive. "They are obedience-and-status-oriented, and expect their orders to be obeyed without explanation"¹⁰. These parents provide well-ordered and structured environments with clearly stated rules. Autocratic parent can be divided into two types: non-authoritarian-directive, who are directive, but not Intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive¹¹. Children who grow – up under authoritarian or autocratic parenting style are not the best social models to emulate as they are encompassed with a number of adjustment problems both at home and school. Parents who use this type of control would do better if they can be more affectionate and less harsh in their training.

Furthermore, on characteristics of authoritarian parents, authoritarian or autocratic parents tend to be the strictest parents out there. While this sounds harsh, most authoritarian or autocratic parents mean well, and firmly believe their parenting style will produce children who are capable, well-rounded, high-achieving members of the society. But often, "children whose behavior are largely dependent on a strict regimen of dos and don'ts will base their own self-worth on whether or not they have obeyed the rules put into place by their parents"¹². As well, 'this emphasis on cause and consequence hinders a

child's natural ability to make choices—choices that may have a direct impact on his or her self-esteem'¹³.

An illustrative story of how authoritarian parenting affects the general performance of their children is as follows: A man, an avid gardener saw a small butterfly laying eggs in one of his pots in the garden. Since that day, he looked at the egg with ever growing curiosity and eagerness. The egg started to move and shake a little. He was excited to see a new life coming up right in front of his eyes. He spent hours watching the egg now. The egg started to expand and develop cracks. A tiny head antenna started to come out ever so slowly. The man's excitement knew no bounds. He got his magnifying glasses and sat to watch the life and body of a pupa coming out. He saw the struggle of the tender pupa and couldn't resist his urge to "HELP" He went and got tender forceps to help the egg break, a nap here, a nap there to help the struggling life and the pupa was out. The man was ecstatic! He waited now each day for the pupa to grow and fly like a beautiful butterfly but alas that never happened. The larvae pupa has an oversized head and kept crawling along in the pot for a full 4 weeks and died! Depressed the man went to his botanist friend and asked the reason. His friend told him the struggle to break out of the egg helps the larvae to send blood to its wings and the head push helps the head to remain small so that the tender wings can support it through its 4 weeks life cycle. In the eagerness to help, the man destroys a beautiful life! Struggles help all of us that are why a bit of effort goes a long way to develop our strength to face life's difficulties!¹⁴.

As parents we sometimes go too far trying to help and protect our kids from life's harsh realities and disappointments. We don't want our kids to struggle like we did. An over protected children are more likely to struggle in relationship and challenges because through our over protectionism we are sending message to our kids that they are not capable of helping

themselves¹⁵. A moral thought says, 'It is our job to prepare our children for the road and not prepare the road for them'. This story explains the reason why the authoritarian parents always bench on their own worked out plans and never give listening ears to their children that they believe are naïve.

ii. **Authoritarian Parent Traits**

The authoritarian parents often exhibit these traits on their children:

- They tend to have an extensive list of rules they expect their children to follow
- They take a "children should be seen and not heard" approach to parenting
- They give their children chores starting at a young age
- They are highly focused on their children's safety
- They give firm consequences when rules are broken
- They sometimes use threats or punishments to keep kids in line

iii. **Pros of Authoritarian or Autocratic Parenting**

Since laws are meant to be broken most times but followed by punitive measures, there's no doubt about it; children who grow up with authoritarian parents are often the best-behaved kids in the room. That's because they know there will be "big trouble" if they step out of line. But there are some pros of authoritarian parenting that all parents should be mindful of. And it's important to note that parents can use some tenets of authoritarian parenting mixed with other styles in an attempt to produce well-behaved but also balanced, healthy, and well-rounded kids. Lists some pros of authoritarian parenting are below¹⁶.

- **Good behavior.** With this type of parenting style, the rules are crystal clear. As a result, children have a good understanding of what is and isn't acceptable. They

are also highly attuned to the negative consequences that can stem from wrong behavior, so they always avoid stepping out of line.

- **Safety.** Authoritarian parenting places a strong emphasis on safety—both emotional and physical—which minimizes the types of risky behavior a child may engage in. Children who grasp the outcome of a harmful action are more likely to stay away from it.
- **Goal-driven.** Children raised by authoritarian parents adhere to detailed plans that include precise instructions. Through this structure, children can understand what steps need to be taken in order to accomplish a goal. This parenting style helps children to listen carefully in class most especially in English Language subject and master rules guiding oral and written English. The children are great performers at quizzes but not excellent in debate because it requires thinking out of the box which some of authoritarian children lack.

iv. Cons of Authoritarian Parenting

Over the years, countless studies have shown that this style of parenting can lead to anxiety!¹⁷ Researchers share several other cons of authoritarian parenting that should be avoided during child-rearing.

- **Rule-dependent.** Authoritarian parenting is based on implemented rules that children must continually adhere to. Unfortunately, when they are confronted with situations that they don't have established guidelines, they always feel insecure and unsure of how to behave.
- **Reduced self-esteem.** Emphasis on cause and consequence hinders a child's natural ability to make choices—choices that may have a direct impact on his or

her self-esteem. Children who depend on others to develop their confidence will often struggle in social situations or in new environments. Such children are not good debaters in English classes because they are often not able to reason beyond necessary scope.

- **Rebellion.** These children eventually grow tired of the seemingly endless list of rules that is consistently thrown their way. Consequently, they deliberately defy their parents by testing their limits, and take actions that could jeopardize their own safety for example smoking marijuana or engaging in drinking and getting drunk.
- **Emotionally withdrawn.** Children who are raised by authoritarian parents tend to shy away from expressing their emotions because they don't want to expose their inadequacies.

v. Examples of Authoritarian or Autocratic Parenting

Based on what we've outlined above about authoritarian parenting, here are a few scenarios that demonstrate how authoritarian parents handle everyday situations.

- **Screen time:** Authoritarian parents are most likely to place severe limitations on their children's screen time, or might simply disallow it altogether when they are with their friends in a joyful mood and playing.
- **Play dates:** Children raised by authoritarian parents are most likely to have a clear understanding of what must be done before going out to play with friends, and they know they will face consequences if those things are not done. Some of these children are usually assigned chores which must be done and their school assignments.

- Food and treats: Authoritarian parents are most likely to adhere to the "eat or go hungry" school of thought when it comes to meals. They show lack of sentiments to their children.

2.1.2. Authoritative Parenting Style

Authoritative parenting is a parenting style characterized by high responsiveness and high demands¹⁸ to the child's emotional needs while having high standards. They set limits and are very consistent in enforcing boundaries they attempt to control children's behavior by explaining rules, discussing, and reasoning¹⁹. They listen to children's viewpoints but don't always accept them. After decades of research, child development experts recognize that authoritative parenting is the best parenting style²⁰. While authoritative parents might have high expectations for their children, they also give their kids the resources and support they need to succeed.

Authoritative parents are supportive and often in tune with their children's needs. They guide their kids through open and honest discussions to teach values and reasoning. Like authoritarian parents, they set limits and enforce standards. But unlike authoritarian parents, they're much more nurturing. Authoritative parenting involves holistic consequences, such as computer restrictions or limited activity. These parents exert more control over their children but are less effective in their follow-through. The authoritative parenting style has been proven to have the healthiest child outcomes, even across cultures and across ages of children, a researcher said. Long-term studies show that the authoritative parenting style is more likely to result in children who are responsible, competent and have high self-esteem²¹.

i. Traits of Authoritative Parenting Style

This parenting style generally produces the best outcomes which studies have found that children raised by authoritative parents²².

- Tend to be happy and content.
- Are independent and self-reliant.
- Develop good social skills.
- Have good emotional regulation and self-control
- Express warmth and cooperate with peers
- Explore a new environment without fear.
- Are competent and assertive.

Authoritative parents are likely to have children who:

- Achieve higher academic success
- Engage more in school activities
- Develop good self-esteem
- Have better mental health, less depression, anxiety, suicide attempts, delinquency, alcohol, and drug use.
- Interact with peers using competent social skills
- Exhibit less violent tendencies.
- Are well-adjusted.
- Authoritative parenting affects the child because they are more likely to become independent, self-reliant, socially accepted, academically successful, and well-behaved. They are also less likely to report depression and anxiety, and less likely to engage in antisocial behavior like delinquency and drug use²³.

ii. Examples of Authoritative Parenting Style

- They are warm, attuned and nurturing.
- They listen to the children.

- They allow autonomy and encourage independence.
- They reason with children instead of demanding blind obedience.
- They set clear limits on behavior.
- They are consistently enforcing boundaries.
- They often use soft instead of punitive, forceful measures.
- They always earn, not demand, children's respect

iii. Characteristics of Authoritative Parenting

- Demanding and Responsive: Authoritative parents set expectations and demand their children to meet them.
- They give verbal instructions and take actions when they are not carried out.
- They are involved in their children's learning and understand their weaknesses and strongest abilities
- They use criticism and praise to correct their children
- They give freedom but monitor them when at play
- They show love and limits to them
- They spend qualitative time with their children

Unlike authoritarian parenting, authoritative parents do not require complete compliance or blind obedience from their children. Although both parents place high demands on their children, they are different in what they try to control. Both types of parents expect their children to behave appropriately and obey parental rules. But authoritarian parents also expect their children to blindly obey without question. By contrast, authoritative parents use reasoning and allow give-and-take discussions. Therefore, it is sometimes called the best style because both types of

parents utilize high behavioral control, but only authoritarian parents exert high psychological control.

- Like permissive parenting, authoritative parents are warm and nurturing.
- Unlike permissive parenting, authoritative parents do not allow children to get away with bad behavior.
- Authoritative parenting is very different from neglectful parenting. Authoritative parents pay a lot of attention to their children's wellbeing.
- Authoritarian parents, set limits and enforce standards. But unlike authoritarian parents, authoritative parents are very responsive or nurturing.

In addition, authoritative parents encourage their kids to ask questions, and they explain the rationale behind the rules. Authoritative parents are also less likely to control kids through the induction of shame, guilt, or the withdrawal of love.

iv. Effect of Authoritative Parenting Style on Children

This parenting style helps children to;

- Develop good self-esteem
- Have better mental health — less depression, anxiety, suicide attempts, delinquency, alcohol, and drug use.
- Interact with peers using competent social skills
- Exhibit less violent tendencies
- Are well adjusted

While searching if authoritative parenting style is good for everybody, it was discovered that it will benefit children of different temperaments²⁴. In fact, many temperaments benefit more from

authoritative children-rearing, than the easy kids. Though Kids are different, different children need to be parented differently according to the “Goodness of Fit”²⁵. When there is a goodness-of-fit between the child’s temperament and the parents’ personalities, attitudes and parenting practices, the child will flourish but when there is poorness-of-fit, the child suffers.

It is important to notice that there is a difference between parenting style and parenting practice. Parenting style is the emotional climate in which the parents raise their children while a parenting practice is a specific action that parents employ in their parenting. The authoritative parenting style is the best parenting style. Parents should adopt that same authoritative parenting style, but different parenting practices according to their child’s individual temperament. Within Baumrind’s parenting style topology, authoritative parenting is not a fixed set of parenting practices because authoritative parenting consists of a spectrum of different parenting practices, all based on the same “high responsiveness, high demandingness” principle²⁶. For instance, within the “high responsiveness, high demandingness” spectrum, a parent can choose practices that are nurturing but slightly less demanding. When parenting another child of a different temperament, a parent can use practices that are demanding, but slightly less nurturing. Both A and B are still within the authoritative parenting spectrum. The importance of authoritative style is that it influences children’s development and support healthy growth development, because the way parents interact with their children and how they are disciplined has a lifelong impact on them²⁷.

V. Examples of Authoritative Parenting Style with Different Parenting Practices

Authoritative Parenting Styles are high responsiveness means being warm, accepting, and supportive.

Practices: Hugging, cheering, and smiling are different parenting practices.

Authoritative Parenting Style Example: High demandingness means high standards and limits.

Practices: Requiring a child to do chores, get good grades, and show manners are different parenting practices.

Many results show that authoritative style is the best parenting style but let us examine all characteristics associated with this style one after the other

Nurturing: Authoritative parents are attuned, nurturing, sensitive, and supportive of their children's emotional and developmental needs. Research shows that children with responsive parents tend to develop a secure attachment. Children with secure attachment are protected from developing internalizing problems. Infants who have responsive mothers also develop better problem-solving skills, cognitive competence, and emotional control.

Responsive: This lays the foundation for a child's success. Responsiveness and autonomy support from the parents seem to provide children with the opportunity to develop good self-regulation skills.

Supportive: Authoritative parents are supportive. They tend to be more involved in a child's schooling by volunteering or monitoring homework. Parental involvement has been shown to have a beneficial impact on adolescent academic achievement.

Open-minded: Authoritative parents are also open-minded and collaborative. They use open communication, explanations, and reasoning to foster individuality. These parents are modeling pro-social behavior that the children can internalize. These children grow up having good social skills.

High Standards: The high standards demanded by authoritative parents keep children's behavior in check.

Discipline: In Baumrind's study, she found that authoritative parents were remarkably consistent in enforcing limits. Consistency is one of the most important elements in a successful discipline at home. Kids whose parents are consistent in disciplining have less internalizing and externalizing problems.

Non-punitive: Although authoritative parents have high standards, they do not use punitive punishment to discipline. Non-punitive discipline is found to promote children's honesty and prevent aggressive behaviour. Authoritative parents teach proper behavior²⁸. They are firm but kind when disciplining. They may be strict, but they are not mean. Authoritative parenting achieves a balance between too much psychological control (authoritarian) and too little behavioural control (permissive). The negative side effects or what is wrong with authoritative parenting despite all the positive and highly impressive sides are; Children are aggressive, but can also be socially inept, shy and cannot make their own decisions. Children in these families have poor self-esteem who are poor judges of character and will rebel against authority figures when they are older²⁹. All of the parenting styles have varying characteristics across cultures. Different ethnic groups' define parenting styles according to their norms for example Chinese American parents demonstrated more strictness as compared to European Americans³⁰.

Permissive and authoritarian parenting styles are correlated with negative psychological and behavioural outcomes because of some reports discovered. It was also found that there is a strong correlation between academic achievement and authoritative parenting as compared to authoritarian and permissive parenting styles³¹.

In one study it was found that parenting styles vary across different cultures. For example, authoritative parenting style was positively related to school grades and students' performance was higher in European American students. However, authoritative parenting style resulted in

lower academic grades and was not related to the academic performance of Asian American students³².

In another study, it was tested whether parenting style is affected by ethnic differences. They analyzed that parenting style was less advantageous for Asian American adolescents as compared to that of European American adolescents³³. Adolescents of both Asian American and European American cultures felt it was more important to discuss and share their problems with their parents. The reason is that adolescents of both cultures have qualities of closeness with their parents³⁴. Current study has similarities to and differences from other studies. In light of the articles discussed in this review, this study will assist policy makers, professionals, researchers, and government bodies to devise policies and setting priorities that support the authoritative parenting style for the other continents. This study will improve academic practices in adopting a parenting style which is effective for the academic achievement of adolescents across the globe.

2.1.3 Permissive Parenting Style

Indulgent parents are also referred to as “permissive” or non-directive” “are more responsive than they are demanding. They are non-traditional and lenient, do not required mature behavior, allow considerable self-regulation, and avoid confrontation”³⁵. Indulgent parents may be further divided into types: democratic parents, who though lenient, are more conscientious, engaged and committed to the child and non-directive parents. The permissive parenting style has been identified as other end of the restrictive type, described as a lack of control, neglectful and a passive approach to child rearing³⁶. This type of parenting is often characterized by parents who appear disorganized, inconsistent and unsure of themselves. They do not usually demand much from their children or discourage immature behaviors. It was reported that “they

hardly exercise any parental control or show enough interest in whatever decision adolescents try to make”³⁷. Another person stated that permissive mothers were non-punitive, acceptant and made few attempts to modify the behavior of their children³⁸. Such children tend to be somewhat disobedient, disrespectful and rebellious on occasions. These behaviors appear to result largely from feeling of security and lack of severe punitive responses from parents of such children that maintains policy of “do as you like, I cannot be bothered”.

The researcher would like to buttress the points on permissive style of parenting by sighting two examples of situations in our country Nigeria and Lagos State in particular that is within the scope of this study.

The 10 year old Chrisland School pupil’s sex video tape saga on March 10th – 13th 2022 in the UAE Pupils from the private school located in Victoria Garden City were there to participate in the world school games where this minor engages in a game called ‘truth or dare’ with some group of boys and she could not stop the mind bugging ‘dares’. Her sex tape is all over the internet and her mother took some negative steps to attack the school that was trying to avoid public scandal by taking steps secretly to deal with the situation. The effect of this permissive mother’s negative step with the assistance of a blogger called Ubi Franklin made the school to be closed down by the Lagos State Ministry of Education on 18th April, 2022. After the closure of the school and public opinions that the girl was drugged and ganged raped, Netizens reacted sadly to the video of the girl who was supposed dancing seductively saying she was not 10 years old and seemed to be a bad girl. All those who have watched the video have concluded that the young girl was not as Ubi Franklin claimed. The parents said and the video of their daughter dancing seductively has given the public a fair idea of the kind of parenting style she’s been receiving. It’s obvious her parents are not checking her social media handles as a 10year

old girl dancing seductively in a Tic Tok video that she posted on her page shows that no adult is controlling what she watches or posts on the internet. It's a sad situation that the parents might not be aware of the kind of things their daughter is doing on social media and her handle name explains that she's a very bad girl at a tender age. A lot of good things can be learned on social media and bad things can be learned on the same media apps hence it is not surprising that she has been behaving like a bad girl on social media but now claimed to have been a saint when the video says otherwise.

The second example was sent to the researcher on social media and was posted to the school counseling unit to discuss. This is a short story of a helpless permissive parent. He came in with his father into my consulting room. They were almost passing for twin brothers; the only differences were the built and look. The father had more built and obviously looked older. That was the result of adolescents' rapid growth. Adolescents are people between 10 and 19 years. My patient was 16 years. Many things are special about people in this age group. One prominent thing is their thinking and view about life. They believe in fairytales a lot. Don't mind me like I was not once in the same dream, and before age and reality of life woke me up. What did I own this visit Tunde, I asked my patient? (Real name withheld), he went straight to the point my dad promised me a dental brace for my exam success. I just passed so I am here to get my brace. They had gone to dental unit of the hospital as they were directed earlier. They were directed back to General out patient to department to get referral. So Victor was in my consulting room to get the referral letter to the dentist to get his dental brace promised him for exam success by his father. I asked him any tooth anomalies? What was his reason for wanting a dental brace? I was shocked with the answer Tunde gave me and this was what prompted me to write this piece. He said the celebrity he loved was using dental brace that was why he wanted it. I am not sure of the

reason Victor gave well. As a General practitioner, I know people use dental brace for cosmetic reason but a teenager of 16 years without any teeth anomalies wanted dental brace because his hero celebrity he was watching on TV was using it? This shock made to turn to the father who granted such request. In fact, bigger shock came from the father. I asked him if he heard the reason his son gave for getting a dental brace. He said yes and further justified it by saying 'Doctor, what can I do? He said that was what he wanted for his success in the exam. Even at home, that was how he behaved. Anything he wanted if you didn't give him, he would not be happy again. Did I just hear that from Tunde's Dad too? I screamed in my head. A 16year old boy dictates what he wants to them at home and they said yes, are you the father or parent? The father smiled back sheepishly again. When I heard this, I entered the counseling mode immediately. I saw impending danger in the situation. The future of the young man was at stake. I saw wrong parenting style for an adolescent. I asked Tunde for his permission to counsel him with his father together. He did not decline though but was wondering what the counseling was for. Any problem he asked? Counseling format has always been basically to ask what the Patients know about the topic and the counselor must give them all correct information and options and guide them to make a rational decision best for them. I ventured out on the voyage. The topic I had to deal with was Adolescent and Parenting style. I asked Victor what the meaning of adolescent is and does he feel to be an adolescent? And I asked the father about parenting adolescents. He said and I quote' doctor is there anything being special about adolescents being parented' within me I was screaming in my head again. No wonder Tunde was in my consultation room this morning for cosmetic dental brace motivated by hero celebrity. Time will fail me to tell you all information I gave them on adolescence Parenting but I will summarize it not to bore you. I told them the meaning of adolescent which is the stage of life for

people between 10-18 years. This stage can be developmentally divided into three according to World Health Organization {WHO} First Early Adolescence Stage [10-13], mid- adolescence [14-16] Late Adolescence [17 –19]. The 3 stages can be summarized thus developmentally; Early adolescence have brain of a child and body of adult. Mid Adolescence have 50% child's brain and 50% adults' brain. The adolescence has the adult's brain as well as adult's body. Hence the decisions taken at this stage of life go hand in hand with these peculiarities. Tunde is 16 years. He only has the body of an adult already but 50% child's brain. You are wondering why I would say that. Was it not obvious from the decision made by Tunde so far? Now to parenting, parenting is guided and nurturing a child in all aspect parent a child and the meaning of each pal aspects of life either you are the biological or non- biological parents. There are 4 ways you can parent a child and the meaning of each parenting style based on two issues which are Love and Discipline. The four parenting styles are Authoritarian which means discipline a child at all times. Permissive style means loving a child at all times without discipline. The third style is Uninvolved style which means the parents are not doing any of the two, no love, no discipline. The child is on his or her own and the last parenting style is Authoritative parenting style which is also known as balanced parenting style, which involves loving and disciplining a child equally. Research rated Authoritative parenting style as the best parenting style worldwide and the remaining three as defective. Now I turned to Tunde's father and asked him which of the parenting styles he has been using out of the four I explained. The 60-year-old man was quiet for almost 2 minutes, surprising to me, with almost tears in his eyes said, doctor I never knew all these parenting styles and their consequences as you just explained. He said doctor no doubt I have been using permissive style on Tunde. "Doctor, what can I do know? Is it not too late for him? That was how I raised all his two elder brothers and doctor I must confess they have not

been doing well on their own. The first brother has drug issue and the second is irresponsible. To my surprise, Tunde in tears after hearing my oratory education on Adolescence and Parenting and its consequences and heard his father's helpless question, he said daddy it is not too late. I don't want any dental brace again. Daddy, guide me the authoritative way. The best way you think I would turn out best guide me. The two hugged each other with mist of tears in their eyes and left closing the door of my consulting room behind them. Now my own eyes erupted in my head, did I just change a life, a future, a family, a generation? Because Tunde would have gone ahead to be like his two brothers, or likely parent his own children too this wrong way and the trend continues and becomes trans-generational. I am happy I have just made an impact. We can deduce that, loving a child without disciplining them is not loving them; it is destroying their lives. It is necessary to love children, meet their needs, cater for them, ask for their opinion and respect their opinions to the extent that opinion is beneficial to their present and future and make sure that after putting everything together and considering their highest good but is more important to have the final say by showing them the right path. They may not appreciate you today don't worry, when you are through with your balanced love and discipline parenting style, they will look back tomorrow as fulfilled souls, they will forget the temporary gratification of all love without discipline and bless the day God gave you to them as their guide through life.

i. Characteristics of permissive parenting include:

- Expressing love and warmth toward children
- Providing support and responding to children's needs
- Lack of structure or routine
- Having few or no rules and expectations for children

- No enforcement of rules that are in place
- Providing little guidance for children when it comes to making decisions
- Failing to hold limits by giving into children's requests
- Inability to say "no" to children
- No consequences for bad behavior
- Prioritizing being liked by children over limit-setting

Examples of Permissive Parenting

Permissive parents of toddlers struggle to maintain rules and stick to them. They may unintentionally reinforce negative behaviors, like temper tantrums, by giving in when their children resist their limits. For example, if a child asks for dessert before dinner, a permissive parent may first say no, but may then give in when the child pushes back. The child then learns that crying, arguing, or acting out will be rewarded by allowing them to get what they want. In the same situation an authoritative parent would empathize with the child's desire for dessert, but stick to the rule that there is no dessert before dinner. When it comes to parenting elementary-aged children, permissive parents may struggle to set and communicate expectations. Children at this age are learning how to manage school, peer and family relationships, and other areas of their lives, like sports and the arts.

An authoritative parent may create an after school schedule that involves a snack, homework, and some playtime. However, a permissive parent may "wing it" by allowing the child to create their own schedule. Children may not have a set bedtime or routine to follow, which can be confusing, since children do not know what is expected of them. Permissive parents of teenagers may fail to set limits around alcohol, drug use, sex, and other potentially

dangerous behaviors. These parents may turn a blind eye when their teens experiment with these things and may even encourage these behaviors by participating in them with their teens. For example, a permissive parent may allow their teenager to drink alcohol with their friends at home. They may justify this decision by thinking that it is safer to have their teen drink alcohol at home rather than risk drinking and driving. However, this permissiveness can lead the teen to developing unhealthy habits at a young age, since lack of parental supervision is a risk factor for later addiction³⁹. An authoritative parent would talk to their teen about sex, drinking, and drugs at an appropriate age, discuss the potential consequences of these behaviors, and encourage an open dialogue.

There is always other side of a coin, when there are some benefits to permissive parenting, like being responsive to the child's needs, there are also drawbacks. Being too permissive or indulgent can prevent children from learning important life skills most especially debating and quizzes in English Language at school. Anyone who feels too permissive can benefit from becoming more authoritative in approach by applying these suggestions in their lives.

vi. Ways to change if one is a permissive parent include:

- **Set rules for your children to follow:** Rules and limits are important for helping children learn what is expected of them and how to behave appropriately in various settings.
- **Communicate your expectations:** Be clear about how you expect children to behave. Tailor the way that you communicate to your child's age and maturity level. For example, use simple words and brief sentences with younger children and more in-depth explanations with older children and teens.

- **Stick to your limits:** Children may resist your rules or limits, but this does not mean that you should give in. If you do, children will learn that they can change the rules by pushing back against them. Instead, hold to your limits despite your children's responses.
- **Reward good behaviors:** Positive reinforcement is a powerful tool as a parent and may be more effective than punishment. It involves rewarding children for good behaviors rather than focusing on bad behaviors. For example, you can give your child praise when they do well on a test at school or complete their chores.
- **Guide children through making decisions:** Providing guidance is another important component of parenting. This is especially helpful as your children get older and need to make difficult decisions. Rather than telling children what to do, help them think through their different options in a situation. For example, if your teen is choosing between several different colleges, you can help them brainstorm what each school would be like, write out a list of the pros and cons, and compare them.

Permissive parents must maintain his or her authority as a parent: We should remember that we are a parent, not a friend to our children. Though we love and care for them, we also need to have rules, expectations, and limits. These allow children to learn skills that will benefit them throughout their lives as they grow and develop. Permissive parents can also consider incorporating Mindfulness & Self-Care therapy to their lifestyle to gain more knowledge of best parenting their children.

A scientist encourages parents to develop practices that can help them live in the moment when he said "Parental behavior change begins with the practice of present moment self-awareness"⁴⁰. In those moments when we have a choice between our old reaction and a new response, we must slow everything down and just pause. Without judgement, we must notice our

sensations, emotions, thoughts, words and actions that are happening right now. What we learn from sensing our internal experience can give us clues about what gets in the way of us being the parent we want to be. A permissive parent should always prioritize giving his or her children lots of connections and support. So, they must remember that they can't pour from an empty cup. Sometimes self-care means holding their personal boundaries, even if their children don't like it. Setting the limits, one needs to set and hold space for any upset feelings the child may have about it. Not only are we asserting our own boundaries and accepting (and surviving!) our children's big feelings, but we're also modeling for our children how to do both of those things for themselves as they grow and develop.

Permissive parents who would like to seek for help changing their parenting style can benefit from therapy just like what happened in the last story of Mr. Tunde and his son. Therapy can help them learn new skills to become a more authoritative parent that is warm and loving toward their children, but also sets firm limits, expectations, and rules. It will be a great thing if they are ready to seek help from a therapist that specializes in working with parents, children, or families on parenting issues. Permissive parents can get help by seeking out individual, family, or group therapy. Individual therapy can give them the opportunity to explore how their own childhood influences their current parenting style and ways to parent the children more effectively. Group therapy can provide a way to give and receive advice on these issues and learn parenting skills. Family therapy allows them to work on changing unhealthy family dynamics. In family therapy, the therapist can witness their interactions and address negative communication and behavior in the moment. Parent-child interaction therapy (PCIT) is one specific type of therapy that can help them improve their parenting skills and relationship with their child. PCIT can help them more effectively manage their child's behavior, discipline appropriately, set

healthy limits, and support their child's confidence. It was developed for families with children between the ages of two and seven years old. In this type of therapy, a therapist observes a parent(s) and child interact through a one-way mirror. At the same time, the therapist coaches the parent on how to interact with the child through an ear device. This helps parents learn how to respond more appropriately to their children's behaviors. PCIT has been well-studied and is considered an effective therapy.

vii. Pros and cons of Permissive Parenting Style

While rounding it up on this topic, there are pros and cons to having a permissive parenting style which has been discussed but this particular style is warm, but lacks structure. While children of permissive parents may feel loved and cared for, the lack of rules and expectations can lead to problematic behaviors, like acting out, drug and alcohol use and prostitution. It is advisable to seek help and adopt a more authoritative approach, and seeing a therapist that specializes in this area. Therapy can help everyone who operates this parenting style to grow as a parent and learn ways to be more effective to address their child's or children's behaviour.

2.1.4 Democratic Parenting Style

The democratic parenting theory advocates parents sharing power with their children and including them in family decision making. This style known as "democratic parenting is" Rather than the parent running the show (authoritarian) or the child steering the family (permissive), democratic household are based on respect for both the parent and the child⁴¹.This

many also be regarded as authoritative parenting style because authoritative parents are both demanding and responsive. “They monitor and impart clear standards for their children’s conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive “they want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative”⁴².

i. **Characteristics of Democratic Parenting**

Here are the main aspects of democratic parenting:

- 1. It focuses on rules:** Democratic parents discuss the rules with their children and explain the importance of having rules. The focus is on making the child understand the rules, instead of punishing them when they break the rules.
- 2. Encourages choice:** Democratic parenting style encourages the child to make choices in their daily life. These choices are followed up with consequences. Children thus associate when they follow the rules and make a good choice. However, the punishment for breaking the rules is not harsh or harmful.
- 3. Responsiveness and motivation:** Parents are responsive to the child’s needs and motivate them to achieve their goals.
- 4. Equality and positivity:** As the parents treat the child as an equal, they do not force their opinions on them. Instead, they have a discussion like they do with an adult.
- 5. Love, warmth, and understanding:** The parents are affectionate and understanding and nurture their children with care.

Democratic parenting is similar to authoritative parenting style.

i. . Examples of Democratic Parenting Behaviour

1. Your child dislikes veggies and refuses to eat them. You insist, and he questions you, ‘why should I eat?’ You tell him: Vegetables have vitamins and minerals that are required for your body. You need to eat them to stay healthy. You should taste them and see. Which one do you want to try, carrots, cucumber or peas?
2. Your girl comes with a reprimand letter from the school for her misbehaviour. She had to meet the school counsellor and explain. This is how you react to the letter: I guess you had a bad day at school, can you tell me what went wrong? (You listen to your child without interrupting and judging her behaviour, and then say) You shouldn’t have acted in the way you did because a reprimand letter is a big thing. If you have some problem in the class, talk to the teacher, but first, you should apologize for your behaviour.
3. You tell your children to complete their homework before they go out to play or watch television. Your children do not do that. This is what you tell them: As you have not completed your homework, you cannot go out to play. If you finish it now, you can watch television. These are the ways Democratic parents deal with their children.

Democratic parenting makes students behave with maturity; hence it has several advantages, but it has some disadvantages too.

ii. Democratic parenting benefits the child in the following ways:

- It Develops independence as children are encouraged to make decisions.
- It Improves self-confidence and self-esteem.

- Children become responsible as they understand that there will be positive consequences when they make a right choice and negative consequences when they make a wrong choice.
- Parents and children have mutual respect as parents value their children's perspective. This develops pleasantness between them.
- As the children's opinions are valued, they develop a sense of control over their emotions and regulate them.
- Parents and children love and care for each other as they understand each other well.
- There is a better chance for the child to perform well in school.
- As the democratic parents explain the behaviours that are 'fine' and 'not fine' and the logic behind them, it promotes reasoning skills in children and helps them in making reasonable choices.
- Develops the traits of altruism, conscience and moral reasoning.

iii. Drawbacks of Democratic Parenting

Every parenting style has its challenges and democratic parenting too has them:

- The child may question the parents as they grow up, especially during the teenage. The children may take advantage of the parents' practice of involving them in decisions.
- The democratic parents have to be good examples good role models for the child to follow them.
- This parenting style requires perseverance. The parents need to be consistent, committed and patient.

- Both the parents have to agree on this parenting style; else it might create confusion.
- If the parents do not follow democratic parenting consistently or use it ineffectively due to insufficient knowledge, the children might turn out to be manipulative and undisciplined.
- When children make wrong choices, the consequences can disturb them for a long time.
- Parents might unknowingly become permissive parents where they accept everything that their children say.

iv. **Tips for Practicing Democratic Parenting**

1. Respect and love your children, whether or not they meet your expectations.
2. You and your spouse must be on the same page and follow the style religiously.
3. Give children freedom in sync with their age and mental development. Do not overwhelm the children with too much independence.
4. Draw a line between discipline and free will of the children because treating children as equals doesn't mean that they can do whatever they like.
5. Keep your communication open and articulate the rules, choices, and consequences with clarity.
6. Encourage independent decision making by your children, but be there to guide and help them.
7. Do not dictate terms. Balance your role by being your children's friend and a parent as well.

Allowing children to be a part of rule-making is the first step towards democratic parenting. This type of parenting is a challenging task, and we need to invest time and effort in it. One may want to follow democratic parenting, but we should review it regularly to make sure that we and the children are on the right track.

We should remember that parenting styles are not rigid and we can change them depending on the situation and requirements.

2.1.5 Uninvolved Parenting Style

Among the four categories of parenting styles, authoritarian, authoritative, permissive and uninvolved; uninvolved parenting is the newest to be categorized — but that doesn't mean it's new. It's an interesting style because it involves a lot less hand-holding compared to other parenting styles⁴³. What it is — and what it's not?

Uninvolved parenting — also called neglectful parenting, which obviously carries more negative connotations — is a style of parenting where parents don't respond to their child's needs or desires beyond the basics of food, clothing, and shelter⁴⁴. These children receive little guidance, discipline, and nurturing from their parents. And often-times kids are left to raise themselves and make decisions- big and small - on their own. It's a controversial parenting style, and because of this, it's also easy to pass judgement on these parents. But whether you're an uninvolved parent or you know someone who is, it's important to remember that this parenting style isn't always intentional⁴⁵. The reasons why some parents end up raising their kids this way varies.

i. Characteristics of uninvolved parenting

Characteristics of uninvolved parenting and how this type of parenting affects children in the long run are important to understand because of its peculiarities. Many parents involved in this can be identified as being stressed, overworked, and tired. These parents when things get out of control, they brush off their children for a few minutes of quiet and solitude. As guilty as they might feel afterwards, these moments aren't characteristic of uninvolved parenting. Uninvolved parenting isn't just a moment of preoccupation with one's self. Rather, it's an ongoing pattern of emotional distance between parent and child ⁴⁶. Signs of an uninvolved parent include the following:

- a. **Focus on your own problems and desires:** Whether it's work, a social life apart from the kids, or other interests or problems, uninvolved parents are preoccupied with their own affairs — so much so that they're unresponsive to the needs of their children, and make little time for them. Everything else comes before the kids. And in some instances, parents might outright neglect or reject their children. Again, this isn't always a matter of choosing a night at the club over family game night. Sometimes, there are issues at play that seem outside of a parent's control.
- b. **Lack of an emotional attachment:** An emotional connection between parent and child comes naturally for many people. But in the case of uninvolved parenting, this bond isn't instinctual or automatic. The parent feels disconnect, which severely limits the amount of affection and nurturing they extend to their children.
- c. **Lack of interest in child's activities:** Because of a lack of affection, uninvolved parents are not interested in their children's school work, activities, or events. They might skip their sports games or fail to show up for PTA meetings.

- d. No set rules or expectations for behavior: Uninvolved parents typically lack a discipline style. So unless their children's behaviors affect them, these parents don't usually offer any type of correction. They allow the children to act how they want. And these parents don't get upset when their children perform poorly in school or with other activities.

With all these negative traits of parenting how does uninvolved parenting affect children? Because children require love, attention, and encouragement to thrive! So it's no surprise that uninvolved parenting can have a negative effect on a child. It's true that kids with uninvolved parents do tend to learn self-reliance and how to take care of their basic needs at an early age. Still, the drawbacks of this parenting style outweigh the good. One major disadvantage of uninvolved parenting is that these children don't develop an emotional connection with their uninvolved parents. A lack of affection and attention at a young age can lead to low self-esteem or emotional neediness in other relationships. Having an uninvolved parent may even affect a child's social skills. Some children of uninvolved parents may have difficulties with social interactions outside the home because uninvolved parents rarely communicate or engage their children.

- ii. Examples of uninvolved parenting: Uninvolved parenting comes in many forms, depending on the age of a child. Take an infant, for example. While some parents take every opportunity to nurture and offer affection, an uninvolved parent may feel disengaged or detached from their baby. They may have no interest in holding, feeding, or playing with the baby. And when given the opportunity, they might give the baby to their partner or a grandparent. Just to be clear, feeling initial detachment can be a short-term sign of postpartum depression rather than a philosophical, life-long parenting choice or style. That's why it's important to see the health care

provider for treatment if we have postpartum depression. But in the absence of this condition, there are other factors at play. For example, a parent may feel disconnected if they didn't have a bond with their own parents.

ii. Why do some people use this method?

It's important to note, again, that uninvolved parenting isn't usually a conscious issue. In the case of a young child, an uninvolved parent may show little interest in artwork their young child creates, or not ask if they have any homework or not able to correct grammatical blunders in English Language or they may ignore the child as they excitably talk about their day. They may also fail to create reasonable limits such as bedtimes or ask if they have any problem at school. This is in contrast with an authoritative parent, who listens to their children and encourages open communication, but also sets limits when appropriate. With an older child, an uninvolved parent may not impose any consequences, or even react or care, if the child skips school or brings home a bad report card. This is different from an authoritarian parent, who is strict and will punish a child that steps out of line. It's important to note, again, that uninvolved parenting isn't usually a conscious choice⁴⁷. It comes about for different reasons. It can happen when a parent becomes too involved with work and finds little time or energy to focus on their children. This can cause a disconnection that strains their relationship, where they become alienated from one another. Sometimes, though, this style develops when a person has been raised by neglectful parents themselves, or when a parent deals with mental health issues that prevent forming any type of emotional attachment. If so, this parent may also have difficulty bonding with their spouse and others.

iii. The takeaway points on uninvolved parenting style are stated below:

Regardless of the underlying reasons, it is possible to change a parenting style if one notices characteristics of uninvolved parenting in oneself. It might help to seek counseling to deal with any mental health problems, past abuse, or other issues that prevent establishing an emotional bond with one's child. This isn't something that will happen overnight, so we must be patient. If one is interested in developing that bond with the child, the desire itself is a great first step. Talking to the healthcare provider about what one can do to add healthy nurturing to one's family dynamic, and know that one is on the way to being the parent the child needs.

2.1.6 Why Parenting Styles Differ

After learning about the impact of parenting styles on child development, one may wonder why all parents simply don't utilize an authoritative parenting style. After all, this parenting style is the most likely to produce happy, confident and capable children. But what are some reasons why parenting styles vary? The discoveries show that some potential causes of these differences include culture, personality, family size, parental background, socioeconomic status, educational level and religion⁴⁸. A parent's unique fears and hopes for their children are another major influence. Cultural factors, such as gender roles, the community in which the family lives, religion, politics, socioeconomic status, and ethnic norms also play a role. When parenting styles clash, children get inconsistent messages from their parents. Here are factors that influence parenting styles; Parent's age, gender identity, personality, developmental history, beliefs, knowledge about parenting and child development, and mental and physical health are all factors influencing parenting styles. Parents' personalities also affect parenting behaviors.

- i. **Parental background:** Parents are the boats that brought a child into the world therefore: every child is a product of a union of man as his or her father and the

woman as his or her mother. The background of the two key people really matters in the development of this child, therefore the parental background matters so much in what children suddenly stands out without any influence of being male or female, young or old and passes through all the turbulence of life and emerges great. Her or she must have passed through a being a man or a woman who is a product of a home or an owner of a home to share in their vest experience, warmth, love and directions to succeed in life.

Many people were born with silver spoon in their mouth while many struggle to achieve success and therefore passed the success unto their children and so on. Those who are born with greatness or struggle to achieve greatness in life always have different stories to tell. The good were easily related while majority have sworn never to allow their children suffer such in life. They easily classify themselves into various categories or classes on social ladder,

1. The high class, popularly known as the rich and wealthy people who are highly placed and respected in the society.
2. The middle class, they are equally rich, wealthy and recognized in the society.
3. The low class, they are civil servant or the working class that earns salaries or wages and have no business than their salaries or wages. These types of people always depend most of the time on cooperative societies for their assistance and all other benefits their assistance and all other benefits their work place could afford.
4. The last class of people is the masses, who have no means of live hood or those that do menial jobs to keep body and souls together.

You have to share what you know. A learned person with high moral values will want his or her child to be like him. Such a person values good education and could spend the last earns in

making such a child have qualitative education while a learned person that lack moral values and family etiquettes may turn out to be so selfish and refused to educate his or her own children many of them in those days always refused to educate female children because they believe they will one day go to their husband's home and all the education ends in the kitchen. This assertion is so devilish and selfish. But thank God, all girls go to school and perform beautifully and equally assist their parents financially more than the male counterparts' nowadays. The semi illiterate people who are cultured and have exposures always want the best for their children too. Such people always struggle to place their children in schools that will make them realize the best dreams on their children. The illiterates can only give what they have, most of their children don't go to school while nowadays, some illiterates children who are rich are in the best universities all over the world simply because such parents have mixed with people of sound mind and have been given a rebirth in thinking to wish the best in life for their children and these have nothing to do with their social class or their educational background but on the individual being of such parents and levels of reasoning, exposure and values gained from their own family background.

ii. Parental Religious Background

This has high value on the spiritual development of a child, the manner of perception of other people's gifts, acceptance of other people's successes, appreciation of good moral and achievement of people deal greatly on how such a child accepts God and appreciates what He has created, the moral values and spiritual development of any child deal on how exposed he or she is to the religions practiced by his or her parents.

iii. Parental Marital Background

This is another key value in the academic achievement of a child, a child who lives in a home where both parents live together and teach the child the way of God together, share love, warmth, instructions, eat, sleep, and travel together will have enough love gained from both parents and such values will be transferred from him or her from generations to generations. A child that grows out from a family that his or her parent are dead or separated will experience a one side love giving by one out of the two parties involved in education and psychological development but may lack experience and exposure in some certain areas that the missing partner could have given.

Any child that develops from polygamous background always has stories to tell because of family pressure and turbulence such family has exposed the child to before such could become achievers his or her mother always have stories to tell. The culture of the Africans is not totally in the appraisal of polygamous family nowadays because the sweetness, the oneness and success this type of family brings in the olden days are totally lost and replaced with greediness, envies, hatred killing, and untold destructions of nowadays. Of course, the parenting styles of individual parents also combine to create a unique blend in each and every family. For example, the mother may display an authoritative style while the father favours a more permissive approach. In other to create a cohesive approach to parenting styles so that the real objectives of production of well breed children will be achieved⁴⁹.

While reviewing literature on parenting style, one is struck by the consistency with which authoritative upbringing is associated with both instrumental and social competence and lower levels of problem behaviour in both boys and girls at all developmental stages. The benefits of authoritative parenting and the detrimental effects of uninvolved parenting are evident as early as

the preschool years and continue throughout adolescence and into early adulthood⁵⁰. Although specific differences are found in the competence evidence each group, the largest differences are found between children from authoritative homes and their peers are equally consistent, but somewhat smaller. Just as authoritative parent appear to be able to balance their conformity demands with their children's individuality, so children from authoritative homes appear to be able to balance the claims of external conformity and achievement demands with their need for it⁵¹.

2.1.7 Socio-Economic Status

Many researchers see socio-economic status as the relative position of individuals, families, or groups into stratified social systems⁵². Socio-economic status is equally defined as, the construct which is in turn subsumed by the sociological concepts of social inequality. Social inequality refers to the fact that, in virtually all societies, critical social value (e.g. education, occupation, economic resources, prestige, power, information) are not uniformly distributed⁵³. Social stratification refers to the process of organization of social systems (e.g. Social classes are according to their access or control of education, wealth, prestige, power and the likes. Social inequality is a result of complex processes of social stratification that hierarchically distributed people according to their access value and resources⁵⁴. The relative position of individuals, families and groups in a given hierarchy is frequently converted into a score produced by a scale and socio-economic status is normally indexed by one or a combination of the following prominent indicators: education, occupation, and income⁵⁵.

i. Socio-Economic Status of Parents

It is well known that children from different social classes achieve different degree of academic success; a report noted generally that, there was a cumulative disadvantage for the children from low working-class homes. The report revealed that children from upper socio-economic status have 60% greater chance of completing education than children from low working homes⁵⁶. Values and attitudes have been associated with different social classes and quite notable is the way these values and attitude influence parent's behaviors towards their children. Another researcher gave into different value orientations among parents via: traditional and developmental values ⁵⁸ A traditional value is common among working class and lower parent and is concerned with the cleanliness, obedience and the respectfulness of the child. The emphasis is on the child behaving well. Developmental values on the other hands, places emphasis on the child's motives and development of self-control and emphasis internal qualities. This is according to the findings among the middle-class people. It was believed that middle class people values freedom and emphasize orderliness and security⁵⁸. While another researcher agreed with the above statement and referred to it as "self-direction" and conformity⁵⁹. It was gathered that; middle class parents tend to provide a good environment for their children academically than those of poor parents⁶⁰. According to the same researcher, rich parents can provide books and materials for their children at work and at home, this, the poor man cannot afford for his children. In another opinion that the level of socio-economic status the children belongs affects their social acceptance⁶¹. She stressed that the children of lower socio-economic status have high social acceptance. One researcher agrees that the most important predictor of achievement associated with the family is the socio-economic status of parents ⁶². However, socio-economic status is associated with a very complex number of variables and since environment is not a one-dimensional thing, so, socio economic status is related to other family

characteristics like the family size⁶³. Research in other countries shows that, children from lower class homes when the family is large start school with verbal disadvantage because such children have less interaction with adults since mothers and other siblings are working⁶⁴.

It was also discovered that the kinds of relationship and communication patterns that middle-class children in developed societies have with their parents always help them to participate in the expected direction in school⁶⁵. However, parents from lower classes do not provide same opportunities for their children and this affects their social interaction in the society. Reasons for this are different in experience, knowledge, economics security and the requirements of their work situation⁶⁶. Recent studies in Nigeria do seem to support these conceptualizations. A Nigerian researcher illustrates how pattern of child's behaviors established in the home have a direct carry over to the school⁶⁷.

ii. How Socio-Economic Status Is Measured

There is some dispute over the operationalization of socio-economic status (SES) and the best way(s) to measure it. Sociologist dedicated to study of social stratification and related processes (such as social mobility or the intergenerational transmission of social inequality they have devoted considerable effort to constructing reliable measure of socio-economic status⁶⁸. Typically, a limited set of socio-demographic variables, has been used alone or in combination to measure socio-economic status. The indicators used most often are educational attainment, occupational prestige, and financial income. These indicators reflect the main components of social stratification and are usually interrelated, but are not entirely interchangeable⁶⁹. In the last 50 years, several scales or indexes have been developed to measure socio-economic status. These must produce composite score by computing the weighted sum of socio-demographic variable

that are considered relevant to the process of social stratification. Among the most prominent scales are the Hollingshead four-factor index of social status and the standard international occupational prestige scale⁷⁰.

2.1.8 Academic Achievement

A researcher defined academic achievement as the measures of amount a student has achieved in one or more subject fields in general aspects of schooling⁷¹. Two other researchers defined academic achievement as one, which compare the achievement of one with those of students in other schools⁷². Another psychologist contends that academic achievement is that which measures the extent to which a person has achieved something that is acquired certain information or mastered certain skills, usually as a result of specific instruction⁷³. A South African writer wrote that he sees achievement test as designed to measure how much an individual has accomplished on a course of instruction or training⁷⁴. He goes further to say that tests which teachers give is to determine how much the child has learnt after a lesson is an achievement test. Also, such examinations as the first leaving school certificate examination, West African examination council (WAEC), degree examination all of which are held after a person has undergone some training or a specified syllabus are achievement tests. Academic achievement might be said to be dependency on ability circumstances and efforts that induced a student to expand efficient effort on learnt are interests, curiosity, aspirations and study attitudes. These are influenced by purpose, drive, persistence which are enhanced or inhibited by the social interaction to which the individual has been accustomed, particularly in his family; significant differences have been found that dropouts are persistence in their interest in study beyond the secondary education. It was also

summarized by saying that the student who has good measure of persistence, industry organizing ability, thoroughness, who is well adjusted and motivated, is excellently armed to overcome such handicap as average intelligence and poor home environment⁷⁵.

In 2004 another report came out that the performance of secondary school students has been of much concern to every stakeholder in education⁷⁶. For instance, in Nigeria today, there is a general outcry among educator, newscasters, parents, and other members of the public concerning the low performance of students in schools especially in English Language and Mathematics. Various causes have been identified and attributed to the low performance of the students and these are lack of teachers, inadequate funding and teaching and learning facilities in the schools effort have been made by various bodies and governments to redress these poor academic problems through provision of more physical facilities in the schools, training of more teachers and the encouragement of the students by making education free in some states.

i. Study Habits and Academic Achievement

Study methods adopted by students can either be effective or not. There is however an association between adopting effective study habits and academic achievement. In order to perform well, all categories of students need to adopt effective study habits. Although, there may be either variable that equally determine performance, effective study habits appear to exert a very great influence. It is not only the poor students who need to adopt the right attitude to studies. A researcher found that good students also adopt effective study skills⁷⁷. A reporter also discovered that good student as well has defective study habits⁷⁸. The poor and the good students therefore need to adopt effective study habits. Studying in order to improve academic performance require proper planning and preparation on the part of the student is identified: that

study involves physical and psychological make-up of the individual⁷⁹. These include intelligence, personality, traits, interests, attitudes, aspirations, perceptual abilities, life style including locus of control, level of concentration and determination.

The first step in preparing to study is making up the mind to do so; students must be convinced that study can lead to success and subsequently make-up their minds on whether it is worthwhile to embark on it. It was identified that effective work by students require sustained interest in academic work ⁸⁰. As part of the planning for effectively study, there is need for a wise use of time. Another researcher indicated this in his conclusion that planning involves judicious use of time⁸¹. Judicious use of time will involve devising a method for meeting the requirement of study both in the narrow and wider sense. Planning one time for studies will involve what a psychologist refers to as written timetable or schedule⁸². Timetable shows the relative value of one's activities and what one really wants to accomplish in a given period. This is why two researchers argued that schedule (timetable) saves time and makes every hour counts ⁸³.

A researcher listed the following advantages of having a schedule

ii. Advantages of having a schedule Time-Table

- It gets one started
- It prevents avoidance of dislike subjects
- It monitors the slacking off process
- Eliminated wrong type of cramming
- Makes studying enjoyable
- Promotes cumulative review
- Free the mind

- Precludes overlooking recreation
- Helps raise recreation efficiency and
- Regulates daily living.

The planning of schedule recognizes one important aspect of studying relaxation. This is why it was argued that the schedule does not only encourage to rule but also allot short period for resting to avoid fatigue⁸⁴.“Recognizing the manifestation and talented advantages of following a schedule as effective study behavior for improving academic performance. It was recommended that the following factors must be considered when planning a schedule: -

iii. Factors to consider when planning a schedule

- The syllabus and amount of work to be covered in a subject.
- The subject to study at a particular time.
- One’s need for leisure and free time.
- One’s peculiar circumstances and
- Specific objectives to achieve.

The value of a schedule, before you even begin to think about the process studying, you must develop a schedule. If you don’t have a schedule or plan for studying, then you will not have any way of allocating your valuable time when the unexpected comes up. A good, well thought out schedule can be revised. A good schedule, if properly managed, assigns time where time is needed. Memory and recollection are very essential in the process of tackling tasks presented in an achievement test⁸⁵.

iv. Socio-economic Status (SES) and Academic Achievement

The problem of equality of educational opportunity has for a long time occupied the interest of many governments, educators and researchers in the field of education and the world

over. The genesis of this concern could be traced to the distribution trends which should to be distributed across socio-economic strata of the society. Consequently, many studies have been carried out in which the difference in personal and family socio-economic status have been pointed out as one of the major contributors to the variability in student's performance in school. Two educationalists asserted that data from many sources make it clear that those extensive options and rewards in life are unequally distributed, with more being available to children from families with high socio-economic status⁸⁶. They also stressed that the child who is low in either academic ability or socio-economic status has formidable barriers to hurdle in order to achieve happiness and progress in school, but that the plight of the child who is low both in academic ability and socio-economic status is extreme. According to them, such a child falls in the cell of double jeopardy and his chances of attaining success in school and of developing alternative life options are tragically slim.

2.2 Theoretical Review

1. Baumrind Theories of Parenting Styles, authoritarian, authoritative and permissive
2. Maccoby and Martin Theories of Parenting Style, uninvolved.

A clinical and developmental psychologist called Diana Baumrind in America in 1966 came up with some theories that are related to the styles parents use in training their children. She developed three basic parenting styles which are authoritative, authoritarian, and permissive/indulgent. Another two psychologists, Eleanor Emmons Maccoby and John Martin later came up with uninvolved neglectful style in 1983⁸⁷.

Diana Baumrind's Pillar Theory emphasizes a child's behaviour is associated with parenting styles as they grow and interact with new people. Parenting styles have always been perceived to

be a major factor in children's development. Diana Baumrind's Pillar Theory emphasizes a child's behavior is associated with parenting styles as they grow and interact with new people. Parenting styles have always been perceived to be a major factor in children's development. It is beneficial to evaluate the support and demandingness of a caregiver in order to determine which style is being used and how to effectively use it. Support refers to the amount of affection, acceptance, and warmth a parent provides to a child. Demandingness refers to the degree a parent controls a child's behaviour.

Authoritative Parenting

In general, children tend to develop greater competence and self-confidence when parents have high-but reasonable and consistent- expectations for children's behaviour, communicate well with them, are warm and responsive, and use reasoning rather than coercion to guide children's behaviours. This kind of parenting style has been described as authoritative⁸⁸. Parents who use this style are supportive and show interest in their kids' activities but are not overbearing and allow children to make constructive mistakes. This "tender teacher" approach deemed the most optimal parenting style to use in western cultures. Children whose parents use the authoritative style are generally happy, capable, and successful⁸⁹.

Authoritarian Parenting

Authoritarian parenting called "rigid ruler" in part because wooden rulers were often used for capital punishment in the 20th century.

Parents using the **authoritarian** (“rigid ruler”) approach are low in support and high in demandingness. These parents expect and demand obedience because they are “in charge” and they do not provide any explanations for their orders⁹⁰. Parents also provide well-ordered and structured environments with clearly stated rules.

Many would conclude that this is the parenting style used by Harry Potter’s harsh aunt and uncle, and Cinderella’s vindictive stepmother. Children reared in environments using the authoritarian approach are more likely to be obedient and proficient, but score lower in happiness, social competence, and self-esteem.

Permissive Parenting

Parents who are high in support and low in demandingness are likely using the **permissive**-also called the indulgent-style. Their children tend to rank low in happiness and self-regulation, and are more likely to have problems with authority. Parents using this approach are lenient, do not expect their children to adhere to boundaries or rules, and avoid confrontation⁹¹.

Uninvolved Parenting

Children reared by parents who are low in both support and demandingness tend to rank lowest across all life domains, lack self-control, have low self-esteem, and are less competent than their peers. Parents using the uninvolved (or sometimes referred to as indifferent or neglectful) approach are neglectful or rejecting of their children and do not provide most, if any, necessary parenting responsibilities.

The researchers aim to discover the correlation between parenting style and children's academic performance on bridging the gap between parents, learners and blended learning. A random sampling was administered where parents answered the questionnaire to determine their parenting style and children's grades were gathered. The test on the relationship between academic performance and parenting style used by the parents showed that the relationships of these two variables are not considered significant. Results indicated a weak positive correlation or an insignificant relationship between the parenting style and children's academic performance. It implied that parents are not the only factors that can affect the children's academic performance. Hence, it is suggested to have a compromise tie in between parenting styles and the learners' learning tasks. The result serves as basis of conducting seminar awareness for both parents and children in the selected community.

Parenting Styles and Outcomes for Children

Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Research in the United States, based on parent interviews, child reports, and parent observations consistently finds:

- Children and adolescents whose parents use the authoritative style typically rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents do not use the authoritative style^{92, 93, 94}.
- Children and adolescents whose parents are uninvolved typically perform most poorly in all domains.

In general, parental responsiveness tends to predict social competence and psychosocial functioning, while parental demandingness is typically associated with instrumental competence and behavioral control (e.g., academic performance and deviance). These findings indicate:

- Children and adolescents reared in households using the authoritarian style (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behavior, but tend to have poorer social skills, lower self-esteem, and higher levels of depression when compared to their peers who are reared in households using the authoritative approach.

Children and adolescents reared in homes using the indulgent style (high in responsiveness, low in demandingness) tend to be more involved in problem behavior and perform less well in school, but they have been shown to have higher self-esteem, better social skills, and lower levels of depression when compared to their peers who are not reared using the indulgent style⁹⁵.

In reviewing the literature on parenting styles, it is apparent that using the authoritative parenting style is associated with both instrumental and social competence and lower levels of problem behavior at all developmental stages for youth in the United States. The benefits of using the authoritative parenting style and the detrimental effects of the uninvolved parenting style are evident as early as the preschool years and continue throughout adolescence and into early adulthood.

Support for Baumrind's Authoritative Parenting

Support for the benefits of authoritative parenting has been found in countries as diverse as the Czech Republic⁹⁶, India⁹⁷, China⁹⁸, also Israel⁹⁹ and Palestine¹⁰⁰. In fact, authoritative parenting appears to be superior in Western, individualistic societies—so much so that some people have argued that there is no longer a need to study it¹⁰¹.

Other researchers are less certain about authoritative parenting and point to differences in cultural values and beliefs. For example, while many children reared in European-American cultures fare poorly with too much strictness (authoritarian parenting), children reared in Chinese cultures often perform well, especially academically. The reason for this likely stems from Chinese culture viewing strictness in parenting as related to training, which is not central to American parenting beliefs¹⁰².

As children mature, parent-child relationships should naturally adapt to accommodate developmental changes. Parent-child relationships that do not adapt to a child's abilities can lead to high parent-child conflict and ultimately a reduced parent-child relationship quality¹⁰³.

Theoretical review of Baumrind Authoritarian style of parenting

While still in support of Baumrind topology of parenting styles, the researcher relates the research discoveries to her own research environment that though the authoritarian parenting style is about being stern it insists on unquestioning obedience, and enforces good behavior through psychological control — threats, shaming, and other punishments¹⁰⁴. As defined by psychologists, it's also a style associated with less parental warmth and responsiveness that doesn't bode well for children's health outcomes, especially in stressful environments like our country Nigeria where everyone is frustrated by the unpleasant situations happening around us¹⁰⁵. Another discovery shows that, warmth and responsiveness can protect

kids from the effects of this toxic stress¹⁰⁶. For example in Nigeria, things are always expensive every day; parents who are authoritarian can be very toxic in their decisions without blinking because of the stressful state of the nation. Children may not be allowed to eat anyhow, play or leave class assignments undone in a school where children were made to repeat classes if they fail their examinations after paying school fees through their noses. But mounting evidence has shown that heavy-handed tactics make kids worse¹⁰⁷. When kids have really difficult behavior problems, it might seem that the only remedy is severe discipline—to control children through threats, harsh punishments, or shaming. But research suggests these tactics don't result in long-term behavioral improvements. On the contrary, they seem to make things worse¹⁰⁸. For instance, let's consider what psychologists call "externalizing behavior problems" — disruptive, aggressive, defiant, or anti-social conduct¹⁰⁹. If authoritarian disciplinary tactics were effective, we would expect them to lead to fewer such behavior problems as children get older¹¹⁰. But that isn't what observers saw when tracking children's development. In a meta-analysis of more than 1400 published studies, It was found that harsh control and psychological control were actually the biggest predictors of worsening behavior over time¹¹¹. Kids subjected to these authoritarian tactics at one time point tended to develop more externalizing behavior problems at later time points. This assumption can't be entirely due to authoritarian parenting. Maybe genetic factors are partly to blame. After all, we know that genetic factors can raise a child's risk of developing certain kinds of behavior problems which leads us to the concept of nature and nurture which is an element of hereditary in the way children behave most times; some of the behaviors or reactions might be what they inherit from either the father or the mother¹¹².

Children may tend to provoke authoritarian responses from their caregivers when they are pushed to the limit. Parents then see it as misbehavior, and start struggling to find solutions.

They feel stressed and frustrated because they see their children behaving like the way they did when they were younger and could not control it in a calm way because they believe they have given them better environment and education that could control the excesses inherited. They crack down with harsh discipline — threats and punishments — and show less warmth towards their misbehaving children. In a scenario where behavior problems and authoritarian parenting are linked, but not necessarily because authoritarian parenting causes the behavior problems instead, the kids themselves are part of the story. They violated the rules and regulations intentionally; they are supposed to be punished or disciplined most especially when they cross the line after several warnings. The concept of stick and carrot should be placed on the children who love violating the laid down rules and regulations¹¹³. Their negative misbehavior triggers authoritarian responses both at home and school where rules and regulations are sacred. It was confirmed that children's pre-existing behavior problems can indeed provoke authoritarian reactions from parents¹¹⁴.

To prove further there is evidence that authoritarianism is harmful¹¹⁵. It appears to make children's behavior problems worse. For example, in a behavioral genetics study of twins, a researcher and her colleagues focused on kids with “callous unemotional traits” — traits like low empathy and poor moral self-regulation¹¹⁶. These traits are linked with serious behavior problems, and this team confirmed that genes matter. Some kids were at higher genetic risk for developing “callous unemotional traits¹¹⁷. But parenting style also had an effect to control the negativity. When parents showed children lots of warm affection and counseling, kids were less likely to develop callous unemotional traits which even kids who were at high genetic risk showed fewer symptoms in later life. Unlike other negative traits like substance abuse which adolescents

engage in freely, majority of kids with authoritarian parents are more, not less likely to use and abuse alcohol¹¹⁸.

When we look at acquisition of social skills and resourcefulness; authoritarian parenting affects the development of social skills because in a variety of cultures around the world, children from authoritarian families tend to show lower social competence¹¹⁹. Examples: Studies of American adolescents reported that teens with authoritarian parents were the least likely to feel socially accepted by their peers. They were also rated as less self-reliant and were more likely to engage in acts of bullying¹²⁰. In China, a study of 2nd graders in Beijing found that kids from authoritarian families were rated as less socially competent by their teachers. They were also more aggressive and less likely to be accepted by their peers¹²¹. Other Chinese research has linked the punitive aspects of authoritarianism with poorer social functioning¹²². In Cyprus, authoritarian parenting has been linked with bullying. When researchers questioned 231 young adolescents about their cultural values and experiences with peers, they found that kids from authoritarian homes were more likely to have experienced bullying — both as victims and perpetrators¹²³. In a study of Turkish high school students, kids from authoritarian families were rated as less resourceful than kids from authoritative or permissive parents¹²⁴. In South America and Spain, Researchers in Latin cultures report that authoritarian parents are more likely to have kids with low social competence and the effects may last into adulthood¹²⁵. In addition, a Spanish study found links between authoritarian parenting and bullying. High school students with authoritarian parents were more likely to be involved in bullying, particularly if their parents attempted to control them through the use of punitive discipline¹²⁶. The Netherlands revealed that Dutch studies kids with authoritarian parents and were rated as less helpful and less popular by their teachers and classmates. They were also rated as less mature in their reasoning about moral

issues¹²⁷. In South-Western part of Nigeria, studies have shown that mothers are authoritarian in parenting style and most fathers are neglectful in nature¹²⁸. Female adolescents perceived fathers as being more negligent than their mothers who are always involved in their affairs because an adage in Yoruba culture says” A bad child belongs to the mother while the good ones are for the fathers”

Apart from the social behaviour problems, the most important challenge students’ face with authoritarian parents is emotional problems. For example, in Spain, Portugal, and Brazil, adolescents from authoritarian homes report lower self-esteem compared with adolescents from authoritative or “indulgent” or permissive families Spanish adults report less happiness and life satisfaction if they were raised by strict, authoritarian parents¹²⁹. Authoritarian parenting has been linked with greater childhood anxiety in Germany, and a higher risk of developing symptoms of depression in the United States and the Caribbean¹³⁰. Kids were more likely to suffer from depression and mental health problems if they perceived their parents to be authoritarian¹³¹.

In a behavioral genetics study of Chinese twins, researchers found that kids with authoritarian fathers were more likely to suffer from a psychiatric disorder — even after accounting for the influence of genes¹³². Another research in China suggests that children with harsh parents tend to have more trouble regulating their emotions¹³³. In a study conducted in Taiwan, kids were more likely to suffer from mental health problems if they perceived their parents to be authoritarian¹³⁴.

A behavioural genetics study suggests that authoritarian parenting puts kids at higher risk for experiencing major depression during adulthood¹³⁵. In Spain, Portugal, and Brazil, adolescents from authoritarian homes report lower self-esteem compared with adolescents from authoritative or “indulgent” or permissive families¹³⁶. Spanish adults report less happiness and life satisfaction if they were raised by strict, authoritarian parents but the authoritarian parenting style isn’t

always linked with emotional problems¹³⁷. Some studies of American adolescents have failed to find emotional differences between kids from authoritarian, authoritative, and permissive homes¹³⁸. A research on adolescents in the Middle East has also failed to find a link between authoritarian care-giving and psychological problems like depression¹³⁹. The question that will come to one's mind is why the inconsistencies in the results or findings on emotional problems of students and authoritarian parenting? The researcher suspects the effects of authoritarianism depend on how harsh, cold, or punitive the parent is. To be candid, there are many variations in parenting styles and parent-child relationship qualities are long-standing research topics in developmental and family psychology.

For instance, some research suggests that corporal punishment is linked with higher rates of depression and anxiety among children. In Nigeria, corporal punishment is banned in schools because some teachers misuse the process and made the children to be toughened and unruly in behaviour than talking to them and coming down to reasoning when proper counselling and constant education take place. Whereas, in the olden days in Nigerian schools, corporal punishment was a weapon of instilling fear and decorum in children and the children have seen it as a culture and means of correcting erring children because it was supported by the government and parents. Just like what a researcher said that culture might have played a role when kids perceive authoritarianism as normal and mainstream, they may be less distressed by it¹⁴⁰.

iv. **Theoretical Review of Baumrind Permissive Parenting Style**

It was said at Brooklyn that 'Permissive parenting involves parents providing high levels of support and warmth to their children, while having very low expectations of them¹⁴¹. These parents have a hard time setting limits and holding boundaries, often feeling as though they have to do something their children are insisting upon, and as if they don't have a

choice- the parents consistently gives in to the child's demands'¹⁴². The doyen of parental psychologist Baumrind concluded that children of permissive parent were likely to be dependent, immature and lack self control¹⁴³. Another scientist contends that the adolescent from this type of permissive home frequently have little desire to "carry their load" in the home¹⁴⁴. Instead they expect to be waited on and do little or nothing in return. Such children tend to be maladjusted and are regarded as "spoilt children". As this over indulged and neglected child approaches adolescence, he or she may find the society unwilling to provide a similar degree of indulgence, which could well lead to adjustment problems in such a child. For example, a permissive parent may let their children stay up late even though they need to get up early the next day for school. Asking their child to do tasks but at their own convenience. For example, regularly asking their child to put away his or her toys after playing but only if they are not feeling too tired. Children of permissive parents may experience their parents as easy-going, lenient, and even fun. While this parenting can have its perks for children, it fails to teach children important life skills, like the importance of following rules and respecting authority. Children of permissive parents may also have a difficult time setting limits for themselves, which can lead to problematic behaviors as they grow older like drug and alcohol use. "If you've ever heard a parent say, 'I don't say no to my child,' that is a classic example of permissive parenting"¹⁴⁵. "A permissive parent might also allow a child to do things more typical of younger children, such as drinking out of a bottle as a preschooler¹⁴⁶." Permissive parents tend to let their children do anything they like at times¹⁴⁷. This parenting style does not produce good social models and therefore not recommended.

v. Theoretical Review of Baumrind Democratic Parenting Style

One scientific scholar distinguished the democratic parenting style as one that implies an active approach in which the child's views are taken into account and information is provided to facilitate choice towards appropriate behavior¹⁴⁸. It fosters the acceptance of the child; it has such characteristics as affectionate approving, understanding, child-centered, frequent use of explanations, and positive response to dependency behaviour, high use of praise in discipline and high use of physical punishment¹⁴⁹. Scientist found that parents who use techniques which revealed encouragement for the child's establishment of firmness and setting consistent limits with adequate explanations and revision of ideas are democratic¹⁵⁰. These parents show that the child's achievement are admired and appreciated. They communicate love in a warm and sincere but not in an excessive way. Psychologists' state that parents under this style gives their children a chance to gain experience in making decisions. At the same time, they supply a degree of guidance and control but retained final authority¹⁵¹. A report says that the adolescent is consulted on family matters, given a fair share of autonomy and is disciplined primarily on verbal basis¹⁵². Adolescent thus perceive the style as fair and legitimate¹⁵³. Another researcher states that, "this kind of upbringing fosters altruism, generosity and moral reasoning"¹⁵⁴. It also encourages frequent attachment to adults and peers. Report found that self-confidence and independence on the part of adolescent were higher for his group than authoritarian and permissive which were characterized by a general lack of confidence and dependency¹⁵⁶.

Positive reinforcement: Democratic parents reward the child's positive behavior. The adolescents appreciate Democratic parenting style thus becomes the most attractive model for the adjustment of the adolescent who are in higher schools of learning like universities, polytechnics, colleges of education and public health and nursing, senior technical schools followed by permissive and authoritarian parenting styles¹⁵⁷. Those adolescents who perceived their parents

as democratic were most likely to be motivated to comply with parental wishes and becoming well-adjusted persons¹⁵⁸. Discoveries also found a pronounced increase in democratic parenting method of control on recent decades in many countries such as the United States, Great Britain and Germany. It was estimated that parents had twice as much influence on the career choices of adolescents as their peers¹⁶⁰. This same view is corroborated by another researcher stated that high school students are probably influenced in the area of values, political thinking, moral development and occupational choice more by parents and peers. All said and done, another scientist indicated that several psychologists are convinced that parents greatly influence the behaviors, values and plans of their children in significant ways¹⁶¹. Democratic parenting is a style of parenting that has its unique features and appeal. It allows more room for instilling independence and autonomy in the child. While it's certainly debatable whether this is the best form of parenting that exists, it's worth learning a few great ways to understand how to discipline children at a tender age. If we go by intuition and don't look at the larger picture of our actions, words, and their repercussions on our children, it could be counter-productive to their development. Strict discipline is important, but unless you learn to mould yourself to the children's capabilities and circumstances, it's difficult to raise them into responsible citizens. Democratic parenting, as the name suggests, involves treating children as equals. Parents treat their kids with respect and dignity. Children are given choices and made responsible for their decisions. However, it doesn't mean that children can do everything an adult does in the family. Freedom should be given in accordance to their age.

2.3 The Empirical Review of Parenting Styles

i. Empirical Review of Authoritarian Parenting

When we check how children from authoritarian homes perform academically we will discover through various experimental researches that suggest that authoritarian approaches interfere with learning. In a fascinating study of kindergartens, it was shown that a common tactic of authoritarian care-giving — shaming a child for poor performance — can make kids perform more poorly on problem-solving tasks¹⁶². Because of fear of punitive measure or shaming which might happen if they fail in their problem solving, students might fail to show lack of interest or afraid to think on how things should be done. Moreover, experiments suggest that people learn better from positive feedback than from negative feedback, and this may be especially true for kids ¹⁶³.

Saying thank you to a child that went on an errand goes a long way to encourage the child to do more than being taken for granted by an autocratic parent.

In the case of academic achievement of students in English Language in public schools those that are below the benchmark in the subject are children that cannot speak and write the language because of their weak backgrounds which made them shy of asking questions because of fear of being looked down by friends and teachers who think low of their self-esteem instead of helping them learn through the use of improvised teaching aids or learning materials that will not entail spending money by their parents. This explains some researchers' observations during the distribution of the questionnaire in the some public schools and supported by other studies that there is a correlation between authoritarianism and lower school achievement in English Language. In one of the public schools where oral interview was conducted, a researcher found out that majority of the students lack confidence to speak in English because of fear of being

mocked by their classmates that went to private primary schools and could express themselves better and by their teachers who are authoritarian in nature that considered them as morons and never do well. They preferred to express themselves in 'pidgin' English and their mothers' tongue which they speak fluently just like Standard English Language. The researcher corrected and encouraged them to speak the correct English Language and stay focused even when they are mocked. They were enjoined to take to corrections and apply what they learn in their spoken and written English which they will soon master.

A particular study of adolescents in the San Francisco Bay Area found that the authoritarian parenting style is linked with lower school grades for all ethnic groups¹⁶⁴. These findings are supported by other, similar studies of checking and comparing the educational backgrounds of parents who are authoritarian in nature most especially those who are semi-illiterate or stack illiterate that live in disadvantaged neighbourhoods, a report said that kids from lower socio-economic groups have failed to show any difference in academic performances between authoritative and authoritarian families¹⁶⁵. This is because their cases are generic in nature or the area they live does not allow any academic achievement to take place. Even proper education cannot be enhanced in these slums. Example of this situation is the Makoko slums of Lagos State before the place was pulled down by the government for rehabilitation. Surprisingly, it was even suggested that kids with relatively less-educated parents do better in school when they are from authoritarian homes¹⁶⁶. There is also controversy about the effects of authoritarian care-giving in traditional Chinese families. On one hand, authoritarianism has been linked with poorer school performance in Beijing ¹⁶⁷. On the other hand, studies of Hong Kong and Chinese immigrants to North America have linked authoritarian parenting with higher school achievement¹⁶⁸.

What came to the researchers' mind was why the discrepancies? After checking and asking questions from the net, it was discovered that researchers have suggested several possibilities to the problems and some reasons are stated below that;

- Perhaps kids living in dangerous, disadvantaged neighbourhoods are less likely to run afoul of authority figures—in and out of school—when they are taught unquestioning obedience. This is true because when such children see better opportunities they want to comply to rules and regulations by force so as not to miss such great opportunities even if the opportunities come with strict rules. For instance if any Nigerian child is forced to live with a white man or woman, he or she will want to live with them and comply to rules most especially if the people are God fearing, helpful, caring but strict. They will want to stay with them because of the nice environment they live, the support programmes and educational materials they will provide, good food and nice health programmes that will make them learn stress less. Majority of our old leaders enjoyed these opportunities despite their poor parental backgrounds for example Late Chief Kasimawo Olawale Abiola. He came from a very poor home but was helped by his first wife's family and the free education given by the British Government and he became someone whose history cannot be forgotten in the Nigerian history.
- Maybe peer pressure swamps the effects of parenting: Some peer groups support school achievement. Others discourage it. One study of U.S. school students found that Asian Americans tended to have peer groups that encouraged scholarship, and they performed well at school even when their parents were authoritarian while African Americans tended to have peer groups that rejected good students. These kids did more poorly in school even when their parents were authoritative and highly-educated¹⁶⁹.

- Authoritarian parenting may have different meanings in different cultures. A researcher has argued that the Chinese version of authoritarian parenting is fundamentally different unlike Western authoritarian parents. Chinese authoritarian parents have closer relationships with their kids, and closeness is a predictor of higher school achievement¹⁷⁰.

But this researcher is a bit sceptical about the idea that authoritarian parenting could make some kids into better students. The experimental research is compelling. Moreover, achievement in Mathematics, Science, critical analysis of issues while debating in English Language and many other academic fields depends on critical thinking—something that authoritarian parenting seems to discourage. Indeed, there is evidence that schools run along authoritarian principles produce inferior students. In a study comparing American high schools, it was found that authoritative schools got the best results. Authoritarian schools had the worst rates of drop-outs ¹⁷¹. To buttress this point, in all Military schools like Command Secondary Schools, Air force Secondary Schools and so on, it is rare to hear that their students perform beyond expectations in the WAEC or NECO examinations like some other schools where they produce outstanding students with parallel A¹ in 10 or 9 subjects and are celebrated across the nation. The autocratic style abounds in these schools and they often produce disciplined children who are not socially endowed. Apart from Military Schools, some private schools children behave like ‘robots’ they are too fragile, they always abide by the rules and regulations, and they are not street wise. They are honest to a fault and don’t tell lies. They are blunt and could say anything that they feel is not right and are neither too friendly nor cold. They always abide by all rules the school places on them. It is rare to see these children misbehave without any solid reasons behind it. Though through the intervention of family backgrounds some schools are experiencing some changes in their operations nowadays where some of these children misbehaved and have to be sent home by the

school authorities. Children who are in public schools are not always affected in this area because the styles of teaching and home background are different. The children in the public schools are street wise. They are friendly, noisy, and some of them are hard-working while some are totally lazy, and exhibit different behaviours that are not regimentary in nature.

Authoritarian parenting and schools influence the development of children's moral sense because they live in a regimentary environment where rules abound. At home, parents have stated all house activities on a daily routine plan and actions guided time-table. Children know they must not step out of the box if not they will be punished. But they always design a plan of breaking the rules! I watched a movie called 'Sounds of Music' where a widower who was a Captain in the Navy subjected his children to authoritarian lifestyle and always employ a 'Governess' to take care of the children. The Captain often used whistle to call out his children whenever he wanted to talk to them. The children became 'silent rebels' and used all means to drive away all the Governess so they can be free from autocratic lifestyle until Santa-Maria a nun, music and nature lover came into the house and set things straight. Authoritarian parents might see themselves as champions of morality. But, as noted above, studies suggest that kids with authoritarian parents are actually less advanced when it comes to self-regulation and moral reasoning¹⁷². They are more likely to "tune out" their parents as they get older when they have power to stand on their own without their help to survive when they realize they have been caged by rules and regulations. For instance, when researchers tracked American middle and high school studies over 18 months, they found that kids who identified their parents as more authoritarian were more likely to reject their parents as legitimate authority figures. They were also more likely to engage in delinquency over time¹⁷³. Lastly, in a study of American undergraduates, researchers asked students who they consulted when they had to make moral

decisions. Undergraduates with authoritative parents were the most that said they would talk with their parents while students with authoritarian parents and those from permissive families—were more likely to reference their peers¹⁷⁴.

ii. **Empirical Review of Authoritative Parenting Style**

In the 17th century, two philosophers' work has largely influenced the child rearing and parenting concepts. The first scientist pointed out that the early experiences a child went through were very important to his/her development throughout his/her life¹⁷⁶. The second important scientist in child development was Jean-Jacques Rousseau. In 1762, he proposed that children should primarily interact with the environment to learn from their surroundings and more specifically from their parents and home environment instead of studying the reality from books¹⁷⁷.

Many studies have focused on parent child interaction and its importance over the life span of children. A scientist proposed that in early childhood, children's misbehavior is largely caused when a child perceives himself as not welcomed by his/her social circle¹⁷⁸. He argued that the child then try to seek attention of others and when they do not receive it, they try to gain power, then revenge and finally feel themselves as inadequate. He emphasized that a democratic family style that gives the child enough attention is very important to promote adequate individual development.¹⁷⁹ Although several studies had been published on parenting before her, Diana Baumrind was the pioneer researcher who classified different parenting styles known as “Baumrind’s Parenting Typology”¹⁸⁰. She explained that there were two dimensions with two possible aspects in each case, describing the behaviours of parents to raise healthy children. These were responsiveness vs. unresponsiveness and demanding vs. undemanding¹⁸¹. Baumrind

has also classified three initial parenting styles, which are authoritative parenting, authoritarian parenting, and permissive. Later, Maccoby and Martin worked on Baumrind's three parenting styles and put them in two distinct categories of four parenting styles that describe parents' behaviors during child rearing¹⁸². Maccoby and Martin's Four Parenting Styles show, Responsive /Unresponsive, Demanding/ Authoritative Authoritarian/ Undemanding, Permissive /Neglectful. The quality of parent-child interactions affects a child's behaviour, personality, as well as his motivation¹⁸³.

Earlier studies have also shown that children raised by authoritative parents had better mental and social adjustment while children that had warmth are responsive with the environment effectively^{184, 185}. They were more successful in dealing with their environment their mothers were found to develop reflectance motivation as well as the ability to interact¹⁸⁶. It was also discovered that Motivated children were also found to perform high academic achievements too¹⁸⁷.

Culture is one important variable that affects parenting styles. In other words, parents from different cultures use different parenting styles. Some cultures tend to favour authoritative parenting, while others display authoritarian parenting style¹⁸⁸. For example, in Asian countries, authoritarian parenting style was observed to be dominant and considered to be beneficial for the children¹⁸⁹. On the other hand, in some countries, such as culture by the parents Spain, Portugal and Brazil, permissive style was considered to be better and more compatible with their culture¹⁹⁰. Moreover, it was stated that the same parenting style can result in different outcomes on children across different cultures¹⁹¹. For example, in many Middle Eastern countries, parents exercise control over their children and are strict in their behaviour. These children show no

depressive signs when tested in comparison with children belonging to American culture, where authoritative parenting is more acceptable and desired ¹⁹².

In-depth review of the current literature has also shown that mothers and fathers have different parenting styles towards their children ¹⁹³. These differences were also observed in relation to the gender of the children too. For example, fathers were found to be influential on their daughters' emotional fulfilment more than mothers, while mothers favour their sons more in various matters¹⁹⁴. It has also been observed that same parents used different parenting styles towards their daughters and sons, i.e. a more authoritative style may be used towards daughters, while authoritarian style is preferred for sons ¹⁹⁵. Despite the importance of parental role in a child's character building and success in different spheres of life, there appears to be lack of a recent review of the trends in research in this area. Such a review can help practitioners, researchers and even parents to pinpoint the parenting behaviours that result in unhealthy personalities and emphasize the parenting behaviours that result in more fruitful outcomes. Thus, the current study aims to provide this perspective to researchers as well as practitioners and parents to help develop insights into better parent-child relations as a flourishing parent child interaction boosts the academic achievement and the mental health of both the children and the parents ¹⁹⁶.

iii. Empirical Review of Permissive Parenting Style

Research on permissive parenting has found that it can have negative effects on children¹⁹⁷. This approach is linked to mental health concerns like as well as social isolation and somatic complaints. When it comes to school, permissive parenting children result is linked to poorer academic performance¹⁹⁸.

Children of permissive parents may exhibit negative behaviors at school, such as acting out and delinquency. Because they have little structure at home, they may respond negatively when teachers enforce rules and limits. These children may also be more likely to engage in drug and alcohol experimentation.

- It was stated that, “Children of permissive parents have more difficulty regulating their emotions, taking the perspective of others, and controlling their impulses. These kids are more likely to be overweight and also more likely to struggle socially and lack confidence in their abilities”¹⁹⁹.

One study of college students in the United States found that young adults with permissive parents drank more alcohol and had more alcohol-related problems than those raised by other types of parents ²⁰⁰. More recently, researchers have looked at how parenting affects children’s technology use. Permissive parenting has been linked to problems in this area. Studies show that permissive parenting may contribute to online gaming addiction in children because permissive parents fail to monitor and control their children’s behaviour, children who do not yet have the skills to control their own behaviour may play on-line or video games excessively²⁰¹. This can be harmful because children can neglect other aspects of their lives, like school and friends, and begin a habit of turning to gaming as a way to cope by escaping reality. There are some advantages for children when it comes to parents having a permissive parenting style. Children may have higher self-esteem than those with authoritarian parents or those with a neglectful parenting style²⁰². While there may be some benefits to a permissive parenting style, there are also drawbacks. An authoritative approach that is both responsive and demanding is considered the most effective and is associated with the best outcomes for children²⁰³.

iv. Empirical Review of Uninvolved Parenting Style

A study done in Ghana, Africa, was focused on academic performances of 317 students in homes with varying parenting styles. It concluded that students in authoritarian homes perform better academically than children of other parenting styles²⁰⁴. Of note, the small study may not be broadly applicable, and as parenting styles in different cultures may lead to different outcomes. Still, children of neglectful parents do have more challenges regardless of where they are²⁰⁵. They may also lack coping skills. In a 2007 study, researchers evaluated how different parenting styles affected homesickness in 670 first-year college students between the ages of 16 and 25²⁰⁶. The study found that those raised by authoritative and permissive parents experienced more homesickness than those raised by authoritarian and uninvolved parents. But while the two former groups felt more homesickness, they didn't express it as much because they had stronger coping skills²⁰⁷. Yet, the group raised by authoritarian and uninvolved parents who felt less homesickness had a harder time coping with their feelings. This suggests that being raised in a loving and nurturing environment (or not) affects how young people adjust to life away from home²⁰⁸. When a child grows up with an emotional detachment from their parent, they may repeat this parenting style with their own kids. And as a result, they may repeat the poor relationship with their own children²⁰⁹.

v. **Empirical Review of Socio- Economic Status**

Recent studies have also distinguished objectifies from subjective socio-economic status²¹⁰. Objectives socio-economic status has been conceptualized and the individuals' perception of his or her own relative position in society in terms of education, occupation and income. Other authors have used the construct of economics pressure or financial strain to evaluate the impact of objective socio economic condition over individuals and families^{211, 212}. Objective economic hardship exerts its influence on families through a mediating chain of events that includes

perceived economic pressure²¹³. The specification of socio-economic status plays several key roles in psychological science. First, socio-demographic markers were variable noted²¹⁴. It is essential to document the socio-demographic characteristics of study participants in order to describe the characteristics of the study sample adequately and to ensure proper comparability and generalizability^{215,216}. Second, socio-economic status is regularly associated with a wide variety of human health and disorder indexes as well as, third, in particular with variations in parenting and child development²¹⁷. In spite of these several key motives, however, the use of socio-economic status in psychological science, although increasingly popular, is still adhoc and rather loose” in operationalization and measurement²¹⁸. Strong bi-directional relations between socio-economic status and health have been systematically and consistently reported in the sociological, epidemiological, and psychiatric literatures. Socio-economic status is associated with rates of mortality and morbidity from almost every type of physical diseases and disorder²¹⁹.

Similar significant connections exist between socio-economic status and a wide variety of psychological processes. National and cross-national studies using large samples have shown that the prevalence of virtually all types of mental disorders (e.g., psychosis, affective, anxiety, and personality disorders) is related to socio-economic²²⁰. For example, a cross national study conducted on a sample of 29,644 people in seven countries (Brazil, Canada, Germany, Holland, Mexico, Turkey, And United States) By The World Health Organization – International Consortium In Psychiatry Epidemiology (WHO – ICPEC), 2000) Showed the prevalence of anxiety, mood, and substance-use disorders was significantly related to the main indicators of socio-economic status, education, occupation, and income. Likewise, three large-scale studies, two American and one British that together mobilized more than 40,000 participants, associated

socio-economic status with the prevalence of a wide variety of physical and mental disorders, as well as subjective well-being ²²¹.

2.4. Parenting Styles and Academic Achievement in English Language

i. Authoritarian Parenting Style and Academic Achievement in English Language

In Nigeria, authoritarian parenting style works well in learning English Language at the Early Stages of the child's education where mastery of formation of letters to form words are mandatory and no cut ways to it. Authoritarian parents and teachers will achieve success by making sure that the correct words spellings and grammatical equations are done by the students. The only problem a child under this parenting influence would exhibit is lack of ability to reason beyond rules and instructions given by the teacher and parents. The students are often unable to reason beyond expectations in debating and presentation of idea on issues except being tele guided.

In a survey of 7,836 adolescents in the San Francisco Bay area, in American it was found by a researcher that Asian American parents were more authoritarian than European American parents, and that both European American parents, and both European and Asian Americans use authoritarian parenting style just like him and his colleague, it was based on the scheme proposed by Baumrind and Black ²²². Authoritarian parents attempt to control their children. The finding of the researcher suggests that Asian American should have poor academic result than European Americans because their parents are more authoritarian ²²³. Paradoxically, Asian Americans generally show better academic results than European American ²²⁴. A few attempts have been made to unravel this anomaly. For instance, many observer shave argued that for Asian Americas,

parental influence on academic performance is not as important as peer influence and the negative effects of authoritarian parents are outweighed by positive peer influence ²²⁵.

ii. Democratic Parenting Style and Academic Achievement in English Language

In contrast, democratic parents expect mature behaviour from their children, set clear standards, enforce rules and standards firmly, use commands and sanctions only when necessary, encourage independence, individually, and open communication, and recognize the right of the children ²²⁶. Democratic parenting style and academic achievement in two major surveys show that the democratic parenting styles was found to be related to good grades for European Americans students, but not Asian Americans ²²⁷. In light of achievement was weaker for Asia than for European and Hispanic Americans. As in parental authoritarianism, it is instructive to scrutinize the concept of parental democratization most especially in learning English Language to identify which aspect produces the positive results discerned two subtypes in the items used by the researchers to measure parental authoritativeness refers to a style that encourages an open, egalitarian atmosphere in the family ²²⁸. This will broaden the knowledge of the children and allay fears while discussing with their peers. The egalitarian atmosphere is divided into four items used by them capture this dimension: in- family communication, parents (a) tell the youth to look both sides of issues; (b) admit that the youth sometimes know more; (c) talk about politics within the family; (d) emphasize that everyone should help with decision in the family. These items have greatly assisted children to learn English Language without tension and assimilate the grammatical instructions easily. They were always corrected in love though at

times while debating the opinions of the child is always considered even if the point does not really tally with issues at hand.

iii. Permissive Parenting Style and Academic Achievement in English Language:

contrast to democratic parenting style, permissive parents demonstrate the attitude of more responsive than demanding. They do not expect much from their children. They are too lenient. They don't see anything wrong in a child making serious mistakes while writing and speaking English Language. They often believe that the child is still small and would understand the best ways as they grow older. According to the researchers they are non-traditional and lenient, do not required mature behaviour, allow considerable self-regulation, and avoid confrontation²²⁹. It was also stated that children of permissive parents were likely to be dependent, immature, lack self-control²³⁰. Such children always depend on other people's effort in school since they don't have time for their studies. They often cheat in class works and examinations. Girls from this type of home are always ready to do anything to get marks at school doing all sort of immoral behaviors. According to the researcher "they hardly exercise any parental control or show interest in whatever decision adolescents try to make²³¹. Academically, they often perform below average or spend more years in school before making it most especially in English Language.

iv. Uninvolved Parenting Style and Academic Achievement in English Language

In contract to authoritarian parenting style, uninvolved parenting style exercises no use of power in achieving compliance as well as paramount academic achievement in children. They don't play any domineering role in establishing conduct of behavior that is to be adhered to. They are neither protective nor pressurizing them excessively of their children. The children in this type of family are always too wise negatively; they could be unhappy, wise and even hostile under stress. These children are often seen as trouble makers because they lack moral controls,

they speak and write English language badly because they lack parental back-up in speech drilling, grammatical accuracy, presentation of positive thought of issues in the society and poor handwriting and correct pronunciations of words. They are often subjected to peer influence or societal environments. Most children from this home are always ending up as “drop – out” and exercise very poor academic achievement in all subjects most especially in English Language.

v. **Authoritative Parenting Style and Academic Achievement in English Language**

The relationship of parents with children most especially with authoritative style of parenting serves multiple purposes. Moral and psychological training, identification, growth and development of children's talents, skills, familiarizing with the rules and norms of the society from the perspective of parents are among these purposes. So this parenting style is likely to affect children's personality traits in learning English Language. Authoritative parents always leave no stone unturned when dealing with their children most especially when they are socio-economic buoyant. They ensure educational backup for their children at all cost to bring the best out of them. In English Language, they often see to the best pronunciation, spellings, and correct reading skills when their children are learning English Language. Their beautiful interactions with their children open their views to different aspects of life and make them versatile while debating, writing essay and involve in any competitions than any other parenting style.

Socio-Economic Status (SES) and Academic Achievement of Students in English Language

The important role socio-economic status plays in learners' academic achievement cannot be over emphasized. Learning English which is not our mother tongue is linked to the way

learners are exposed to in the home and school learning environment ²³². Many researchers include family size and the style of life that is the parenting style or backgrounds as factors that determine socio-economic status in family ²³³. To others, the home environment process: work habits of family members, academic guidance presented to children, children's intellectual stimulation, language models as well as parents' expectations and aspiration constitute the family socio-economic status ²³⁴. These factors, to a larger extent, influence children's school achievement most especially in English Language. There exists a positive relationship between family socio-economic status, parenting style and school achievement among learners. ²⁷⁶ To the two observers that said socio-economic factors play a major role in learners' school achievement because the higher the parents' level of education, occupation and income, the higher the learners' level of school achievement²⁷⁷ are not far from truth if there is no generic issue on the child. The crucial role which socio economic status such as home background and parent's educational status play in child's academic achievement cannot be overemphasized. The way and manner parents show concern and get involved in their children's academic pursuit differ. Some parents see education as legacies which must be given to their children while some see it as an addendum. It is observed that though many students are in schools today but not all are actually equipped for learning. Some parents see it as the responsibility of the government to provide academic materials for their children hence do not bother about the affairs of their children academically. In view of this, such students' face such challenges like non- payment of school fees as at the right time, lack of textbooks and other writing materials. While some take the academic pursuit of their children as topmost priority. Since school system is a place where students of different background come together under the same umbrella to learn, there is no doubt that the academic achievements of students would vary. In recent time, numerous factors

have been identified to be responsible for the continuous poor academic performance of students especially in external examinations conducted annually by West African Examination Council (WAEC) and Nigeria Examination Council (NECO) two major of such factors are the socio-economic status and parenting styles of the students. To gain an admission into any Junior Secondary School in Nigeria, a credit pass in English language together with Mathematics and General Knowledge subjects are prerequisite for admission into Secondary School institutions in Nigeria. Hence, the poor performance has made it increasingly difficult for students to gain admission into Junior Secondary Schools. The poor performance of students in English language could be traced to family background which is linked to parents' educational status and income. There is no iota of doubt that if the parents fail to provide the necessary materials for their children, there is bound to be poor outcome. Observations revealed that in some families, either or none of the parents is educated which may have adverse effect on their income as their income may not be sufficient enough to sustain the family hence, may have influence on the academic performance of such students as they may likely be faced with the challenges of lack of educational materials, not paying school fees promptly and being sent home or held redundant in any classroom activities. Students need to be exposed to various textbooks so as to build their vocabularies and to widen their horizons in the area of registers. Research scholars declare that family support foreshadows students' achievement ²³⁵. Also another set of psychologists asserted that parent's involvement is very important to students' academic success ²³⁶.

In during the cause if this study, the researcher made some enquiries from teachers of some of the schools planned to administer the questionnaire and numerous factors have been identified to be responsible for the academic performance of students especially in internal

examinations conducted termly in Greenspring Schools, Lekki British International School, Iwerekun Community High School and Etiosa Community Junior High School, Sangotedo, Lagos. The first term result of students in the below table represents the performance of the four schools in April 2022 which shows an attempted rate of 84%, 89%.54% & 38% respectively.

Schools	1 st Term	Population	%	%
	English Result	sample (300)	Passed	Failed
Greenspring Schools		50	84%	16%
Lekki British International School		50	89%	11%
Iwerekun High School		100	54%,	46%
Etiosa Community Junior High School, Sangotedo, Ajah, Lagos State		100	38%	62%

While looking at the results critically, it is obvious that children from private schools of repute performed better than their counterparts in public schools. Though the failure level in the two private schools is equally a signal that not all children with balanced socio- economic status families perform excellently in their English Language examinations as expected. It is believed that some variables could be attached to this problem; which could be nature and nurture or generic issues. The poor performance of students in English language in public schools could be traced to family background which is linked to parents’ educational status and income. There is no iota of doubt that if the parents fail to provide the necessary materials for their children, there is bound to be poor outcome in their result especially in English Language which is the main medium of expression both in speaking and writing in schools.

i. Study Habit and Academic Achievement

Two colleagues stated memory while other collaborators found that a weak memory used well yields greater learning and study advantage than a sharp memory under-utilized²³⁶. Fair atmosphere favours acquisition, retention and recall of materials studies. The atmosphere for study includes comfortable and business like setting arrangement. Distractions in the classroom are deadly; to help avoid distractions, sit near the front of the class. You are likely to miss something important, and there are far less distractions at the front than other location. Another investigation in addition identified that noise produces unsatisfactory effects on study avoid studying in a noisy place such as cafeterias, recreation room, or lounges²³⁷. This implies that all elements that can cause distraction to studies should be avoided, hence the need to be selective of the environment in which study will take place. It was recommended by a researcher that students should learn to minimize distraction during study due to his finding that one four percent of woman's college dormitory studies environments are distraction-free²³⁸. Another also recommended good lightning, ventilation, temperature and furniture as environmental factors that encourage study²³⁹. Students exposed to note taking during a tape presentation or provision of prepared notes in tropical outlines were found by two scientists to perform significantly better on a multiple-choice test than those without note in a control group²⁴⁰. A French researcher correlated the study habits of fifty psychology students with success in regular examinations and found that those with superior scores employed mere formalized study method²⁴¹. A scholar found similar relationship in his study of one hundred and twenty-four (124) students that study habits could be used to predict academic performance²⁴². Another fellow also found that introvert adopt better study methods than extroverts but it was only partially explained in their higher school academic performance in their study of one hundred and thirty-nine (139) universities and one hundred and eighteen (118) college of education students²⁴³.

A renowned psychologist from the University of Ibadan found that students who adopted modified study habits improve in their academic performance. He found that students who adopted the Robinson SQ3R formula of study technique did better than those without modified study habits in the control group ²⁴⁴. A scientist who conducted a study in Austral on the teaching of study techniques with university freshmen found that high achievers had more regular study habits, better attendance record at lectures and tutorials; revised their lecture notes the same day and did more individual reading while the poorer students had joined study methods and with little idea of ways of improvement ²⁴⁵. Another research fellow discovered that scholastically superior high school students possessed better study habit than student of low achievement, notably with regards to techniques involving a higher type of study morale including efforts, curiosity, perseverance and common sense ²⁴⁶. A report of an investigation on the college level using study skill inventory of 56 items got significant differences in the mean score of students with high grades and students with low grades²⁴⁷. Another research fellow, while attempting study habits of failing and successful students in the first two years of college, discovered that many failings, students had poor study habits ²⁴⁸. He therefore concluded that many failing students could improve their scholarship by improving their study habits. Other educationists found positive relationship between study habits and academic achievement²⁴⁹.

5. Socio-economic Status and Academic Achievement

In an conceptual study of the allocation of resources among schools in ten countries including England, the following variables of home environment: variability in father's occupational status; mother's occupational status, percent of rural, percentage of small town, percentage of urban, father's education, mother's education, mother's full time employment, and mother's part-time employment were found to be sufficiently correlated with achievement in

most countries ²⁵⁰. An educationalist, posited that the results were consistent with the usual findings that students from lower socio-economic strata, rural rather than urban locality tend to have lower level of scholastic achievement compared with students from higher socio-economic strata²⁵¹. As a testimony of the force of social class as predictors of achievement, previous study by one researcher indicated that infants traced from birth exhibited marked differences in intelligences along class lines as early as twenty seven month of age²⁵². Similarly, another discovery asserted that culturally, different students that are students from low-income families are likely to experience more insecurities functioning independently in a school setting and they are idle class students because they tend to function on a lower conceptual level than students from middle class ²⁵³. Again in a related study, a scientist averred that on the average American children who came from upper and middle class homes perform better in school and standardized tests than children who come from lower class or minority group homes²⁵⁴. This phenomenon according to researchers report may be due to the fact that children from the lower class or minority homes are characterized by poor nutrition during childhood, prolonged illness, lack of stimulation or opportunities to learn, negative child rearing practices (including child abuse), poor motivation to learn and emotional disturbance ²⁵⁵. In the same vein another scholar observed that the parental motivation is received by students with regards to their school performance²⁵⁶. According to him students from high socio-economic status are always encouraged to wake up early or are woken up and prepared for school unlike the students from low socio-economic status who are often sent to do one thing or the other, ranging from fetching water, opening and sweeping shops, looking after younger ones etc. before going to school. Children from such homes, he further observed, are hardly encouraged to attend school, and that what they do, they often sent to do one thing or the other, ranging from fetching water, opening

and sweeping shops, looking after younger ones etc. before going to school, they often miss two or more lessons in a day, a routine which is bound to have an adverse effect on their academic achievement. In spite of the view expressed so far in the review, some educationalists cited by another one observed that the evidence in support of the position that students from privilege background are likely to experience less difficulty with their studies than students from less privilege background is by no means conducive they cited a study by another educationalist which indicated that the middle socio-economic group contributed a larger number of both achievers and over achievers than the lower socio-economic group²⁵⁷. They further emphasized that evidence from studies on the relationship between school achievement and socio-economic variables conducted in African has been less conclusive as examples studies by a researcher with indication that among Ivorian secondary school students in the incidence of under-achievement from higher socio-economic background than among those from lower income circumstances and another investigation by two educators who from their investigation into secondary education in Ghana concluded that a higher socio-economic background is not a guarantee of academic success in school^{258, 259}.

What could be gathered from the above review is that there is variation in the out-come of the relationship between socio-economic status and scholastic achievement even within the same nation and continent. These variations occur maybe as a result of their intervening variables which made the results to be different according to various observers²⁶⁰.

2.4 Conceptual Model

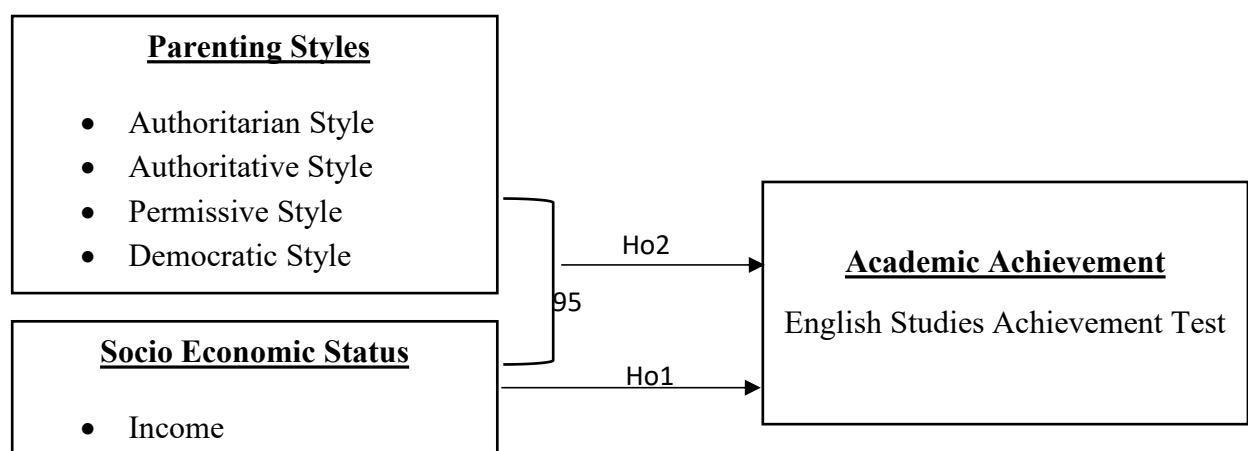


Fig 2.1 Conceptual Framework of Parenting Style and Socio-Economic Status and Academic

2.5 Summary of Gap in Literature Reviewed

While thinking about the thesis topic, I realized that the missing link between parental training is the knowledge of the style to use to raise children of different characters by their parents and teachers. This missing link has caused a lot of problems for many homes because they were unable to flow nicely with their parents and get the desired achievements from them. Many children hate their parents because of type of trainings or parenting styles used on them at home. They feel unloved, misunderstood and suddenly developed depression and at times committing suicide or start using drugs. The project is set to open the eyes of everyone in the developmental process of children to styles of parenting, types of children and the importance of

parents helping their financially to bring them to realize their aims and objectives in life without experiencing too much stress. It is equally important for all the students to understand the importance of their parents in their lives and give them honour and respect. The project will expose students to appreciate their parental support at all times.

The information gathered on this research work clearly pointed to some facts that will be verified on the field of work to ascertain their truth. The points are that authoritative parenting style is identified and recommended by all researchers for parents to use on their children and that authoritarian, permissive and uninvolved should be avoided at home and in schools so that the best could be enhanced from our students.

Another fact that would be established in course of this project is the influence of socio-economic status of the parents, educational background, occupation and income on academic achievement of the students most especially in the area of learning English Language. From experience which could be true that there are some genius among the less privileged students who are better in Mathematics and English Language than some of the children whose parents are rich. The concept of nature and nurture could be relevant in this area.

We would also want to see if parental influence is necessary in academic achievement of our young learners or not. Though all indications attested that parental influence is second to none in the academic achievement of their children because of some necessities that learning in schools depend on which could only be provided by parents because of poor intervention of the government in educational matters in Nigeria.

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Chapter Three

Methodology

3.1. Research Design

This study adopted a descriptive survey research design. This gave a comprehensive, thorough, and in-depth understanding of the variables under investigation in the study. The reason for choosing this method is to be able to obtain information to systematically describe how parenting styles and their socio-economic status would affect the academic achievement of their children and proposing styles that are acceptable through this result to them so that students

academic performance would increase and less depressive situations is seen among our students through understanding of the best style of parenting by their parents.

3.2. Population of the Study

The population of this study consist the Junior Secondary Private School One (JSSI) students in 15 major big schools in Ibeju-Lekki Local Government Area of Lagos State. The sampling of opinions of fifteen children on a particular issue and their opinions is believed to be an eye opener to the information this research intends to gather and share to the populace to help in the implementation of choosing and using the best parenting style that fits the children in all situation.

Table 3.1: Population Distribution

S/N	NAMES OF THE SCHOOLS	No of students in JSS1	
		MALE	FEMALE
1.	Green Springs College, Ibeju- Lekki, Lagos	20	30
2.	Lekki British School, Lekki, Lagos	30	20
3.	Adcel Academy	25	25
4.	Albesta Academy	25	25

5.	Davicsil Schools Lekki	20	30
6.	The Fundamentals Private Schools	30	20
7.	Ibeju – Lekki High School, Ibeju	25	25
8.	Gabliz Schools	20	30
9.	Chalcedony Schools	25	25
10.	Kayron International School, Lekki	25	30
11.	Divine Estate , Kajola Lekki	25	25
12.	Eti- Osa Community High School, Sangotedo, Ajah Lagos	30	20
13.	Attwood Schools Lekki	25	25
14.	Caleb British International School Lekki	30	20
15.	Iwerekun Community High School, Lakowe Ibeju Lekki	25	25
	GRAND TOTAL	750 =	750

Source: Field work, 2023

3.3 Sample and Sampling Techniques

The study will employ a Total Enumeration sampling technique to select samples. Specifically, the sample will comprise 500 students from secondary schools under investigation in Ibeju-Lekki Local Government Area of Lagos State, with a focus on fifteen selected private schools, purposively chosen for this study. The private schools that will be used are all listed below in Ibeju – Lekki axis. They are

1. Green Springs College, Ibeju- Lekki, Lagos
2. Lekki British School, Lekki, Lagos
3. Adcel Academy
4. Albesta Academy
5. Davicsil Schools Lekki
6. The Fundamentals Private Schools
7. Ibeju – Lekki High School, Ibeju
8. Gabliz Schools
9. Chalcedony Schools
10. Kayron International School, Lekki
11. Divine Estate , Kajola Lekki
12. Eti- Osa Community High School, Sangotedo, Ajah Lagos
13. Attwood Schools Lekki
14. Caleb British International School Lekki
15. Iwerekun Community High School, Lakowe Ibeju Lekki

500 students will be sampled from the schools respectively in the private and public schools.

These numbers of students will be sampled because that is the total number of students in J.S.S.

One to three in the schools respectively

3.4 Description of the Research Instruments

The study utilized two instruments: the Parenting and Socioeconomic Status Questionnaire (PSEQ) and the English Studies Achievement Test (ESAT). The PSEQ, a scale designed to assess factors influencing parenting styles as determinants of academic achievements, consists of

two sections. Section A collects personal data, including information on sex, age, religion, class, tribe, parental marital background, and educational level of the parents. Section B comprises 40 statements and questions measured on a 5-point Likert Scale, scored from 1 (negative) to 5 (positive), with a maximum score of 200 and a minimum of 40.

The ESAT, titled English Studies Achievement Test, consists of three sections (A to C), totaling 25 questions. These questions were extracted from the WAEC English Language Examination to serve as a standardized test for academic achievement in English Studies.

3.5 Validity of Research Instrument

The instrument was validated using both content and construct validity procedures. These were to ensure the appropriateness, meaningfulness, and usefulness of the specific inferences from the scores. The aim is to ensure the validity of the items, the usability, and the suitability of the instruments based on the intended purpose.

3.6 Reliability of the Research Instrument

The instrument's reliability was assessed through the test-retest method. Pre-sampling involved gathering students' perspectives through a questionnaire and a multiple-choice test. Two schools not included in the designated schools were used for this purpose, yielding a reliability result of 0.872. Additionally, the reliability coefficient of the English Studies Achievement Test (ESAT) for the pilot research was determined using the KR20 reliability approach, resulting in a score of 0.82.

3.7 Data Collection Method

A letter of introduction will be obtained from the researcher's department. It will be taken to the schools under investigation for identification, permission, and access to relevant

information. The questionnaire will be administered to JSS One students in the schools under investigation.

3.8 Data Analysis

The method to be used for analyzing the data gathered in this research work is the Multiple Regression Analysis and Pearson Product Moment Correlation (PPMC). t- test and analysis of variance statistical methods will also be used to compare the relationship between parental styles and socio- economic status and how they influence academic achievements among students especially in English Language subject.

Chapter Four

Results and Discussion of Findings

4.0 Introduction

The objective of this study was to examine the Parenting Styles and Socioeconomic Status as Determinant of Secondary School Students' Achievement in English Studies. To achieve these objectives, students' perceptions were solicited. To this end, this chapter discusses the results of the data analysis for the study. Findings were provided in tables based on the research questions and null hypotheses of the study.

Descriptive statistics such as Mean and Standard Deviation were used to answer the research questions.

To examine the null hypotheses at a significance level of 0.05, t- test and multiple regression statistics were used. Findings were summarized and discussed in detail.

The instrument used to administer the survey was the Parenting Styles and Socioeconomic Status as Determinant of Secondary School Students' Achievement in English Studies students' questionnaire which was distributed to 750 respondents.

The questionnaire consisted of two, Parts 1 and Part 2. Part one consisted of two sections, A-B, while Section B contained parenting styles on academic achievements on English studies. The questionnaire was available online and 25 Multiple Choice questions on English Language were administered with the questionnaire too.

Though out of the 750 respondents only 500 respondents participated comprising 83.0% of the sample used for the study. This was done to ensure that the sample of 500 intended for the study was achieved.

4.1 Demographic Profile of the Respondents

4.1.1 Gender

The study sought information on the sex of the respondents. Table 4.1 presents a summary of the sex and school with school categories cross tab for all the categories.

Table 4.1: Respondents' Gender

Gender	Frequency	%
Male	274	54.8%
Female	226	45.2%
Total	500	100%

Source: Fieldwork Data, 2023

Out of the 500 respondents, 274 respondents representing 54.8% of the sample represented males while 226 respondents which constitute 45.2% represented female participants. This may be because the sampled schools used are predominantly male respondents.

4.1.2: School Owner of the Respondents

The study sought information on the school owners of the respondents: Table 4.2 presents a summary of the distribution of all the respondents.

4.2: Demographic Characteristics Status

School Owners	Frequency	%
Private	150	30%
Public	350	70%
Total	500	100%

Source: Fieldwork Data, 2023

Out of the 500 respondents 150 respondents representing 30% of the sample represented private schools while 350 respondents which constituted 70% represented public schools. This showed that the number of the ratio of the private to public in this study is 2.1

4.1.3 Age of the Respondents

This study sought information on the age of the respondents. . Table 4.3 presents a summary of the age distribution for all the categories

Table 4.1.3 Respondents Age

Age Group	Frequency	%
11-12 years	168	33.6%
13 – 14 years	252	50.4%

14- 15 years	80	16.0%
Total	500	100.0%

Source: Fieldwork, 2023

For the respondents in Table 3, the majority (50.0%) were aged between 13 and 14 years, while the least (16.0%) were between 14 and 15 years and only (33.6%) were below 15 years. This indicated that many respondents were matured to understand the importance of their parents and support on their academic achievements most especially in learning English Language.

4.1.4: School Types of Respondents

The study sought information on the class of respondents. Table 4.4 presents a summary of the class distribution for all the categories.

Table 4.4. Respondents Class

Class	Frequency	%
Jss1	200	40.0%
Jss2	250	50.0%
Jss3	50	10.0%
Total	500	100.0%

Source: Fieldwork 2023

Table 4.4 shows that 200 respondents were from the Jss1 class representing 40% of the total sample used in the study, while 250 respondents were from the Jss2 class representing 50.0% of the population sample used and 50 respondents were from the Jss3 class representing 10.0% of the total sample.

4.2. Presentation of Research Questions

4.2.1 Research Question One: What level will Authoritative Parenting style affect students' academic achievements in English Language?

To answer the Research question above Table 4.5 below is used.

Table 4.5 Descriptive Statistics on Authoritative Parenting Style on Students' academic achievements in English Language

S/N	ITEMS	N	Mean	Std.V
1.	Parents that have great interest in their children's educational achievements, sponsored their children to standard schools, participates in all schools' activities for them, always make them attend school punctually, corrects mistakes in their assignments and spoken English are good parents	5.00	2.4020	.87517
2.	A student that always get attention from parents when in difficulty of pronouncing English words or during any assignments will always pass his or her English examinations	5.00	2.8680	.63512
3.	Parents that attend school programmes have better edge to information to assist their children and have academics achievements	5.00	2.9160	.86628
4.	Children that are always getting good remarks from their parents when they behave well and	5.00	2.9460	.59312

	corrected in love are usually stable emotionally			
5.	A child that his or her parents are always checking the progress report will always be cautious of breaking rules at school and will active in his or her studies.	5.00	3.0260	.70592
6.	Parents that allow their children do anything they like will often regret their actions on them	5.00	3.0520	.65991
7.	Parents that do not require mature behaviors from their children would always be disgraced outside by them	5.00	3.1100	.73415
8.	Children are often attached to parents that don't expect too much from them and don't often punish them	5.00	3.1580	.54187
9.	Children of parents that are not given guidance by them often seek advice and learn things from friends at school	5.00	3.1680	.73543
10.	Some parents who cannot say "No" to their children give them reasons to behave anyhow in and out of the house	5.00	3.1940	.70239
11.	Parents that see their children as equal and don't force their opinions on them are often disregarded	5.00	3.2340	.70159
12.	Children often love parents that encourage	5.00	3.3100	.62505

	choice making and discuss rules			
13.	Children love parents that allow them to be independent	5.00	3.3280	.51861
14.	Parents that allow their children decide to attend one school programme or not, wish to read or watch television, they may attend PTA or school party are using democratic parenting style	5.00	3.1280	5.9693
15.	The parents that nurture their children with understanding and always seek their opinions will always be seen as friends	5.00	3.3320	.59874
16.	My parents don't always give me listening ears. They are fond of saying do what I say!	5.00	3.3380	.77521
17.	I always feel empty because my parents don't listen to me	5.00	3.4060	.64962
18.	A child that cannot choose between what he or she likes apart from what his or her parent says will not have a mind of him or herself	5.00	3.4460	.53634
19.	Many times children with very strict parents don't get answers to many troubling questions they have because their parents always ignore answering them	5.00	3.4960	.50048
20.	Parents that always punish their children because they go against their laid down rules are often	5.00	3.5580	.55791

	education has made it impossible for me to meet up with my peers			
2.	My emotion is always down when I need assistance of my parents that is not always there	500	2.9780	.76334
3.	I struggle to make ends meet and it is affecting my education	500	2.9840	.97037
4.	The low level of education of my parents has negative impact on my achievement in English Language examination	500	3.0860	.76142
5.	Parents that have no money to send their children to acquire good education often make them to hustle to go to school	500	3.0880	.83285
6.	My parents don't always give me listening ears. They are fond of saying do what I say!	500	3.1400	.79351
7.	I always feel empty because my parents don't listen to me	500	3.1920	.87902
8.	A child that cannot choose between what he or she likes apart from what his or her parent says will not have a mind of him or herself	500	3.2840	.77753
9.	Many times children with very strict parents don't get answers to many troubling questions they have because their parents always ignore answering them	500	3.3660	.72739

10.	Parents that always punish their children because they go against their laid down rules are often seen as wicked and abusive by their children	500	3.3860	6.6775
11	Parents that always assist their children with all their financial status always go far in their education	500	3.4800	.75015
12	I always envy my friends because my friends are not buoyant enough to help me in my education	500	3.5180	.69760
13	My parents status is really on the low side and that affected my education most especially in English Language	500	3.6140	.67075
	Total Average	500	3.259	.6221

R: Remarks; VHL: Very High Level (3.50-above); HL: High Level (3.00- 3.49); ML; Moderate Extent (2.50-2.99); LL: Low Extent (Below 2.50)

Source: Fieldwork, 2023

Table 4.6 showed that each of the items 1 to 13 on principals' professional competencies in financial resources management obtained a mean score above 2.50. The above results implied that the respondents rated principals' professional competencies in financial resources management as high. The grand means core was 3.259(which fell within the range score of 2.50 and 3.49 was a High Level), which was above the criterion of 2.50 set for the study while the standard deviation was .6221 indicating that the respondents were not far from the mean and one another in their responses. Also, the table above revealed that item 13 had the highest mean of 3.614 while the least mean was that of item 1 with a mean score of 2.374. This result implies that

the grand mean score of 3.259 indicated that socio-economic statuses of parents on secondary school students' academic achievement in English Language are at High Level. Therefore, the level of extent of socio-economic status of parents affect secondary school students 'academic achievements is at High Level with a grand mean score of 3.259.

4.2 Analysis of Research Hypotheses

Two research hypotheses were developed and tested at 0.05 level of significance using Multiple Regressions Analysis and Pearson Product Moment Correlation (PPMC). Summary of the findings are presented in the following tables by hypotheses.

The hypotheses tested below were used to establish whether the independent variables of parenting styles and socio-economic status on academic achievements of secondary school students have different variables. This was done using multiple regression and t-test at 0.05 level of significance.

Hypotheses 1:

H₀₁: There will be no significant joint influence of socio- economic status (occupation and income) on students' academic achievement in English Language.

4.1 Table1: Joint effect of independent variables on Academic Achievement in English Language

Model	Sum of Squares	DF	Mean Squares	P	Sig
Regression	945.741	4	236.435	87.652	.000
Residual	126.779	47	2.697		

Total	1072.519	51
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R = .939

R² = .882

Adj. R² = .872

It was shown in the table that the joint effect of independence variables (Authoritarian, Authoritative, Permissive and Uninvolved) on academic achievement in English Language was significant ($F, 47 = 87.652$; $R = .939$, $R^2 = .882$, $Adj. R^2 = .872 < .05$)

About 87.2% of the variation was accounted for by the independence variables.

H01: There will be no significant joint influence of socio- economic status (occupation and income) on students' academic achievement in English Language.

Table1 shows that the entire dependent variables occupation and income have significant effect on academic achievements of students in English Language because our socio-economic status and our family education have impact on acquisition of initial learning of vocabulary, syntax, and literacy. The deficiency of good socioeconomic background of parents in terms of occupation and income will reduce the exposure of vocabulary acquisitions of their children at early age which will not happen with children whose parents are highly comfortable with good occupation and income who usually have exposures to more vocabulary acquisition at an early age.

This prediction is in accordance with what was discovered among students of private and public schools around Ibeju- Lekki areas of Lagos State where this study employed a mixed – methods design, comprising a survey, English language proficiency assessments, and semi- structured interviews with students, parents, and teachers.

The initial results indicated that socio-economic status is a notable predictor of English Language acquisition outcomes, wherein students from lower socio-economic background exhibit inferior performance compared to their counterparts of higher socio-economic status.

According to the results of the research, factors like limited resource availability, diminished parental involvement in their care, and decrease levels of motivation have great impact on the achievement gap¹. The study emphasized the necessity of implementing interventions and policies to tackle socio-economic inequalities and negative parenting styles hindering understanding of English Language among the secondary school students of Ibeju- Lekki Lagos.

Hypotheses 2

H₀₂: There will be no significant influence of parenting styles (Authoritarian, Authoritative, Permissive and Uninvolved) and socio-economic status on junior academic achievements in English Language

4.2. Table 2: Significant influence of independence variables and socio-economic status on Academic Achievement in English Language

	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std Error			
Model Constant	.351	1.097		.302	.750
Authoritative Style	.506	.086	.402	5.882	.000
Authoritarian Style	.5431	.119	.345	.4.558	.000

Permissive Style	.296	.116	.203	2.5382	.015
Uninvolved Style	.207	.091	.163	.2.2732	0.28

Therefore, the level of extent parenting styles affect secondary school students' academic achievement in English Language is at a High Level with grand mean score of 3.3212.

Therefore, the level of extent of socio-economic status of parents affect secondary school students 'academic achievements is at High Level with a grand mean score of 3.259. It was shown in the table that the joint effect of independence variables (Authoritarian, Authoritative, Permissive and Uninvolved) on academic achievement in English Language was significant ($F_{(4, 47)} = 87.652$; $R = .939$, $R^2 = .882$, $Adj. R^2 = .872 < .05$)

The result above shows the relative contribution of each of the independent variables on the dependent. Authoritative Style ($B = 402$, $P < .05$), Authoritarian Style ($B = 3$, $P < .05$), Permissive Style ($B = .203$, $P < .05$) Uninvolved Style ($B = .163$, $P < .05$) respectively.

Table 2 shows that there will be no significant influence of parenting styles (Authoritarian, Authoritative, Permissive, and Uninvolved) and socio-economic status on junior secondary school students 'academic achievements in English Language.

This analysis simply explains the impact of the four independent variables on academic achievement. From the analysis, one is able to identify the most preferred Parenting Style or the most constant parenting style identified by the students of both private and public schools around Ibeju Lekki, Lagos. This parenting style is Authoritative Style. The frequency this shows is quite

high than others. (.402 = 40.2%) This prediction is in accordance to research understanding that disciplinary methods are supportive rather than punitive ². Parents want their children to be assertive as well as socially responsible and self-regulated as well as cooperative ³. It is worth noting that, parental responsiveness also referred to as parental warmth or supportiveness refers to “extent to which parents intentionally foster individually self-regulation and self-assertion by being attained, supportive and acquiescent to children’s special needs and demands⁴.”

The second parenting style with high frequency is Authoritarian Style. Authoritarian Style parents have high demands, but are not responsive to their children⁵. These parents are obedience and statuses oriented, and expect their orders to be obeyed without explanations; because of the fear already inserted into the children by them. Their children do all things to make their parents happy including performing well at school to avoid their wrath. The frequency generated is (.345 = 34.5%).

The third parenting style recognized by the students is Permissive Style. This is a style where parents allow their children to do whatever they like so long it has negative impact on them. The permissive parents are non-traditional and lenient. They don’t require mature behaviour from their children and allow considerable self-regulation and always avoid confrontations from their children. The frequency shows that students recognized that there is a permissive parenting style but because of some happenings that opened their eyes that the style will not pave way for good academic achievement they refused to give enough relevance to it. The frequency showed that Permissive style got (.203 = 20.3%) recognitions.

The fourth parenting style that is less preferred by all the students of thirty secondary schools around Ibeju –Lekki is Uninvolved Style. This showed that students believe that the support of their parents in their academic achievements is quite necessary. This is in accordance to some

findings that a positive family climate favours the development of well adapted mature, stable and integrated subjects, and an unfavoured family climate promotes non- adaptation immaturity, lack of balance and insecurity⁶.

4.3 Discussion of Findings

Result from objective one of this study is consistently with other studies underscore the substantial impact of parenting styles on the academic achievement of secondary school students, particularly in the realm of English Language studies. A comprehensive analysis of existing literature reveals several studies that align with the findings of this research. One notable study investigated the relationship between parenting styles and academic achievement¹. The study, conducted over an extended period, indicated a strong association between authoritative parenting and higher academic performance. This is congruent with the present research's emphasis on the significant influence of various parenting approaches. Furthermore, a longitudinal study examined the impact of parenting styles on adolescent development, including academic outcomes². Their findings emphasized that adolescents raised in authoritative households tend to exhibit higher academic achievement. This aligns with the present study's focus on the positive correlation between effective parenting styles and success in English Language studies.

In the context of English Language specifically, a study exploring the relationship between parenting styles and language development in adolescents³. Their results highlighted that authoritative parenting positively influences language acquisition and proficiency, echoing the current research's emphasis on the significance of parenting styles, particularly in the English Language domain. Moreover, a meta-analysis findings from various studies and affirmed a

strong link between parenting styles and academic achievement⁴. Their work reinforced the argument that the impact of parenting extends beyond general behavioral outcomes and significantly contributes to academic success, corroborating the present research's assertion of a substantially high impact on academic achievement in English Language. The current study's findings align with established research, indicating a robust connection between parenting styles and academic achievement, specifically in the domain of English Language studies.

Objective two of on the impact of socioeconomic status (SES) on the academic achievements of secondary school students, supporting the present research finding that emphasizes the substantial influence of parents' socioeconomic status⁵. A comprehensive study explored the relationship between SES and academic achievement among secondary school students. The findings revealed a consistent pattern where higher SES was associated with improved academic outcomes. This aligns closely with the present research's characterization of the influence of socioeconomic status as being at a high level in the context of academic achievements. Additionally, a study further supports the association between socioeconomic status and academic success⁶. Their research demonstrated that children from higher SES backgrounds consistently outperformed their peers from lower SES backgrounds in various academic domains. This corresponds with the current study's emphasis on the high-level characterization of socioeconomic status and its influence on the academic achievements of secondary school students.

Furthermore, a relationship between socioeconomic status and academic achievement across multiple studies. The results consistently indicated that higher SES was linked to higher academic performance. This meta-analysis contributes additional weight to the assertion made in

the present research regarding the high-level characterization of the influence of parents' socioeconomic status on academic achievements. Moreover, a study the mechanisms through which socioeconomic status impacts academic achievement². The research highlighted the role of parental involvement, access to educational resources, and the quality of the home environment—all components of SES—in shaping students' academic success. These findings substantiate the present research's focus on the high-level influence of socioeconomic status on academic achievements. The current research finding regarding the high-level characterization of the influence of socioeconomic status on the academic achievements of secondary school students is well-supported by a body of empirical evidence. These studies collectively reinforce the importance of considering socioeconomic factors in discussions about educational outcomes and underscore the need for targeted interventions to address disparities associated with varying levels of socioeconomic status among students.

Also, objective three on the joint effect of different parenting styles on academic achievement in English Language, affirming the present research's emphasis on the statistically significant results. One study explored the impact of parenting styles on academic achievement and psychosocial development among adolescents⁷. The research highlighted that authoritative parenting, characterized by warmth and support combined with reasonable demands, was consistently associated with higher academic achievement. This aligns with the current study's focus on the joint effect of various parenting styles on academic success, particularly in English Language. Furthermore, a study conducted delved into the relationships between parenting styles and academic outcomes⁸. The findings indicated that students with authoritative parenting experienced more positive academic outcomes, including higher grades and a greater likelihood

of pursuing higher education. This aligns with the present research's emphasis on the joint effect of different parenting styles and its impact on academic achievement in English Language.

Moreover, a comprehensive study examining the links between parenting styles and academic achievement⁹. Their results demonstrated that authoritative parenting was consistently associated with positive academic outcomes. Importantly, the study emphasized the interplay of various parenting styles in influencing academic success, supporting the current research's emphasis on the joint effect of independent variables. Additionally, the work of in their seminal book "Socialization in the Context of the Family" offers a foundational perspective on parenting styles¹¹. Their research laid the groundwork for understanding how different parenting styles contribute to children's development and academic success. The book's insights provide a theoretical foundation for the present research's focus on the joint effect of Authoritarian, Authoritative, Permissive, and Uninvolved parenting styles. The current study's findings regarding the substantial joint effect of independent variables (Authoritarian, Authoritative, Permissive, and Uninvolved) on academic achievement in English Language are supported by a body of research. These studies collectively emphasize the importance of considering the combined influence of various parenting styles in understanding and promoting positive academic outcomes among students, particularly in the domain of English Language.

Lastly objective four on individual Numerous studies contribute to the understanding of how each independent parenting style variable (Authoritative, Authoritarian, Permissive, and Uninvolved) significantly contributes to academic achievement, providing robust support for the findings of the present research. A study the impact of authoritative parenting on academic achievement¹¹. The results revealed a positive association between authoritative parenting and higher academic

performance among adolescents. This aligns with the current research, which found a significant contribution of the Authoritative Style to academic achievement in English Language. Parenting styles, including the authoritarian style. The study emphasized the negative impact of authoritarian parenting on academic achievement. This supports the present research's findings that Authoritarian Style significantly contributes to shaping academic performance¹².

In a study, the permissive parenting style was investigated in the context of academic outcomes. The research highlighted a link between permissive parenting and lower academic achievement¹³. This corresponds with the current research's identification of the Permissive as a distinctive factor influencing academic performance. A study explored the impact of uninvolved parenting on academic achievement¹⁴. The findings indicated a negative correlation between uninvolved parenting and positive academic outcomes. This aligns with the present research's identification of the Uninvolved Style as a significant contributor to shaping academic performance.

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Chapter Five

Conclusion

5.1 Summary of the Findings

The following were the summary of the findings for this study:

The impact of parenting styles on the academic achievement of secondary school students in English Language is deemed significantly high, as indicated by a noteworthy grand mean score of 3.3212.

Furthermore, the influence of the socio-economic status of parents on the academic achievements of secondary school students is similarly characterized as being at a high level, with a grand mean score of 3.259.

The presented table demonstrates a substantial joint effect of independent variables (Authoritarian, Authoritative, Permissive, and Uninvolved) on academic achievement in English Language, as evidenced by the statistically significant results ($F, 47 = 87.652$; $R = .939$, $R^2 = .882$, $Adj. R^2 = .872 < .05$).

Analyzing the outcomes, it is evident that each independent variable contributes significantly to academic achievement. Specifically, the Authoritative Style ($B = 0.402$, $P < .05$), Authoritarian Style ($B = 0.3$, $P < .05$), Permissive Style ($B = 0.203$, $P < .05$), and Uninvolved Style ($B = 0.163$, $P < .05$) each play a distinctive role in shaping academic performance.

5.2 Conclusion

This study sheds light on the noteworthy impact of parenting styles and socioeconomic status on the academic achievement of secondary school students in English Studies, specifically within the Ibeju-Lekki axis of Lagos State. The crucial role played by various parenting approaches in shaping students' academic success is underscored. Similarly, the socioeconomic status of parents emerges as a potent factor, characterized at a high level within the specified geographic area.

Furthermore, the findings presented in the study highlight the collective influence of independent variables, namely Authoritarian, Authoritative, Permissive, and Uninvolved styles, on academic achievement in English Studies. The analysis underscores a substantial joint effect of these parenting styles in the context of the Ibeju-Lekki axis.

Upon thorough examination, it becomes evident that each independent variable makes a distinctive contribution to academic achievement. This comprehensive understanding reinforces the importance of considering diverse parenting styles and socioeconomic factors in educational interventions aimed at enhancing academic outcomes among secondary school students in English Studies in the specified region of Lagos State.

5.3 Recommendations

- Implement parenting workshops and educational programs for parents within the Ibeju-Lekki axis to raise awareness about the influence of parenting styles on academic achievement. Encourage the adoption of authoritative parenting styles, which has been identified as positively contributing to students' success in English Studies.
- Develop initiatives to address socioeconomic disparities within the community. Establish scholarship programs, financial aid, or mentorship programs to support students from

economically disadvantaged backgrounds. Collaborate with local organizations to provide resources that can bridge the gap in socioeconomic status and create a more equitable learning environment.

- Create community-based forums or support groups for parents to share experiences and learn effective parenting strategies. Promote a holistic approach that considers the combined impact of various parenting styles on academic achievement. These forums can serve as platforms for dialogue and mutual learning among parents.
- Tailor interventions based on the specific contributions of each parenting style. For instance, for parents demonstrating authoritarian styles, provide resources on fostering a more supportive and communicative environment. Emphasize the importance of involvement for uninvolved parents. Implement targeted strategies that align with the strengths and weaknesses identified for each parenting style.
- Develop and implement educational programs in collaboration with schools and community organizations. These programs should encompass not only parenting styles but also socioeconomic factors. Promote inclusive and culturally sensitive interventions that consider the unique context of the Ibeju-Lekki axis, aiming to enhance academic outcomes for students in English Studies.

5.4. Contribution to Knowledge

The study has contributed to knowledge because it shows that parenting styles and socioeconomic status can affect the academic achievements of students in English Language either positively or negatively. It also revealed that all stakeholders in education have roles to play in ensuring students' academic achievements take place in English Language.

5.4 Suggestion Areas for Further Research

The study was carried out to investigate parenting styles and socioeconomic status as determinants of secondary school students' achievements in English Language in Ibeju-Lekki, Lagos State Nigeria.

It is suggested that some other variables apart from the ones considered such as parenting styles authoritarian, authoritative, permissive and uninvolved, academic achievements in English studies achievement test, socioeconomic status- income and occupation be investigated to reveal their combined relative influence in students achievements towards learning in English Language. Also, the study can be carried out to investigate the influence of the variables on specific subjects like Mathematics, Science and so on.

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Appendix

Parenting and Socioeconomic Status Questionnaire (PSEQ)

Lead City University, Ibadan

Department of Education Management

Request for your Cooperation in a Research

Dear Respondent,

I am a post graduate student of the above department conducting a research on the Parenting Style and Socioeconomic Status as a determinant of Academic Achievements of students in Junior High School of Ibeju –Lekki Local Government Area, Lagos State. You are therefore implored to kindly provide the correct information to the questionnaire below and information provided will be handled with strict confidence.

SECTION A

- a. Sex: Male () Female()
- b. Religion: Christianity()Islam() Traditional()
- c. Class: JSS1()
- d. Tribe/Ethnic: ()
- e. Parents' Occupation: Father: Doctor ,Lawyer, Accountant, Teacher, Businessman,
Farmer and Artisan,
Mother: Doctor, Lawyer, Accountant, Teacher, Businessman, Farmer, Artisan and
Housewife
- f. Parental Marital Status: Married ()Divorced() Separated()
- g. Parental Economic/Income Status: High Class paid()Medium Class paid()Low
Class paid()
- h. Parental Education Level: Ph.D./M.Sc./M.Ed.() BSc /B.Ed. ()NCE()Secondary()
Illiterate/Artisan()
- i. Parental Age: Father()Mother()
- j. Types of relationship you have with your parents: Very Cordial()Not Cordial()
- k. Who pays your school fees? Father()Mother() Guardian () Self ()
- l. What was your first term score in English Language? Above average ()Below
average() Average()

⚡**Section B** Instruction: please tick as applicable: SA-Strongly Agree A-Agree SD_
Strongly Disagree D-Disagree

S/N	ITEM Authoritarian Parenting Style	SA	A	SA	D
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1.	My parents don't always give me listening ears. They are fond of saying do what I say!				
2.	I always feel empty because my parents don't listen to me				
3.	A child that cannot choose between what he or she likes apart from what his or her parent says will not have a mind of him or herself				
4.	Many times children with very strict parents don't get answers to many troubling questions they have because their parents always ignore answering them				
5.	Parents that always punish their children because they go against their laid down rules are often seen as wicked and abusive by their children				

S/N	B.1 Authoritative Parenting Style	SA	A	SD	D
6.	Parents that have great interest in their children's educational achievements, sponsored their children to standard schools, participates in all schools' activities for them, always make them attend school punctually, corrects mistakes in their assignments and spoken English are good parents				
7.	A student that always get attention from parents when in difficulty of pronouncing English words or during any assignments will always pass his or her English examinations				
8.	Parents that attend school programmes have better edge to information to assist their children and have academics achievements				
9.	Children that are always getting good remarks from their parents when they behave well and corrected in love are usually stable emotionally				
10.	A child that his or her parents are always checking the progress report will always be cautious of breaking rules at school and will active in his or her studies.				

S/N	ITEM	S A	A	S A	D
11.	Permissive Parenting Style Parents that allow their children do anything they like will often regret their actions on them				
12.	Parents that do not require mature behaviors from their children would always be disgraced outside by them				
13.	Children are often attached to parents that don't expect too much from them and don't often punish them				
14.	Children of parents that are not given guidance by them often seek advice and learn things from friends at school				
15.	Some parents who cannot say "No" to their children give them reasons to behave anyhow in and out of the house				

S/N	ITEM	S A	A	S A	D
16.	Democratic Parenting Style Parents that allow their children decide to attend one school programme or not, wish to read or watch television, they may attend PTA or school party are using democratic parenting style				
17.	The parents that nurture their children with understanding and always seek their opinions will always be seen as friends				
18.	Parents that see their children as equal and don't force their opinions on them are often disregarded				
	Children often love				

19.	parents that encourage choice making and discuss rules				
20.	Children love parents that allow them to be independent				

S/N	ITEM Uninvolved Parenting Style	S A	A	S A	D
21.	The non- challant attitude of my parents to my education has made it impossible for me to meet up with my peers				
22.	My emotion is always down when I need assistance of my parents that is not always there				
23.	I struggle to make ends meet and it is affecting my education				
24.	The low level of education of my parents has negative impact on my achievement in English Language examination				
25.	Parents that have no money to send their children to acquire good education often make them to hustle to go to school				

English Studies Achievement Test (ESAT)

Objectives (Section A)

In each of the following sentences, there is one word or group of words underlined and one gap. From the list of words lettered A to D, choose the one that is most nearly opposite in meaning to the underlined word or group of words and that will, at the same time, correctly fill the gap in the sentence.

1. The affluence of the politicians contrasts with the ____ of the masses.
A. Poverty
B. Paucity
C. Misery
D. Plenty
2. One species of the animal has gone into extinction while the other is still in ____.
A. Antiquity
B. Execution

C. Oblivion

D. Existence

3. I thought that the comments made by the secretary were quite innocuous but the Chairman considered them ____.

A. Polite

B. Inappropriate

C. Antagonistic

D. Harmful

4. The rather insignificant effort he made yielded ____ results.

A. Exorbitant

B. Absolute

C. Unimaginable

D. Tremendous

5. Ibrahim's flamboyant lifestyle contrasts sharply with Aminu's ____ attitude.

A. Austere

B. Ostentatious

C. Serious

D. Lavish

6. The workers expected management to be ____ rather than indifferent to their welfare.

A. Different from

B. Interested in

C. Opposed to

D. Careful of

7. The economist argued that the apparent inconsequential rise in the price of petrol had a _____ effect on the cost of living

- A. Capricious
- B. Frivolous
- C. Dangerous
- D. Drab

8. The exotic bird, looked resplendent; its bright plumage contrasted with the rather _____ Under growth.

- A. Immobile
- B. Foreign
- C. Extraneous
- D. Drab

9. Femi is very presumptuous quite unlike his late father who was a rather _____ man.

- A. Chaste
- B. Pure
- C. Honesty
- D. Honest

10. The probationary workers do not have the same rights as a _____ staff.

- A. Approved
- B. Dismissed

- C. Postponed
- D. Confirmed

Section 2

From the words or group of words lettered A to D, choose the word or group of words that best completes each of the following sentences.

11. The school boys were told to refrain ___ smoking.

- A. From
- B. With
- C. In
- D. For

12. If you don't get off my property, I'll set the dog ___ you.

- A. Off
- B. On
- C. unto
- D. into

13. He was sent to the remand home in the hope that the place would ___ him.

- A. Reform
- B. Amend
- C. Improve
- D. Renovate

14. Since there was no further comments the chairman called for the _ of the minutes of the last meeting.

- A. Objection.
- B. Resolution
- C. Admission
- D. Adoption

15. There was a ten-minute ____ during the stage performance of the play.

- A. Interim
- B. Interview
- C. Interlude
- D. Interplay

16. The judge restrained the landlord from ____ the tenant.

- A. Ejecting
- B. Sacking
- C. Dismissing
- D. Punishing

17. Many children are suffering from ____ because of poor feeding.

- A. Maltreatment
- B. Meningitis
- C. Hepatitis
- D. Malnutrition

18. The audience gave the actor a standing ____ for his beautiful performance.

- A. Proclamation
- B. Appraisal

- C. Ovation
- D. Reward

19. Poor feeding causes ____ in children.

- A. Maladjustment
- B. Malfunction
- C. Malediction
- D. Malnutrition

20. The shrill voice of the actor ____ across the hall

- A. Re-bounced
- B. Reverberated
- C. Rejuvenated
- D. Realigned

SECTION 3

After each of the following sentences a list of possible interpretations is given. Choose the interpretations that you consider most appropriate for each sentence.

21. Peter was on tenterhooks until the examination results were announced. This means

The peter was

- A. Unhappy about the examination.
- B. Suspended from school
- C. Anxiously waiting for the result
- D. Detained by the police

22. Jumai's life was in danger but now she has turned the corner. This means that Jumai

A. Has given up hope of recovery

B. Has worsened her situation

C. Is recovering

D. Has died

23. The peace meeting nipped the crisis in the bud. This means that

A. The crisis was averted

B. The peace meeting was deadlock

C. Members disagreed on who should receive the flower pot

D. The crisis escalated despite the peace meeting

24. Emeka has a field day at the dancing competition. This means that emeka

A. Performed woefully

B. Fell down on the field while others were dancing

C. Triumph in all aspects of the competition

D. Withdrew from the competition at the last minute

25. Femi's plan amount to building castles in the air.

A. Beautiful

B. Practicable

C. Interesting

D. Unrealizable

Bio-data

1. **Name in full:** AYENI Susan Olusola Afolake
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7. **Date of Birth:** 29th July, 1966 **Place of Birth:** Ibadan
8. **Name and Address of Next of Kin:** Sharon Omotayo Ayeni **Address:** Close 14 House 358, Mayfair Gardens Estate, Ibeju- Lekki Road, Lagos

9. Educational Background:

Educational Institutions Attended

Qualification with Dates

- | | |
|---------------------------------------------------------|----------------------|
| ➤ Osun State College of Education, Ilesa.

French | NCE (1990) English/ |
|---------------------------------------------------------|----------------------|

- Oluyole Private School, Ring Road, Ibadan 2006 1st April, 2002 – 1st August,
- Ota Total Academy, Sango-Ota, Ogun State April, 2002 1st September, 2001 – 1st
- Brilliant Stars School, Cotonou, Benin Republic 1999 1st July 1998 – 1st July,
- Centre Beninois Des Langue Etrangeres, Universite Nationale du Benin, Cotonu 1st May, 1997- 1st July, 1999
- Afobaje Model College, Sango Ota, Ogun State 1997 1st January, 1995 – 1st April,
- Oluyole Private School, Ring Road, Ibadan March, 1994 9th January, 1991 --- 1st

11. Awards and Fellowship (if any)

- Outstanding Matron of the Year 2009 @ Lead City University, Ibadan
- Award of Excellence as Faculty Manager @ FITAS (Computer Science Dept. Lead City University, Ibadan 2011
- Award of Excellence as Faculty Manager @ Faculty of Arts & Education, Lead City University, Ibadan

12. Membership of Academic Professional Board :

Teachers Registration Council 2013@ Lead City University, Ibadan

13. Publication: Nil

14. Major Conferences:

- 11th Annual APEN (Association of Private Educators In Nigeria Conference 3rd – 4th November, 2021
- Standard Mandate International(SBSF) a Day Seminar on School Growth 24th Dec. 2021
- EDUMARK “A 2- DAY REFRESHER COURSE FOR HOUSE PARENTS” 28th – 29th Dec, 2021
- Institute of Management Leadership & Productivity Development, Nigeria. (Learning Experience and Educational Productivity) 13th September, 2016
- Lead City University (LCU) ,Ibadan In collaboration with Institute of Corporate And Business Affairs Management, Nigeria (Global Challenges, Economy, Politics and Security) 21st September, 2013
- Oyo State Officials’ Wives Association & Lead City University, Ibadan (Building The Total Woman) June 7, 2013
- 5th Faculty of Arts and Education International Conference on Sustainable development
Theme: Pragmatic Human Capital for sustainable Development. Held at Lead City University, Ibadan between 6th – 8th June 2022

15. Referees:

- Prof. Charles Borromeo Uwakwe , University of Ibadan, Oyo State
- Chief and Chief Mrs Adekunle Adeleke , Nickdel Group of Schools, Ibadan
- Pastor Daniel Ayorinde Ogundipe, KIA MOTORS, Ibadan

Signature

Date

The University Compliance Certification

This is to certify that the thesis by Susan Olusola Afolake AYENI, in the Department of Arts and Social Science Education, Lead City University, Ibadan is in full compliance with the approved University format and style.

Ayeni Susan Olusola Afolake

17th November 2023