
The Effects of Parenting Styles on the Educational Development of Secondary School Students in Ethiope East L.G.A of Delta State

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Abstract: *The study explored the effects of parenting styles on the educational development of secondary school students in Ethiope East L.G.A of Delta State. Parenting style is a pattern of behaviors, attitudes, and approaches that a parent uses when interacting with and raising their children. Two research questions were raised and two null hypotheses were formulated in the study. The study is a correlational survey using ex-post facto design. The sample for the study consists of 200 parents and 50 teachers selected from the study area. The sampling procedure used was the stratified random sampling technique. Questionnaire titled "Parenting Styles and Students' Educational Development Questionnaire - PSSEDQ" was used as the instrument to collect data from participants. The researcher administered a total of 275 questionnaire to randomly selected participants in the study area. Simple percentage, mean scores, standard deviation and coefficient of determination using 2.50 as benchmark to provide answers to the research questions. Pearson Product Moment Statistics was used to test the hypotheses at 0.05 level of significance. In conclusion, the effect of parenting styles on a child's academic achievement is undeniable.*

Keyword: parenting styles, educational development, students, Nigeria

INTRODUCTION

Parenting style refers to the consistent behaviors, attitudes, and methods a parent employs in raising and interacting with their children. Research on parenting styles suggests that parents exhibit different approaches, which can significantly influence their children's educational and

cognitive growth, social interactions, and overall well-being (Spera, 2015). These styles are broader than specific parenting practices, as they establish the emotional environment for the child and encompass how parents respond to and set expectations for their children (Wright, Jackson & Joshua, 2023).

Parenting styles play a vital role in child development and are associated with various aspects of a child's emotional, mental, social, and academic abilities. They represent a psychological framework for typical child-rearing practices adopted by parents (Morris et al., 2017). According to Baumrind (2012), parents utilizing various parenting styles yield different levels of social competence in their children. Parenting encompasses two key elements: parental responsiveness and parental demandingness (Martinez, Garcia, & Yubero, 2017). The responsiveness aspect involves how parents express love, communicate, support, and reason with their children (Martinez et al., 2020), while demandingness pertains to how parents exercise control and supervision to maintain authority and set expectations (Baumrind, 2012; Garcia & Serra, 2019).

As children progress through various developmental stages, parents develop their unique styles based on a range of evolving factors. These styles may change as children begin to establish their personalities. For instance, during infancy, parents adapt to life with a newborn, focusing on bonding. Developmental psychologists emphasize the importance of attachment in the parent-child relationship, distinguishing it from bonding. In adolescence, parents face new challenges as their children seek greater independence (Arnett, 2013). A child's temperament and family cultural background can shape their parenting style, and parents often replicate the styles they experienced in their own upbringing.

There are four primary parenting styles: Authoritative (highly demanding and responsive), Authoritarian (highly demanding and lowly responsive), Permissive (lowly demanding and highly responsive), and Neglectful (low in both demandingness and responsiveness). An Authoritative style is characterized by a child-focused approach with clear rules and expectations, using reasoning and discussion to encourage compliance (Ballantine, 2011; Varela et al., 2014). In contrast, an Authoritarian style is adult-centered, marked by strict adherence to rules without explanation, with parents communicating down to their children rather than engaging with them (Alegre, 2011; Rosli, 2014). Permissive parenting is marked by a lenient, non-demanding approach, where parents are overly tolerant and do not impose limits. The neglectful or uninvolved style, a later addition to Baumrind's original three categories, embodies a lack of both demandingness and responsiveness (Rosli, 2014).

Statement to the Problem

The varying parenting styles employed by parents have a profound impact on students' educational development, resulting in disparities in academic achievement, motivation and social-emotional development which can ultimately affect their future career prospects and overall well-being. The

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way parents interact with their children, set expectations and provide support can either foster a positive and supportive learning environment or hinder students' potential.

Purpose of the Study

The purpose of the study is to:

1. Examine the effects of parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State
2. Establish the strategies to improve parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State?

Research Questions

The following research questions were raised in the study:

1. What are the effects of parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State?
2. What are the strategies to improve parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State?

Hypotheses

The following null hypotheses were formulated in the study:

1. There is no significant relationship between the effects of parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State
2. There is no significant relationship between strategies to improve parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State

REVIEW

Theoretical Framework

The study is hinged theoretically on Cognitive Development Theory propounded by Jean Piaget (1947). The theory describes how children represent and reason about the world. This is a developmental stage theory that consists of a Sensorimotor stage, Preoperational stage, Concrete operational stage, and Formal operational stage. Piaget was a pioneer in the field of child development and psychology and continues to influence parents, educators and other theorists with a significant effect on science. He observed children of different ages in order to collect evidence as to how they resolved thinking problems, conveyed their dreams, made moral judgments, and managed additional intellectual activities.

Piaget noted that the children were very egocentric and construed circumstances exclusively from their individual perspective. In contrast, adults typically know that individuals differ in their points of view and may vary in their interpretations of situations. As well as the attachment between a parent and child, this theory has been applied to other long-term relationships, particularly those

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between romantic partners as Bowlby suggested that the earliest bonds formed between a parenting (caregiver) and a child can also impact emotional bonds throughout the child's life.

Effects of Parenting Styles and Educational Development

The four parenting styles are Authoritative, Authoritarian, Neglectful, and Indulgent/Permissive, each defined and discussed in terms of demandingness and responsiveness (Shahzadi & Malik, 2022).

Authoritative: This style is marked by parents who are both demanding and responsive. When effectively implemented, it is associated with concepts like propogative, democratic, positive parenting, and concerted cultivation. Authoritative parenting adopts a childcentered approach that sets high expectations for maturity, positively impacting children's educational growth. These parents are attuned to their children's emotions and help them learn to manage those feelings. Despite their high standards, authoritative parents are generally understanding of minor mistakes and assist their children in finding constructive solutions to problems. While encouraging independence, authoritative parents also impose limits on their children's behavior (Townsend, 2019). They engage in open communication and strive to be warm and supportive.

Unlike authoritarian parents, they allow for more freedom of exploration, empowering children to make decisions based on their own reasoning. This parenting style often results in children who are more independent and self-sufficient. Authoritative parenting typically emerges from a combination of high responsiveness and high demands. Such parents establish clear expectations for their children and ensure those limits are monitored, facilitating the development of autonomy. They anticipate mature, independent, age-appropriate behaviors, administering fair and consistent punishments for misbehavior that are neither arbitrary nor harsh. Instead of punishing certain behaviors outright, they discuss the natural consequences of a child's actions, helping the child understand why a behavior is unacceptable. When disciplinary actions are necessary, authoritative parents are likely to explain their rationale, which can lead to better understanding and compliance from the child. Consequently, children with authoritative parents tend to be more successful, well-liked, generous, and capable of self-determination (Verma & Abdel-Salam, 2019).

Authoritarian: Authoritarian parenting is characterized by high demands and a lack of responsiveness. In this restrictive style, parents enforce rules with minimal explanation or feedback, prioritizing the family's image and status. Discipline methods often include corporal punishment, like spanking, and yelling. The underlying intention of this approach is to prepare children to navigate a harsh society by teaching them appropriate behavior and helping them cope with potential aggressive responses from others. Proponents of authoritarian parenting contend that children raised in this manner will be less affected by external shocks since they are already accustomed to significant stress from their parents. This parenting style has notable impacts on children:

Authoritarian parenting has distinctive effects on children:

- Children raised using this type of parenting may have less social competence because the parent generally tells the child what to do instead of allowing the child to choose by itself, making the child appear to excel in the short term but limiting development in ways that are increasingly revealed as supervision and opportunities for direct parental control decline.
- Children raised by authoritarian parents tend to be conformist, highly obedient, quiet, and not very happy. These children often experience depression and self-blame.
- For some children raised by authoritarian parents, these behaviors continue into adulthood.
- Children who are resentful of or angry about being raised in an authoritarian environment but have managed to develop high behavioral self-confidence often rebel in adolescence and/or young adulthood.
- Children who experience anger and resentment coupled with the downsides of both inhibited self-efficacy and high self-blame often retreat into escapist behaviors, including but not limited to substance abuse, and are at heightened risk for suicide.

Indulgent or permissive: Indulgent or permissive parenting is characterized by a nurturing and responsive approach from parents, but with minimal expectations and demands placed on their children. Known by various names such as permissive, non-directive, or anti-authoritarian, this parenting style involves parents being highly involved without enforcing rules or self-regulation. As a result, children may not prioritize avoiding aggressive behaviors as they grow older. Permissive parents often aim to act more like friends than authoritative figures, leading to very low expectations and little discipline, which can negatively impact their children's educational development (Nunes & Mota, 2017).

These parents allow their children the freedom to make choices while offering friendly advice. Their approach is generally relaxed, with few consequences for behavior. Some permissive parents attempt to provide their children with the experiences and resources they may have lacked in their own upbringing. Baumrind's studies on preschoolers raised in permissive households revealed that these children often displayed immaturity, poor impulse control, and irresponsibility (Okoro, 2013). As they transition into adolescence, children of permissive parents may exhibit more impulsive behaviors and engage in misconduct, such as drug use, further impacting their educational growth. This lack of behavioral control can lead to an expectation of always getting their way. However, in some cases, these children may become emotionally secure, independent, and resilient, maturing quickly enough to manage life on their own.

Neglectful or uninvolved: Neglectful or uninvolved parents are those who are neither responsive nor demanding. Such parents often lack awareness of their children's activities and feel indifferent when they become aware of them. This neglect can sometimes stem from personal stressors in the parents' lives. Children raised by neglectful parents, often referred to as latchkey kids, may experience feelings of loneliness, sadness, and immaturity, making it challenging for them to adapt

to social norms. They are at a higher risk of entering abusive relationships, engaging in risky behaviors, and suffering from increased injury rates. Additionally, these children may contend with low self-esteem and emotional dependency, which can result from being left alone during their formative years (Imran, Kakar & Yousaf, 2020).

Strategies to improve Parenting Styles and Educational Development

Shahzadi and Malik (2022) emphasized the importance of effective parenting strategies, including active listening, responsive communication, and establishing clear expectations to promote self-discipline and responsibility. Positive reinforcement techniques, such as praise and recognition, can encourage positive behavior. Physical affection and quality time can strengthen parent-child relationships and create lasting memories. Verma and Abdel-Salam (2019) recommended creating a conducive study environment that promotes learning and concentration. Encouraging children to explore and learn through hands-on experiences can promote academic curiosity. Collaborating with children to set achievable goals and celebrating their successes can also be effective. Parents can demonstrate their interest in their child's education by attending parent-teacher conferences, volunteering in the classroom, and participating in school events. Providing resources and support can help children overcome academic challenges. Regular communication with teachers and participation in school events can provide valuable insights into children's progress and educational experiences (Wright, Jackson & Joshua, 2023).

METHODOLOGY

The study is a correlational survey using ex-post facto design. The sample for the study consists of 200 parents and 75 teachers selected from the study area. The sampling procedure used was the stratified random sampling technique. Questionnaire titled "Parenting Styles and Students' Educational Development Questionnaire - PSSDQ" was used as the instrument to collect data from participants. The researcher administered a total of 275 questionnaire to randomly selected participants in the study area. Simple percentage, mean scores, standard deviation and coefficient of determination using 2.50 as benchmark to provide answers to the research questions. Pearson Product Moment Statistics was used to test the hypotheses at 0.05 level of significance.

Table 1: Pearson "r" on the effects of parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State

Variables	N	X	SD	DF	r-Cal.	r-Crit.	Level of Sign
Parenting style	275	2.86	3.75	5	1.65	1.96	0.05
Students' educational development		2.80	2.96				

Data in table 1 revealed Pearson product moment correlation coefficient analysis on the effects of parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State. The mean was 2.86 and 2.80, Standard deviation of 3.75 and 2.96. The calculated r - value was 1.65 while the critical r-table value was 1.96 with DF of 5 at 0.05 level of significance. Since the calculated r - value was lesser than the critical r-table value, the null hypothesis is accepted.

Table 2: Pearson “r” on the strategies to improve parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State

Variables	N	X	SD	DF	r-Cal.	r-Crit.	Level of Sign
Strategies to improve parenting styles	275	3.94	2.88	5	1.95	2.60	0.05
Students' educational development		2.71	3.86				

Data in Table 2 revealed Pearson product moment correlation coefficient analysis on the strategies to improve parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State. The mean was 3.94 and 2.71, Standard deviation of 2.88 and 3.86. The calculated r - value was 1.95 while the critical r-table value was 2.60 with DF of 5 at 0.05 level of significance. Since the calculated r - value was lesser than the critical r-table value, the null hypothesis is accepted.

DISCUSSION OF FINDINGS

The study spotlights the effects of parenting styles on the educational development of secondary school students in Ethiope East L.G.A of Delta State. The findings is in line with Shahzadi & Malik, (2022) who revealed that parenting styles are crucial in child development and have been linked to diverse facets of their emotional, mental, societal, and scholastic competence. It is a psychological explanation of normal approaches for child-rearing determinations adopted by parents. It also showed that parents who use different parenting styles to raise their children have varying degrees of social competence.

The in findings also showed strategies to improve parenting styles and educational development of secondary school students in Ethiope East L.G.A of Delta State. This is in line with Shahzadi & Malik, (2022) who outline strategies to improve parenting style such as to pay attention to your child, listen carefully to their concerns, and respond thoughtfully. Establish clear rules, expectations, and consequences to help your child develop self-discipline and responsibility.

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Encourage good behavior by using positive reinforcement techniques, such as praise, rewards, and recognition. Display physical affection like hugs, kisses, and cuddles to show your child love, care, and support. Spend quality time with your child, engaging in activities they enjoy, to strengthen your bond and create lasting memories.

CONCLUSION

In conclusion, the effect of parenting styles on a child's academic achievement is undeniable. Authoritative parenting, characterized by warmth, high expectations, and clear boundaries, tends to produce the best outcomes in terms of academic success. This style fosters a supportive environment that encourages children to excel while providing necessary guidance and structure. On the other hand, authoritarian and permissive parenting styles can have mixed effects. Authoritarian parenting, with its strict rules and lack of warmth, may lead to compliance but not necessarily genuine motivation or academic engagement. Permissive parenting, while warm and indulgent, often lacks the necessary structure and expectations that promote academic growth. Ultimately, a balanced and nurturing approach that combines warmth with high expectations and consistent discipline appears to be most conducive to fostering a child's academic achievement. Parents who actively support their children's learning, provide a stimulating environment, and instill a love for learning tend to see positive outcomes in terms of their child's academic success.

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