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ACADEMIC ACHIEVEMENT OF STUDENTS  
IN UNIVERSITY OF PORT HARCOURT

Esther David  
Dr. Goodness Orluwene



## INFLUENCE OF PARENTING STYLE ON ACADEMIC ACHIEVEMENT OF STUDENTS IN UNIVERSITY OF PORT HARCOURT

<sup>1</sup>\*Esther David

<sup>2</sup>Dr. Goodness Orluwene

<sup>1,2</sup>Department of Guidance and Counseling, Faculty of Education, University of Port Harcourt.  
PMB 5323 Port Harcourt, Nigeria

\*Corresponding Author's Email: [estherjedid@gmail.com](mailto:estherjedid@gmail.com)

### Abstract

**Purpose:** This study examined the influence of parenting style on academic achievement of students in university of Port Harcourt. The purpose of the study was to determine how authoritative and authoritarian parenting style, broken home and family size influence the academic achievement of students in university of Port Harcourt.

**Methodology:** The study employed a descriptive survey design. The target population under study was all the 45,000-55,000 students in university of Port Harcourt. A purposive sampling technique was used to select a sample of 200 students from the larger population which was proportionally distributed in 20 departments in the University of Port Harcourt with 10 respondents from each departments. This study used questionnaire for data collection instrument and data was analyzed using mean and standard deviation to answer research questions while the hypothesis was analyzed using T-test to establish the influence of parenting style on academic achievement of students in university of port Harcourt . The data was presented in tabular form.

**Findings:** The researcher found that the students who performed best experienced authoritative parenting style and therefore, it was the best method of parenting style in relation to academic achievement.

**Recommendation:** The researcher recommended that parents should consider their children's opinion and allow them air their views while making some critical decisions in issues, particularly the ones above 18 years.

**Key Words:** *Parenting Style, Academic Achievement*

## **Introduction**

The most significant influence on a child is his or her parents. Psychologists and educationists are of the opinion that child rearing practices have the direct bearing on the academic achievement of children. The issue of parenting styles has been highlighted as a major component of academic achievement among students in the university.

The family has been known to be the bedrock of the society. Once a child is born, the first place of contact is the family. Therefore, the family can either make or mar a child. Though other factors influence academic achievement of students, the family has a more lasting impact on the child's academic performance. Mullins (2005) noted that early family experience goes a long way to determining of an individual. Children generally are raised in families comprising of mother and father usually referred to as parents. Often times, the result of successful or unsuccessful parenting can be seen in a child's academic performance and the decisions they take reflects the kind of parenting the child has received. Parenting is a complex activity that includes many specific behaviors which works together and individually to influence a child's outcome. Many developmental psychologists have been interested in how parents influence the development of a child's instrumental competences. The major focus in this area is parenting styles.

Parenting styles refers to the different methods adopted by parents in the upbringing of their children and wards. Parenting is a phase of life of the adulthood which cannot be reversed. As it is usually put, one can become an ex-spouse but never an ex-parent (Onyekuru & Thompson 2012). Parenting is a learned behavior which is learned through experimenting ideas and orientation can modify the act of parenting (Brown, 2008). A parent learns to be a parent by being patient, learning to interpret the needs of their dependent infant.

According to Martins (2000), parenting is defined as the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. It is the aspect of raising a child aside from the biological relationship. According to (Baumrind in Martins 2000), there are four major types of parenting styles, namely, Authoritative, Authoritarian, Permissive and Neglectful parenting styles. The researcher holds the conviction that the parenting style of the students may play a key role in relation to their academic achievement and how well they perform in school.

Family size is one environmental factor that greatly influences the academic achievement of students. Families are of various sizes. Family size has to do with the total number of people in a single family, which may include the father, mother, children and even the extended members; all living in one hamlet.

According to Alio (1995), family size has implication for education. The author emphasize that the size of the family determines to a great extent the relative amount of physical attention and time which the child gets from his parents.

Large families are common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement which motivates their academic performance. Similarly, smaller family size has been linked with higher academic performance (Diaz, 2005). He further stressed that students with fewer siblings are likely to receive more parental attention and have support that leads to better school performance.

Family (small or large size) remains the primary environment of every child. The family begins the process of education and provides physical and psychological needs of the child. This supports the view of, that the environmental experiences from family, peer group and school location have a great

influence in determining child's intellectual ability. She added that mental development influences intellectual development. This is in line with Darling (2007) who observed that the innate potential of children cannot be attained without adequate stimulating family environment because the child cannot do well intellectually. The implication is that a proper stimulating family environment with intellectual potentials and appropriate teaching method will definitely enhance maximum performance of the child. The major objective of learning is the realization of an individual's potentials and subsequent development for future utilization. While so many scholars have uniformly identified several factors that influence learning, there are also divergent views as to the factors that actually influence academic achievement of students. Though it has been said beyond work and wages, academic achievement is the only important instrument that will help working Nigerians who are in need of higher levels of education to tackle the technologically demanding occupations at the future. Also students who are academically successful have more employment opportunities, more stable in their employments, more likely to have health insurance, less dependent and less likely to engage in criminal activities than those with little or no education.

This study intended to find out;

1. How authoritative and authoritarian parenting style influence the academic performance of students in university of Port Harcourt.
2. The impact of broken home on academic achievement of students in university of Port Harcourt.
3. Whether family size influences the academic performance of students in university of Port Harcourt.

### **Theoretical Framework:**

#### **Baumrind theory**

Baumrind developed the theory that there were four main types of parenting styles and that differences in parenting styles accounted for the way children functioned socially, emotionally and cognitively. Baumrind suggested that there were four dimensions of parent-child interactions: parental control, maturity demands, clarity of communication and nurturance. She pointed out that parental control is related to issues such as enforcing rules; Maturity demand is the parental expectation that children perform up to their potential; Clarity of communication reflects the parents' willingness to communicate with their children, solicit their opinions and use reasoning to obtain the desired behavior and Nurturance is related to parental expressions of warmth and approval, and protection of children's physical and emotional well-being (Baumrind, 2012). Using these four dimensions, Baumrind identified four parenting styles: authoritative, authoritarian, permissive-indulgent and permissive-uninvolved.

#### **Empirical Review**

Ogundipe (2012) in her research on the influence of parenting styles on students' academic performance in River state had a mean of 32.9 for permissive parenting style, 27.67 for authoritarian parenting style and 34.26 for authoritative parenting style. According to Ogundipe, these findings are significant, this means that the different parenting styles have an influence on students' behavior and academic outcome.

Qazi (2009) examined the correlation between parenting styles and generalized self-efficacy, it was found that authoritative parenting style had a positive correlation with generalized self-efficacy, whereas authoritarian and permissive parenting style showed no association with self-efficacy.

Brown (2008) in his study, children raised by authoritative parents score higher on measures of competence, achievement, social development, self-perception and mental health than those children reared by the other three parenting types, But the same study showed results that demonstrated the insignificant effect of parenting styles in a child's scholastic achievement. Authoritative parenting style did not predict higher scholastic achievement.

In another study conducted by Onyi (2002) on the influence of home on the academic achievement of students in Enugu East Local Government Area of Enugu State. The research used survey design for the study, the sample for the study consists of 240 students. The instrument used by the researcher for data collection was a structured likerts type questionnaire. The researcher used weighted mean in analyzing the data. The findings of this study are: home environment influences the academic achievement of students, it was also found that students from peaceful homes share their academic problem with their parents. It was also found that there is positive correlation between parents' encouragement and academic achievement of students.

## **Methodology**

### **Research Design**

This study was designed as a descriptive survey research design. Descriptive survey is concerned with the collection of data from a larger sample drawn from a given population and describes certain features of the samples as of that time of study and which are of interest to the researcher (Nwankwo, 2011).

### **Area for the study**

The area of this study was University of Port Harcourt. University of Port Harcourt is a federal university located in Choba, Rivers state, South-south region of Nigeria.

### **Population of the study**

The population of this study consisted of all the students of the University of Port Harcourt, there are about 12 faculties and 95 departments in the University of Port Harcourt with over 45,000 students put together.

### **Sampling and sampling techniques**

The purposive sampling technique was used to select the respondents from the larger population. A total of 200 students was sampled from 20 departments in Port Harcourt with 10 respondents from each departments.

### **Instrument for Data Collection**

The research instrument used for data collection is a questionnaire designed by the researcher. The instrument is titled "the influence of parenting style on academic achievements of students in University of Port Harcourt". The questions has two sections; A and B. Section A covers the demographic characteristics while section B covers questions that covers the questionnaire items with response option of Strongly Agree (SA), Agree (A), Disagree (DA), & Strongly Disagree (SA) and the scoring pattern ranging from 1-4 points.

### Validation of the instrument

The instrument was given to the researcher’s supervisor and other two experts in the department of educational psychology guidance and counseling. The instrument was scrutinized for face and content validity. The face validity of the instrument was done by cross matching the items in the questionnaire with the research questions to ensure that adequate information were generated to answer the research questions of the study.

### 3.7 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. The test-retest method of assessing reliability of the data was used. The instrument was administered twice to the same group of students at intervals of one week, keeping the initial conditions constant. Responses from the two tests were obtained and analyzed to establish the extent to which the research instruments brought consistent results. The test retest method was done using Pearson’s Product Moment Correlation (PPMC) which yielded a reliability co-efficient of 0.75.

### 3.8 Administration and collection of instrument

The instrument was administered by the researcher and a research assistant to the respondents in their various lecture classes. A total of 200 copies of questionnaire was administered, but only 185 copies were retrieved, which constitute 92.5% of the total questionnaire administered.

### 3.9 Method of data analysis

The data that was collected from the respondents through the questionnaire was analyzed using mean and standard deviation to answer research questions while the hypothesis was analyzed using T-test to establish the influence of parenting style on academic achievement of students in university of port Harcourt.

## RESULTS

**Research Question One:** To what extent do the authoritative and authoritarian parenting styles influence the academic achievement of students in university of Port Harcourt?

**Hypothesis One:** There is no significant influence of parenting styles on the academic achievement of students of University of Port Harcourt.

**Table 1:**

*T-test analysis on the influence of authoritative and authoritarian on students’ English achievement*

Parenting style	N	$\bar{x}$	SD	t-cal	t-critical	P-value	Decision
Authoritative	85	2.76	1.22	1.98	1.96	0.05	Reject
Authoritarian	100	2.25	1.00				Ho

The result from the table 4.4 showed that t-calculated value (1.98) is greater than t-critical (1.96) at 0.05 level of significance. From the decision rule ( $t\text{-cal} > t\text{-critical}$ ), the null ( $H_0$ ) hypothesis is

accepted. This means that there is a significant influence of parenting styles on the academic achievement of students of University of Port Harcourt.

**Research Question Two: Does broken home influence the academic achievement of students in university of Port Harcourt?**

**Hypothesis Two:** There is no significant influence of broken homes on academic achievement of students in University of Port Harcourt.

**Table 2:**

*T-test on the influence of intact and broken homes on academic achievement of students in University of Port Harcourt*

Family	N	$\bar{x}$	SD	t-cal	t-critical	P-value	Decision
Intact	135	2.51	1.41	2.05	1.96	0.05	Reject
Broken	50	2.86	1.61				Ho

The result from the above table 4.5 showed that t-cal value (2.05) is greater than t-critical (1.96) at 0.05 level of significance. Judging from the decision rule ( $t_{cal} > t_{critical}$ ), the null ( $H_0$ ), hypothesis was rejected. This means that there is a significant influence of broken homes on the academic achievement of students of University of Port Harcourt

**Research Question Three: To what extent does family size influence the academic achievement of students in university of Port Harcourt?**

**Hypothesis Three:** Family size has no significant impact on the academic achievement of students in University of Port Harcourt.

**Table 3:**

*T-test on the influence of large and small family size on academic achievement*

Family size	N	$\bar{x}$	SD	t-cal	t-critical	P-value	Decision
Large	90	2.68	1.15	1.55	1.96	0.05	Accept
Small	95	2.62	1.13				Ho

The result from the above table 4.6 shows that t-test calculated value (1.55) is less than t-critical (1.96) at 0.05 level of significance – following the decision rule ( $-t_{cal} > t_{critical}$ ), the null ( $H_0$ ) Hypothesis was accepted.

Therefore, there is no significant impact of family size on the academic achievement of students of University of Port Harcourt.

## **Discussion of Findings**

The findings of this study were discussed under the following sub headings:

1. Influence of parenting styles on the academic achievement of their children
2. Influence of broken homes on the academic achievement of students.
3. The influence of family size on the academic achievement of students.

### **Influence of Parenting Styles on the Academic Achievement of their Children**

The result from table 4:1 shows the influence of parenting style on the academic achievement of students in University of Port Harcourt. The result analyzed shows that the respondents agreed that the influence of parenting styles on the academic achievement of students include the following: My parents do not consider my opinion in issues, my parents always insist on my doing things their own way, I find it difficult expressing my views before my parents, my parents value unquestioned obedience in all things, my parents don't allow relationship of any form, my parents encourage me to be independent, my parents answer my questions and explain why I should carry out an instruction, and that they share their feelings with me with clear limits.

This is accordance to the thesis work done by Heinesen (2010), who explained in his study that the level of students' academic achievement or excellence is determined by the role their parents play during upbringing. He concluded by advising parents to pay more attention to their children and guide them, even as they allow them to make their own decision.

### **Influence of Broken Homes on the Academic Achievement of Students.**

The result from table 4:2 shows the influence of broken homes on the academic achievement of students in University of Port Harcourt. The result analyzed shows that the respondents agreed that the influence of broken homes on the academic achievement of students include the following: Students from broken homes do well in school work, and that it is not true that broken homes influences students' academic achievement.

This result agrees with the study conducted by Santrock, (2005), who stated that environmental factors such as the state of their home has great influence students' academic performance, he also argued that broken home factor is one the major factors that affects determine the emotional and psychological state of many students, which will without doubt negatively affect their self-esteem and thus their academic achievements.

### **Influence of Family Size on the Academic Achievement of Students.**

The result from table 4:3 shows the influence of family size on the academic achievement of students in University of Port Harcourt. The result analyzed shows that the respondents agreed that the family size does not have much influence of on the academic achievement of students.

This result also tend to agree with a research done by Okuniyi (2004) and Majori bank (1996) , where they argued that though family size is one the factors that influences students', but that its influence is dependent on other common factors that have direct impact on the students. They however concluded that it is not in most cases that family size has negative impact on the students' academic performance.



## Conclusion

This study has shown that parenting styles has great influence on the academic achievement of students of the University of Port Harcourt; which has been considered in this study as due to the following responses, as it was revealed that parental training style and broken homes have impacts on the students of the University of Port Harcourt as regards to their academic excellence.

## Recommendations

Based on the findings, the researcher deems it fit to make the following recommendations.

1. Parents should consider their children's opinion and allow them air their views while making some critical decisions in issues, particularly the ones above 18 years.
2. There should exist good and cordial relationship between parents and their children.
3. Remedies on how to unite broken homes should be provided by the concerned and relevant authorities so as to reduce the psychological and emotional trauma that the students from these homes have been experiencing.

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