

PARENTING STYLES AS CORRELATES OF ACADEMIC MOTIVATION AMONG SECONDARY SCHOOL ADOLESCENTS IN EDO STATE

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Abstract

This study examined parenting styles as correlates of academic motivation among in-school adolescents in Edo state, Nigeria. This study was conducted using correlational research design with two research questions and corresponding hypotheses. The population of the study consisted of 30,440 SS2 students in the 268 public senior secondary schools in Edo State. A multi stage random sampling technique was used to draw up a sample consisting of 936 SS2 in-school adolescents of both gender; 468 males and 468 females. Self-reporting questionnaires were used: Parenting style self-report inventory scale (PSSIS) and Academic motivation self-report inventory (AMSI) were administered on students to collect data for the study. The instruments were validated and found to be internally consistent with indices of 0.78 and 0.74 for PSSIS and AMSI respectively using Cronbach alpha statistic. The research questions were answered with Pearson "r" statistic while the hypotheses were tested using t-test at 0.05 level of significance. An overview of the overall results revealed that authoritarian parenting style is the most commonly practiced parenting style in the families of the respondents. There is a significant relationship between authoritative parenting style and academic motivation among female in-school adolescents. There is also strong and negative relationship between uninvolved parenting style and in-school adolescents academic motivation. It was recommended that seminars should be held at Parents Teachers Forums to enlighten parents on the relationship of parenting styles and the level of their children's academic motivation.

Keywords: Parenting styles, academic motivation, and in-school adolescents.

Introduction

Adolescence is the transitional period in human life which links childhood with adulthood; it is also referred to as the period of teenage life which is characterized by changes in the body, mind and social relationships (Deci, & Ryan, 2017; Bransford, Brown, & Cocking, 2009) this indicates that

adolescence transition is as much physical, cognitive, social, psychological as it is biological. It is widely believe that adolescence is inevitably a period of storm and stress. Bransford, Brown, & Cocking, (2009) considers three domains of potential upheaval during adolescent turbulent time to include conflict, mood swings or disruption and risk behavior. Bransford, Brown, & Cocking further assert that adolescents are often faced with a number of challenges at that period. These challenges are usually manifested in the family, school, society and health related environments depending on where the adolescents find him/her at the particular time. When this transition period is not properly handled, it can result to poor academic achievement (Amechi, Eke, & Oparaji, 2017).

The academic achievement of adolescents has been a major concern of educators for years. As documented in various research literatures, adolescents' achievement has been associated with several outcomes such as delinquency, psychopathology and parenting style (Lillehoj, Trudeau & Spoth, 2005). Furthermore, in-school adolescents poor or underachievement is a rising social problem which could also be traceable to poor academic motivation as opined by (Mooney, Knox & Schacht, 2002). The way a parent raises their child can affect many factors in that child's life. Academic motivation is one area that can be significantly influenced by the parenting style used. This is important because depending on how one is raised can determine their attitude, outlook, future goals, and performance within a school setting. This can potentially result in lifelong consequences in social, emotional, mental, physical, educational, etc. areas for the child. In recent research on motivation, increasing efforts have been dedicated to identifying social and environmental factors that may shape and influence students' academic motivation. Research on self-determination theory (SDT) has generally supported the claim that parents play a crucial role in determining the extent to which children are autonomously motivated to learn (Vansteenkiste, Niemiec, & Soenens, 2010). However, research examining the role of parents in the development of children's self-determined motivation has been predominately conducted in Western societies.

As an innate phenomenon, motivation is influenced by four factors of context (environment and external stimuli), temper (the internal condition of an organism), goal (goal of behavior, purpose and inclination) and instruments (instruments for achieving the goal). In order to achieve their goals, needs and instincts, human beings acquire the sufficient motivation. Particularly with respect to students, motivation for academic achievement is of great importance. By such motivation people are stimulated to successfully complete an assignment, achieving a goal or a degree of qualification in their

professions (Amrai, Motlagh, Zalani, & Parhon, 2011). Accordingly, motivation defines the reasons behind people's behavior and determines why they behave in a particular way. Motivated behaviors are energetic, oriented and permanent (Omidian, 2006). In educational perspective, motivation has a multi-dimensional structure which is correlated with learning and academic motivation (Amrai, Motlagh, Zalani, & Parhon, 2011). There are different interpretations of motivation: In the discipline of education, motivation is a tridimensional phenomenon consisting of individual's beliefs in ability in carrying out a specific task, reasons and goals of the individual in doing the task and the emotional response concerning carrying out the task (Amrai, Motlagh, Zalani, & Parhon, 2011). Experts have divided motivation into two major groups of intrinsic motivation and extrinsic motivation. Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, the behavior itself is its own reward. While extrinsic motivation occurs when an individual is motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. In this case, the individual engage in a behavior not because he or she enjoys it or finds it satisfying, but in order to get something in return or avoid something unpleasant. In the same vein, the way a parent raises their child can affect many factors in that child's life including academic motivation.

Academic motivation is one area that can be significantly influenced by the parenting style used. This is important because every individual has come from a family and how one is raised can determine the individual's attitude, outlook, future goals, and performance within a school setting. This can potentially result in lifelong consequences in social, emotional, mental, physical, educational, etc. areas for the child (Darling & Steinberg, 2013). Academic motivation refers to the desire, willingness, standard, and persistence the student demonstrates regarding their school work (Zahedani, Rezaee, Yazdani, Bagheri & Nabeiei, 2016). Thus, in order to parent positively, there is the need for parents to understand and practice behaviours that will give care and support without undermining

Parents play an integral part in the total development of the child. It is often said that parents are the 'architects' or the 'conductors' of a child's development. Parenting could have a determining effect on children's academic motivation (Farzana, Abid, Erum, & Bushra, 2013). Parenting styles are the representation of the standards and strategies that parents use in their child rearing and also how parents respond to and make demands on their children (Baumrind, 2011). Parenting styles cut across two broad categories that are demanding and responsive.

The first dimension: demanding, represents the claim of parents from their children to get matured through parental supervision and disciplining children, and controlling the behavioural problems of their children; while the second dimension: responsive is the amount of autonomy parents give for their children to be independent, self-regulated, self-assertion through acknowledging and supporting of children's interest, needs and demands (Baumrind, 2011).

Based on the work of Baumrind (2011), Maccoby & Martin (2018) have proposed a typology of parenting styles and classified parenting styles into four types according to the two dimensions which are the underlying processes mentioned above (responsiveness and demandingness). Accordingly, the four typologies consist of: Authoritative, Authoritarian, Permissive and Uninvolved parenting styles. Any of these types of parenting style depends on the balance of responsiveness and demandingness. Authoritative parents are both demanding and responsive. While they expect their children to be assertive as well as socially responsible, and self-regulated as well as cooperative, they are warm and supportive and have clear standards for their children's behaviors. Authoritative parents are equally balanced and provide a healthy combination of being nurturing while having certain standards for the child to abide by in a rational way.

Baumrind (2011) explains that authoritative parents direct their child with guidance, verbally

communicates giving reasons for their actions, and values both expressive and instrumental attributes, and both autonomous self-will and disciplined conformity. This means authoritative parents have control of their child while still having a purpose of allowing them to grow from their actions, not restricting them with excessive punishment or excessive leniency. Characteristics according to Maccoby & Martin (2018) of authoritative parents include: lively and happy disposition, self-confident about ability to master tasks, well developed emotion regulation, and developed social skills. The communication between authoritative parents and the child are appropriate, without judgement or reprimand and provide insight to the child to further their best self.

Authoritarian parents are demanding but not responsive. Authoritarian parents challenge to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority (Baumrind, 2011). Characteristics of an authoritarian parent according to include: anxious, withdrawn, unhappy disposition, and poor reactions to frustration to ensure keeping the child in their opinion of correct conduct

(Maccoby & Martin 2018). Authoritarian parent believes in limiting independence and may demand household chores to teach the child they must work for respect. In addition, Baumrind (2011) suggests authoritarian parents do not encourage verbal conversation or compromise because they believe the child should accept the parent word for what is right. These parents' expectations are very high regarding their child following their rules, with a reliance on punishment to teach a lesson if the child diverts. They want their children to have good behavior through unquestioned obedience. This type of parenting is characterized by strictness and less warmth.

Permissive parents are less demanding than responsive. They expect very few mature behaviors from their children; provide very few guidelines, rules, and regulations; exhibit low levels of monitoring and control; and avoid confrontation with their children. Baumrind (2011) explains that permissive parents "behave in a non-punitive, acceptant, affirmative manner towards the child's impulses, desires, and actions. Permissive parents may check with the child about certain house rules, and ask very few demands regarding policies, chores, behaviors, or responsibilities. Permissive parents regularly allow their child to regulate their own life such as activities, homework, and other responsibilities. Children of permissive parents usually do not receive direction in changing themselves to learn from mistakes for the future. Characteristics of permissive parents include: "poor emotion regulation, rebellious and defiant if challenged, low persistence for challenging tasks and antisocial behaviours. They do not like confrontation and lack structure for their child, although they show love towards their child. The child may lack self-discipline and self-control due to permissive parents (Maccoby & Martin 2018).

Uninvolved parents do not oversee the behaviour of their children or support their interest. These parents seem neglectful in their parenting responsibilities. These parents have minimal level of interaction and generally considered as unresponsive to their adolescents needs, whereabouts, or experiences at school or with peers. These parents are neither demanding nor responsive (Maccoby & Martin, 2018).

Empirically, Abesha (2013) noted that parenting styles brought differences in achievement motivation with gender favouring females. This connotes that female academic motivation was influenced by the type of parenting style adopted by their parents. This was further explained by Abesha (2013) as being from an authoritative parenting home will make female to have higher academic motivation than their male counterparts who were from a non-authoritative parenting style. In connection with this, Abar, Carter & Wisler (2009) reported that authoritative parenting style has statistically

significant relationship with high levels of academic performance. Similarly, the works of Turner, Chanderler & Heffer (2009) have also shown that, unlike permissive and authoritarian, authoritative parenting was found to be a significant predictor of academic performance of college students. These findings explained that, the parenting style adopted to care for a child is vital so far as the academic success and motivation is concerned.

Level of academic motivation among secondary school adolescents is a concern not only to teachers and parents but also to the government and the society at large. This is because the level of corruption in our society is on the increase, and the adolescents are not left out. The issue of poor academic performance in Edo State could be as a result of the type of parenting. The state has however regrettably been noted for mass movement of its teaming youths travelling abroad, prostitution, poor academic motivation and other scourge of violence. One may then ask what could really be the cause of these behaviours? Are in-school adolescents' levels of academic motivation influenced by some social factors like parenting style? This problem therefore posed as a question is: what is the relationship between parenting style and academic motivation among in-school adolescents in Edo State?

The main purpose of this study is to examine parenting styles as correlates of academic motivation among secondary school adolescents in Edo state. Specifically, the study sort to:

1. determine the relationship between parenting styles and academic motivation
2. find out the relationship between parenting style and academic motivation based on gender

The following research questions were posed to guide the study:

1. What is the relationship between parenting styles and academic motivation?
2. What is the relationship between parenting style and academic motivation based on gender?

The following null hypotheses were stated to guide the study and will be tested at 0.05 level of significance.

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: there is no significant relationship between the parenting style and academic motivation.

H₀₂: there is no significant relationship between parenting style and academic motivation based on gender.

Methods

This study adopted a correlational research design. The population of the study was made up of 30,440 SS2 in-school adolescents in the 268 public senior secondary schools in the 18 local government areas of the 3 education zones in Edo State (Source: Edo State Ministry of Education, 2018). A sample of 936 participants drawn through multi-stage sampling techniques was used for the study. At first stage, three local government areas were randomly selected from each of the three Education Zones, making it a total of 9 LGAs. At the second stage, the researchers selected 2 secondary schools from each of 9 LGAs selected through simple random technique. Based on this, 18 secondary schools were selected. Thirdly, the researchers employed a simple random sampling technique to draw 52 senior secondary school adolescents from each of the 18 sample schools, giving a total of 936 adolescent students.

Two sets of self-report inventory rating scales constitute the instruments for data collection for the study. The research instruments were developed by the researchers based on reviewed literature related to the study. The rating scales were Perceived Parenting style self-report inventory (PPSSI) and Academic motivation inventory (AMI). The PPSSI was meant to elicit information about how the adolescents perceived their parents' parenting styles. The instrument was made up of 32 items clustered according to four parenting styles, including Authoritative (8 items), Authoritarian (9), Permissive (7) and Uninvolved (8) parenting styles. The items on the scales were constructed, based on four points rating scale which ranges from: Always (4 points), oftentimes (3 points), Sometimes (2 points) and Rarely (1 point). The instrument was validated by two experts in the field of Educational Measurement and Evaluation and one expert from Educational Psychology. The internal consistency of the instrument was ensured on one shot basis using Cronbach alpha which gave indices of 0.71. 0.78 for (PSSIS) and (AMSI) respectively indicating high reliability of the research instruments.

Academic motivation inventory (AMI) was meant to measure the students' motivation in learning. It was developed by the researchers based on literature review. The instrument was made up of 20 items measured in a four point scale of Always (4 points), oftentimes (3 points), Sometimes (2 points) and Rarely (1 point). The total obtainable score in AMI is 80. Cronbach alpha statistics gave an internal consistency of 0.78 for the instrument.

Data for the study were by the researchers. The researchers personally visited all the 18 sampled schools to collect data during break period. The instruments were administered to the participants in their school halls. All the instruments administered were retrieved on the spot. Data collected were analyzed using Pearson correlation "r" statistic to answer the research

questions so as to establish the relationship between the dependent and independent variables in the study. The bases for the decision for the research questions' conclusion were as follows: 0.00-0.20 = very low relationship, 0.21-0.40 = low relationship, 0.41-0.6) = moderate relationship, 0.61-0.80 = high relationship and 0.81-1.00 = very high relationship. The hypotheses were tested using t-test of significance of correlation statistic at a $p < 0.05$ level of significance.

Results

Research Question One

What is the relationship between parenting styles and academic motivation?

H₀₁: there is no significant relationship between the parenting style and academic motivation.

Table 1: Summary of Pearson correlation coefficients between parenting styles and academic motivation among in-school adolescents

Dependent measure	Parenting styles	N (936)	Mean	SD	Df	R	p
Academic Motivation	Authoritative	265	3.21	.22	934	.839	.000
	Authoritarian	303	2.88	.28	934	.231	.000
	Permissive	288	2.32	.38	934	.020	.707
	Uninvolved	80	1.65	.65	934	-.121	.022

a. Cells contain zero-order (Pearson) correlations.

Data in the table 1 shows number of in-school adolescent reared under different parenting styles and the zero-order Pearson correlations of different parenting styles and academic motivation of in-school adolescents. The table shows that 265 in-school adolescents are nurtured under authoritative parenting; 303 were under authoritarian parents; 288 were under permissive parents while 80 were under uninvolved parents. In-school adolescents reared authoritative parenting style had a significant positive relationship with adolescents' motivation ($r = .839$, $p = .000$). This is also shown by high mean motivation score of students who perceive their parents as authoritative ($3.21 \pm .22$). On the other hand, adolescent students who perceive their parents as authoritarian had a relatively high mean rating in their academic motivation ($2.88 \pm .28$) which revealed a significant positive relationship between

authoritarian parenting style and adolescents' motivation ($r=.231$, $p=.000$). Adolescents of permissive parents had low mean rating on their academic motivation ($2.32\pm.38$), showing a non significant positive relationship ($r=.020$, $p=.707$) between permissive parenting style and adolescents' academic motivation. Finally, adolescents reared under uninvolved parents rated themselves low in academic motivation ($1.65\pm.65$), depicting a significant negative relationship ($r=-.121$) between uninvolved parenting and academic motivation of the adolescents.

Table 2: Summary of Pearson correlation coefficients between parenting styles and academic motivation of in-school adolescents when controlling for gender

Control Variable	Measure	Parenting styles	Mean	SD	Df	r	P
Gender	Academic Motivation	Authoritative	3.22	.32	934	.837	.000
		Authoritarian	2.56	.29	934	.243	.000
		Permissive	2.43	.32	934	.037	.485
		Uninvolved	1.91	.44	934	-.104	.049

a. Cells contain zero-order (Pearson) correlations.

Data in the table 2 show the Pearson correlations of different parenting styles and academic motivation of in-school adolescents while controlling for gender. The table shows that controlling for gender, authoritative parenting style still had a significant positive relationship with adolescents' motivation ($r=.837$, $p=.000$). This is also shown by high mean motivation score of students who perceive their parents as authoritative ($3.22\pm.32$). Controlling for gender, adolescent students who perceive their parents as authoritarian had a high mean rating in their academic motivation ($2.56\pm.29$) which revealed a significant positive relationship between authoritarian parenting style and adolescents' motivation ($r=.243$, $p=.000$). This indicated that gender was not a significant factor in the relationship between authoritarian parenting style and academic motivation of in-school adolescents. Adolescents of permissive parents had low mean rating on their academic motivation ($2.43\pm.32$) when controlling of gender, showing a non significant positive relationship ($r=.037$, $p=.485$) between permissive parenting style and adolescents' academic motivation. This indicated that gender had no significant influence on the

relationship between permissive parenting style and academic motivation of in-school adolescents. Finally, adolescents reared under uninvolved parents rated themselves low in academic motivation irrespective of their gender ($1.91 \pm .44$), showing a non significant negative relationship ($r = -1.104$, $p = -.049$) between uninvolved parenting and academic motivation of the adolescents. This further shows that the relationships existing in parenting styles and academic motivation of adolescents did not have significant changes based on gender.

Discussion of Findings

This study revealed that authoritarian parenting style is the most commonly parenting style, followed by permissive parenting style and authoritative parenting. Uninvolved parenting style is the least in prevalence. Contrary to the present finding Abesha (2013) conducted a study on Ethiopian higher institution adolescents and reported that authoritative parenting style as the most commonly practiced followed by uninvolved parenting style. Similarly, Kasahun (2015) reported that an authoritative parenting style is the most predominately practiced parenting style. We suspect that parent in the area of study adopt authoritarian parenting partly due to high rate of crime in the area. Evidence suggested that in an area where crime rate is high, parents normally adopt controlling mechanisms in order to instill fear and self control in the adolescents (Finkenauer, Engels, & Baumeister, 2005; National Collaborating Centre for Mental Health, Great Britain, 2013).

In the present study, significant relationship between authoritarian parenting style and in-school adolescents academic motivation has been revealed. In support of this finding, Brown and Yengar (2018) reported that an authoritarian parenting style was positively related with academic motivation. Contrary to this result, Zahedani et.al (2016) reported that there is statistically significant negative relationship between authoritarian parenting style and students academic success. These observed differences in study findings may be attributed to sample size and area of the study.

The present study also discovered that there exist a statistically significant relationship between authoritative parenting style and in-school adolescents level of academic motivation. In support of this, Markos (2016) having conducted a research on high school students reported consistent findings that a considerably higher academic motivation was achieved by students from authoritative parenting than their counterparts from non-authoritative parents. This implies that authoritative parenting style promotes students academic motivation.

In the present study, a strong and negative relationship exists between uninvolved parenting style and students academic motivation. This means that uninvolved or neglectful parenting style negatively affects students' academic motivation. The findings of this study further revealed that showing unlimited love and affection as done by the permissive parents without setting limit on children negatively affects in-school adolescents academic stand.

The finding of the present study further revealed that parenting style produce more significant effect on female in-school adolescents than their male counterparts. The study reported that authoritative parenting style has significant relationship with female in-school adolescents' academic motivation. In support of this finding, Abesha (2016) finding showed that parenting styles produced a significant effect on female students achievement motivation , but not on their male counterparts. The reason for the collaboration in the findings could be attributed to similar characteristics of the adolescents in these areas.

Conclusion

The study concludes that the type of parenting style has much influence on academic motivation among in-school adolescents. There is also a significant positive relationship between authoritarian parenting style and female in-school adolescents' academic motivation. This shows that there is a modest association between parenting style and academic motivation among in-school adolescents in Edo State.

Recommendations

Based on the finding of this study, the following recommendations were made:

1. Concerned bodies such as PTA should provide awareness on promoting authoritative parenting style as a child-rearing practice going by the positive relationship this parenting style has with students' academic success.
2. Educational Psychologists, school counsellors, teachers and school administrators should from time provide life skill training particularly to in-school adolescents from permissive and uninvolved families so as to help build their academic motivation.
3. Seminars and trainings should be held during PTA meetings to give orientation to parents' especially from permissive and uninvolved families on how to treat their children with warm and affection yet, striking a balance with limitation to facilitate the conditions which are essential to foster their children's academic achievement motivation.

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