

**PARENTING STYLES AS CORRELATE OF ACADEMIC SELF-EFFICACY BELIEFS
AMONG SECONDARY SCHOOL STUDENTS IN ZONE-B SENATORIAL DISTRICT
OF BENUE STATE**

BY

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TITLE PAGE

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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SUPERVISOR: Dr. D. U. NGWOKE

SEPTEMBER, 2015

CERTIFICATION

Mernyi, Iorliam Geoffrey, a postgraduate student in the Department of Educational Foundations with Reg. No. PG/M.ED/12/63720 has satisfactorily completed the requirements for the award of Masters Degree (M.ED) in Educational Psychology. The work embodied in this thesis is original and has not been submitted in part or whole for any other Diploma or Degree of this or any other University.

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APPROVAL PAGE

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Dedication

This work is dedicated to God Almighty for His immeasurable wisdom and also my late mother, and my wife Mernyi, Calara Ngoundu who contributed a lot in making it possible for me to complete this course.

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Finally, the researcher returns all the glory to God who is the all knowing and giver of wisdom and knowledge. He reigns forever and ever. Amen.

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Abstract

This study was carried out to investigate parenting styles as correlate of academic self-efficacy beliefs among secondary school students in Zone B Senatorial District of Benue state. The study was guided by five purposes, five research questions and five null hypotheses. The related literature to the study was reviewed under four main headings namely: conceptual framework, theoretical framework, empirical studies and summary of literature review. The study adopted correlational survey research design. The population of this study consisted of all students in secondary schools in Zone-B Senatorial District of Benue state. Available statistics show that there are 84 secondary schools within the area, and the schools have a total population of 65,633 students at the time of this study. A sample of 500 respondents comprising 250 boys and 250 girls in SS3 was used for the study. Multi-stage sampling technique was employed to compose the sample. The instrument for data collection was a structured questionnaire titled ‘‘Questionnaire on Parenting Styles and Students’ Academic Self-efficacy Beliefs’’ (QPSSASB). The questionnaire consists of 62 items developed from information obtained from literature review based on the research questions. The drafted instrument was subjected to face validation by two experts in the Department of Educational Foundations, University of Nigeria, Nsukka. They were requested to check clarity and appropriateness of the items with regard to the problem of the study and research questions under investigation. They were expected to make suggestions and corrections. The expert’s suggestions were used to make necessary corrections to produce the final copy of the instrument. In order to ascertain the reliability of the instrument for the study, 20 copies of the instrument was trial tested using twenty respondents (10 boys and 10 girls) from Government Secondary school, Gboko in Gboko Local Government Area of Benue State. The reliability coefficients of 0.70 was obtained for authoritarian parenting style, 0.73 for authoritative parenting style, 0.55 for permissive parenting style, 0.81 for uninvolved parenting style and an overall cluster of 0.90 was obtained. The score obtained in students’ academic self-efficacy beliefs scale is 0.69. The researcher adopted face-to-face method of administering the instrument to the respondents which was done during free periods in the schools. The research questions were analyzed using Pearson product moment correlation coefficient while null the hypotheses were tested using regression analysis at 0.05 level of significance. The results of the study revealed among others that: there exist a medium direct positive relationship between authoritarian parenting style and students’ academic self-efficacy beliefs. Result also showed that there exist a medium direct positive relationship between authoritative parenting style and students’ academic self-efficacy beliefs. The implications of the above findings were examined and it was recommended among other things that since authoritative parenting style was shown to have the highest correlation coefficient with students’ academic self-efficacy beliefs, the parents should adhere strictly to applying this parenting styles on their children. This parenting style if properly applied by parents will improve not just the students’ academic self-efficacy but also their academic achievement. The limitations of this study were highlighted and suggestions were made for further studies.

CHAPTER ONE

INTRODUCTION

Background of the study

Institutions of learning in Nigeria, in recent times, have been faced with problem of examination malpractices. There are many reasons why students may indulge in examination malpractices. However, the most likely singular reason for students' indulgence in examination malpractices is lack of confidence to write and pass the examinations themselves. Ochugudu (2006) reported that examination malpractices which is likened to HIV virus has devastated the education system in Nigeria and it appears to resist all forms of strategies for its eradication. One can observe that in recent times, students no longer seem to have interest in their academic work. The decline in students' interest towards academic pursuit obviously is due to their lack of confidence and belief that they cannot on their own be successful in academic work in schools. Ferla, Volcke and Cai (2009) affirmed that people most of the times shy away from tasks they do not believe they will successfully accomplish. Alternatively, they seek out activities or tasks which they know they can be successful in. Since students are convinced that they cannot successfully perform well in school examinations, they try to achieve success by way of examination malpractices in schools.

The belief in one's ability to succeed at something that has significant effect over one's life is referred to as self-efficacy. In school setting, the confidence and belief of a student to succeed at certain academic tasks in school is termed academic self-efficacy belief. According to Ferla *et al.* (2009), academic self-efficacy belief refers to students' convictions that they can successfully perform a given academic tasks at designated levels. In other words, it is students'

self-perceived confidence and belief to successfully perform a particular academic task. The students'sense of academic self-efficacy beliefs can play a major role on how they can approach education goals, tasks and challenges (Wilkinson, 2004). Wilkinson noted that students with high academic self-efficacy beliefs, that is, students who confidently believe they can perform academic tasks, are most likely to view difficult academic tasks as something to be mastered rather than to be avoided. Hence students with high academic self-efficacy beliefs are likely to attempt more challenging academic tasks than students who have low academic self-efficacy. Allan, Johnsonand Szostak (2009) opined that academic self-efficacy belief does not influence only student's attempt of academic tasks but it also determines the quality of academic tasks performance of students in schools once an attempt is made and successful. Academic self-efficacy belief could be seen as a student's confidence about what one can do and how well one can successfully execute academic tasks.

Pajares (2007) noted that academic self-efficacy beliefs determine how students feel, think and behave towards their academic work. Pajares further stressed that academic self-efficacy also influences students to compete amongst themselves as well as to choose courses in their academic pursuit. Similarly, academic self-efficacy beliefs seem to play an important role in encouraging students to do well in their examinations and many academic endeavours in schools. A strong sense of academic self-efficacy belief influences students to approach difficult academic tasks as challenges and also to maintain strong commitment. If they face failure, they attribute it to insufficient efforts and lack of knowledge (Bandura, 1994). Amount of stress and anxiety students experience in their academic tasks depend on the level of academic self-efficacy belief they have. Students with low academic self-efficacy belief always assume that academic tasks are tough and they avoid indulging in it (Schunk, 1995). Ferlaet *al.* (2007) summed it that

academic self-efficacy of students is one of the best motivational variables of academic achievement of students in schools. The level of academic self efficacy of students may stem from the socialization one was exposed to in the family. The family is the most powerful agent of socialization. In the helm of affairs of the family are the parents. Parents play influential roles in the academic life of their children.

Parents simply mean one's father and mother. According to Chan (2004), parenting is the process or state of being a parent. Once you have a child, you are involved in the process of parenting. Morrison (1978) defined parenting as the process of developing and utilizing the knowledge and skills appropriate to planning for, creating, giving birth to, rearing and or providing care for offspring. This definition implies that parenting starts when there is a plan for it and it involves not just bringing up the children but also providing care for them in various styles. According to Bradley and Corwyn (2007), parenting styles have a lot of influence on the shaping of students' academic self-efficacy belief in schools. Darling and Steinberg (1993) looked at parenting styles as a pattern of attitudes that parents exhibit toward the upbringing of their children both in character and in education. The types of parent under which children are nurtured play a major part in the development of their academic self-efficacy beliefs. According to Perkins (2005), children whose parents give necessary attention, care, love as well as every necessary support for the children's education to enable them succeed in schools, are likely to develop high sense of academic self-efficacy beliefs in their academic work. On the other hand, children who come from parents where love, care, supervision and control are lacking and there is carefree attitude towards the education of the children, it is likely, the children may develop in them a low sense of academic self-efficacy belief in schools. Parenting styles could be seen as the methods that parents use to interact with their children and run their families. In the context of

this study, parenting styles are behaviours and attitudes demonstrated by parents in socializing their children to develop high academic self-efficacy and succeed in school academic works.

According to Baumrind (1989), there are different types of parenting styles. Their conceptualization relates to the amount of parental control exerted over children's activities and behaviours, and responsiveness that is determined by the amount of warmth and nurturance displayed by parents towards their children. Baumrind (1989) then used these dimensions to identify four parenting styles, namely: Authoritarian, Authoritative, Permissive and uninvolved parenting styles.

The authoritarian parenting style involves the use of rigid control, strict and punitive standard. That is, the parents are strict and demanding, make most of the decisions for their children and the decision of the parents should be followed by their children. Authoritative parenting style involves bringing up children under moderate parental control, love, warm acceptance, and respect for children's feelings. The parents also accord their children the opportunity to dialogue and reason with them. The children are not punished for voicing out their views or opinions. Authoritative parenting style emphasizes on positive encouragement for constructive behaviour and punishment for negative behaviour. In Permissive parenting style, there is lack of parenting control, care, and inconsistent use of principles such that children are free to take decisions for themselves. This means, parents implement little or no rules and make children to make their own decisions. Uninvolved parenting style is the type of parenting style that has few expectations for their children and are cold and unresponsive. The parents here have little interest in their children, who tend to lack self-control and long-term goals, and can also be disobedient and easily frustrated (O'Connell and Kuntz, 2005).

Parenting styles, according to Bandura (1994), are known to be primary agents for the development of academic self-efficacy beliefs of children in schools. A child whose academic self-efficacy belief is not well developed at home may not even like to go to school. If the child even finds oneself in school, there is a tendency that the child will shy away from academic work since the child has low academic self-efficacy belief. The ability to exercise self-efficacy does not only affect the academic achievement of students in schools, but it influences also the overall well-being of the students. There are various ways students' academic self-efficacy is being developed by parenting styles. Previous study by McDowell and Parke (2009) revealed that parental instructions, verbal persuasion and provision of the necessary needed educational materials for students can influence academic self-efficacy of students. The study also found that parents' modelling of educational behaviours of students in the form of assisting them in academic work, such as home assignments and supporting them in their education in many ways also may develop the students' academic self-efficacy. Parents' expectations and perceptions of children's abilities can as well influence and shape the academic self-efficacy of the children. However, in Nigeria and particularly in Benue state, parents seem to have carefree and nonchalant attitude towards their children's education (Falade, 2005). In Benue State, reports from principals of secondary schools in the state indicate that most parents shirk their responsibilities regarding their children's education. They fail to pay their children's school fees as at and when due. Also the parents are not willing to provide for their children the necessary educational materials for learning. Neither do parents ensure that their children attend classes regularly. However, parenting role is very crucial in the education of their children. Thus, it is important to examine the type of parenting styles and how it correlates with academic self-

efficacy beliefs among secondary school students in order to gain valuable insights that would help to nurture academic self-sufficient future students.

In another development, gender has also been identified as one of the perceived important factors that may influence academic self-efficacy beliefs among secondary school students. According to Nnachi (2010), gender refers to specific cultural patterns of behaviour that are attributed to human sexes. Hackett and Betz (1981) hypothesized that set role stereotypes are influential in the development of academic self-efficacy belief. Specifically, set role stereotypes encourage boys to be assertive, effective and task oriented, while girls are encouraged to be sensitive and emotionally expressive. Further, researchers have found that the factors contributing to the academic self-efficacy development have gender specific influence (Christie and Segrin, 1998). For example, female may be exposed to fewer vicarious learning experience of involving non-traditional roles and tasks. They receive more verbal discouragement when engaging in male stereotype activities such as careers in mathematics and sciences, which may contribute to lower self-efficacy for those tasks (Christie & Segrin, 1998). Previous research has examined the role of traditional masculine and feminine traits in the perception of self-efficacy. Christie and Segrin opined that traditional masculine traits were identified as independent and competitiveness, whereas traditional feminine traits were identified as kindness and helpfulness. Researchers found that the presence of traditional masculine traits, regardless of biological sex, were predictive of perceived self-efficacy in both academic and non-academic tasks (Christie & Segrin, 1998). In addition, researchers have postulated that gender differences in self-efficacy may be culturally-based. Specifically, a study conducted by Schunk and Meece (2006) found that self-efficacy may be related to the manner in which women are portrayed as less capable than men in specific cultures. Thus, it appears that gender influences societal perceptions of an

individual capability which may influence vicarious experience and verbal feedback. Also, it appears that traditional gender traits influence individual perceptions of self-efficacy, but the biological sex is not related to this perception. Further research is therefore necessary to develop a more comprehensive understanding of how gender moderates the relationship between parenting styles and students' academic self-efficacy beliefs. Gender by extension could be seen as the social characteristics differentiating between males and females.

Statement of the Problem

In recent times, about a decade ago, there has been series of complaints over examination malpractices among secondary school students in Nigeria, most especially in Zone B Senatorial District of Benue state. Malpractices during examinations have reached embarrassing point virtually at all levels of educational system in Nigeria. It could be that the examination malpractices in the secondary schools have a link with the parenting styles students are exposed to at home. Children whose parents give necessary attention, care, love as well as every necessary support for education to enable them succeed in schools, are likely to develop high sense of academic self-efficacy beliefs in their academic work. On the other hand, children who come from parents where love, care, supervision and control are lacking and there is carefree attitude towards the education of the children, it is likely, the children may develop in them a low sense of academic self-efficacy belief in schools. Parents through direct instructions, control, verbal persuasion, provision of the necessary educational learning materials for their children and modelling of the education behaviour of their children may influence and shape children's academic self-efficacy belief. Unfortunately, the parents' responsibility regarding their children's education in secondary schools in Benue state leaves a lot to be desired. What comes out of this is that the children do not learn well. Hence they look for various ways to write and pass their

examinations. One may therefore, ask how parenting styles correlate with academic self-efficacy beliefs among secondary school students?

Purpose of the study

The purpose of the study is to investigate parenting styles as correlate of academic self-efficacy beliefs among secondary school students in Zone B Senatorial District of Benue state.

Specific objectives are, to:

1. ascertain how authoritarian parenting style correlates with academic self-efficacy beliefs among secondary schools students.
2. determine how authoritative parenting style correlates with academic self-efficacy beliefs among secondary school students.
3. ascertain how permissive parenting style correlates with academic self-efficacy beliefs among secondary school students.
4. Find out how uninvolved parenting style correlates with academic self-efficacy beliefs among secondary school students.
5. ascertain how gender moderates the relationship between parenting styles and students' academic self-efficacy beliefs.

Significance of the Study

This study has both theoretical and practical significance. Theoretically, the findings from this study will help to verify Skinner's Conditioning Theory of academic self-efficacy development which posits that, that operant conditioning in form of verbal persuasions by way of encouragement feedback from important others, such as parents, teachers and peers have been

found to positively impact academic self-efficacy of students if subsequent performance of the academic task is achieved. Also, parents' instructions and provision of necessary educational needs to their children as stimuli are related to the development of academic self-efficacy of students.

Practically, the study which is parenting styles as correlate of academic self-efficacy belief will generate data which when disseminated through conferences and workshops will be found useful to the educational psychologists, parents, educational policy makers, students, teachers and researchers.

For the educational psychologists, the findings when published are expected to provide data that will help in propounding more theories on parenting styles and academic self-efficacy belief that is relevant to Nigerian culture and environment. The study will also unveil the relationship between parenting styles and academic self-efficacy of secondary school students. The knowledge of this relationship will help them in modification of adolescents' behaviours.

The findings from this study when published will be beneficial to the parents. The information they will get will help them to know the relationship between parenting styles and academic self-efficacy belief of students. Hence, parents through examination of these styles on how it affects students' academic self-efficacy would try to practice favourable parenting styles (authoritative) such as delivery of effective support and care of their children to maximise the children's academic self-efficacy in schools.

The findings of this study will be of immense importance to educational policy makers in the sense that it will provide them with information on how parenting styles influence the academic self-efficacy beliefs of students in schools. Thus, the insights on the relationship between parenting styles and academic self-efficacy of students would assist educational policy

makers to bring about educational policies that would enhance the students' academic self-efficacy beliefs in schools by designing educational programme that is relevant to the students.

The findings from this study when published will be beneficial to the students. The information they will get through orientations and career talks will help them to boost their self-efficacy belief. The information will also help them to know the relationship between parenting styles and academic self-efficacy belief.

For teachers, the study will educate them on how parenting styles affect academic self-efficacy of students in schools. Teachers by studying and understanding how parenting styles affect students' academic self-efficacy would develop strategies and techniques necessary to promote development of students' academic self-efficacy in schools.

To other researchers carrying out similar study in the area, the findings of the study will provide direction for future research work to fill a gap in empirical work since this study mainly focuses on parenting styles as correlate of academic self-efficacy beliefs of students in secondary schools.

Scope of the Study

This study was carried out in Zone-B senatorial district of Benue State, Nigeria. It covered all the secondary schools in the Zone. The subjects of the research were students of all the secondary schools in Zone-B senatorial district of Benue State.

The content scope of this study is parenting styles as correlate of academic self-efficacy beliefs among secondary school students in Zone-B Senatorial District of Benue State, Nigeria. The main variables in this study will be correlate of parenting styles: authoritarian, authoritative, Permissive and uninvolved on academic self-efficacy beliefs among secondary

school students, and gender as moderator of relationship between parenting styles and students' academic self-efficacy beliefs.

Research Questions

The following research questions guided the study:

1. What is the relationship between authoritarian parenting style and academic self-efficacy beliefs among secondary school students in Zone B of Benue state?
2. What is the relationship between authoritative parenting style and academic self-efficacy beliefs among secondary school students?
3. What is the relationship between Permissive parenting style and academic self-efficacy beliefs among secondary school students?
4. What is the relationship between uninvolved parenting style and academic self-efficacy beliefs among secondary school students?
5. What is the influence of gender on the relationship between parenting styles and students' academic self-efficacy beliefs in secondary school?

Research Hypotheses

The following null hypotheses are formulated to guide the study and were tested at 0.05 level of significance:

- H₀₁: Authoritarian parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students

- H_{O2}: Authoritative parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students
- H_{O3}: Permissive parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students
- H_{O4}: Uninvolved parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students
- H_{O5} Gender does not significantly correlate with parenting styles and students' academic self-Efficacy beliefs among secondary school students

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature is organized under the following sub-headings; conceptual framework, theoretical framework, review of empirical studies and summary of literature reviewed.

Conceptual framework

- Concept of parenting
- Concept of Self-efficacy
- Concept of Gender

Theoretical Framework

- Skinner's Conditioning Learning Theory
- Bandura's Social Learning Theory

Review of Empirical Studies

- Related studies on Parenting styles and Student's Academic Self-efficacy Beliefs
- Related studies on Gender Versus Parenting styles and Student's Academic Self-efficacy Beliefs

Summary of the Review of Literature

Conceptual Framework

Concept of Parenting

Children grow under the close watch and tutelage or guardianship of parents. According to Bradley and Caldwell (1995), parenting is the regulation of behaviour and development of the children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals. That is, parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviours to their children, adolescents, and young adults. This is to enable them become good citizens of the society and for the attainment of adult competence. Hence parenting styles according to Baumrind in Abesha (2012), are the parental behaviours and attitudes towards the upbringing of their children. In the context of this study, parenting styles are behaviours and attitudes demonstrated by parents in socializing their children to develop high academic self-efficacy and succeed in school academic works. Baumrind (1971) pointed out that the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children fall along two parallel dimensions, namely; demandingness and responsiveness. According to Baumrind (1989), demandingness refers to parental behaviours and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining them, and showing willingness to control the behavioural problems of their children, and responsiveness on the other hand is the degree to which parents infuse independence, self-regulation, and self-assertion in their children by agreeing to be cognizant and supportive of their children's interest, needs, and demands. Baumrind (1967) used the above two dimensions and identified that parenting styles fall into four main categories (that is, authoritarian – firm but not warm, Permissive – warm but not firm, and authoritative – warm and firm and uninvolved – cold

and unresponsive), which focus on four important aspects of family functioning, namely, nurturance and warmth, firmness and clarity of control, level of maturity demands, and degree of communication between parent and the child. Later, by analysing Baumrind's conceptualization of parenting styles, Maccoby and Martin (1983) elaborated and revised her typologies. They proposed a variation of Baumrind's categorisation in which parents are classified based on two dimensions. These are the degree of demand and control and the degree of acceptance/rejection. According to Maccoby and Martin (1983), these two dimensions jointly create four types of parenting styles, three of which are quite similar to Baumrind's original classification and conceptualization of parenting styles. Their conceptualization adds the fourth type, the neglecting or uninvolved parenting style (that is, neither warm nor firm).

According to Baumrind (1973) and Maccoby and Martin (1983), the four types of parenting styles and their typical characteristics are as follows:

Authoritative parenting style is characterized by an optimum balance of responsiveness and demandingness; and direct children in a rational, issue-oriented as well as disciplined manner by clarifying the reasoning behind rules. It is high in all four dimensions of family functioning (that is, nurturance and warmth, firmness and clarity of control, level of maturity demands, and degree of communication between parent and the child). As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility for reacting to the needs of other people in the family within their abilities. This type of parenting style consists of a constellation of parental characteristics of high standards, such as high emotional attachment and support to children,

encouragement of a two-way communication between parents and children, and consistent implementation of the rules established by parents (Baumrind, 1991).

According to Baumrind (1971), the authoritative parenting style is positively correlated to different developmental outcomes such as, academic self-efficacy belief and academic achievement. Holmbeck (1996) also highlighted that authoritative parenting style is the most beneficial for children because it is positively correlated to numerous positive outcomes such as, self-reliance, self-efficacy and self-esteem.

In authoritarian parenting style, the parental behaviours are highly restrictive and very demanding. It is high in control and maturity demands, but low in nurturance and bi-directional communication between parents and children. Authoritarian parents constrain their children's independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders. As noted by Baumrind (1971), children with authoritarian parents tend to be anxious, socially withdrawn, and unhappy.

Permissive parenting style is marked by parental behaviours that exhibit non-restrictiveness and high levels of responsiveness. It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children. According to Baumrind (1989), the Permissive parents are always lenient in that they make few demands, encourage their children to express their feelings, avoid confrontation and barely use power to gain control over their children's behaviour and as well tend not to need mature behaviour from their children but encourage their children's independence instead. Hetherington and Parke in Abesha (2012) observed that children with permissive parents are low in self-reliance, achievement orientation, and self-control.

An uninvolved or neglecting parenting style is characterized by few demands and low degree of responsiveness which is believed to be the most detrimental of the four types of parenting styles on children's development (Maccoby and Martin, 1983). Specifically, children with neglectful (uninvolved) parents have several negative developmental outcomes such as impulsive, aggressive, non-compliance to rules and orders. Hetherington and Parke (1986) added that such children are more likely to engage in substance abuse, spend most of time on streets with their peers from similar parents, and are more likely to be truant and precociously sexually active.

Concept of Self-efficacy

The term self-efficacy was developed by Albert Bandura (1977). According to Bandura (1977), self-efficacy is the belief in one's capabilities to organize and execute courses of action required to produce given attainments. Gardner (2011) on the other hand views self-efficacy as an individual's estimation of one's ability to successfully perform a domain-specific task. From the above definitions, one may look at academic self-efficacy belief as a dimension of self-efficacy that refers to an individual's belief that one can successfully perform a given specific academic task (Johan *et al.*, 2009). According to Anna (2004), self-efficacy is linked to specific tasks, such as one's perceived ability to succeed at reading a certain book without mistakes, and it also places less emphasis on what abilities students believe they possess. Thus, it places more emphasis on what students believe they can achieve with those skills in very specific situations. Therefore, it concerns only with perceptions of being able to use skills to be successful in a specific situation. Bandura (1997) and Jackson (2002) confirming the above statement stated that self-efficacy is task-specific, that is, self-efficacy beliefs are specific to certain tasks and activities as well as in certain situation and contexts. That is to say, people do

not have the same level of overall sense of self-efficacy; rather, a person's level of self-efficacy beliefs depends on the nature of the task and the context in which that task is performed. This is the reason why self-efficacy has been studied extensively, within a variety of specific areas such as academic, social, career, clinical, athletics, and health (Bandura, 1997). Therefore, the self-efficacy which is pertinent in academic setting is academic self-efficacy; an individual's self-evaluation of one's capability and/or chances for success is in the academic settings.

According to Zimmerman and Cleary (2006), Self-efficacy as compared to other self-evaluative constructs, is a context or domain specific cognitive appraisal of capability, rather than an affective global judgment of self-worth. The theoretical framework of self-efficacy is grounded in Bandura's social cognitive theory of personality views people as self-organizing, proactive, self-reflecting, and self-regulating rather than as passively reacting organisms influenced by environmental factors or driven by hidden inner desires. In addition, the theory explains that an individual's functioning and activities are the outcome of a dynamic interaction of three important factors. These are:

- (i) A person's behaviour,
- (ii) Personal factors such as thoughts, beliefs, and
- (iii) Environmental conditions.

These three factors according to Bandura (1997) altogether exert mutual influences on one another. Bandura calls this reciprocal interaction as *reciprocal determinism* and according to him, it is triadic in form. Bandura also noted that self-efficacy stems from four sources. These are:

- (i) Personal mastery experiences – it refers to an individual's previous successes or accomplishments with a given task. Personal experience of effectively mastering a task has

been identified as the most direct, consistent and powerful source of self-efficacy (Schunk and Meece, 2006).

(ii) Vicarious experience ĩ these are second hand experiences gained through imitating a model, that is, observing an individual modelling a particular task. Previous research indicates that modelling is considered to have the strongest impact on self-efficacy when the model is similar to the individual and demonstrates coping or adaption when confronted with errors during task performance (Schunk *et al.*, 1987).

(iii) Verbal persuasion ĩ this is encouragement and support by other people. According to Schunk and Meece (2006), verbal persuasion in the form of encouragement and support by other people, such as parents, teachers, and peers, has been found to influence self-efficacy positively if subsequent performance of the task is successful.

(iv) Physiological state ĩ these are emotional arousal capable of controlling one's level of fatigue, stress, and anxiety, such as increase heart rate, may detract from self-efficacy by signalling to the individual that one lacks the capability to perform a task successfully (Schunk and Meece, 2006).

Personal experience of effectively mastering a task has been identified as the most direct and powerful source of self-efficacy (Bandura, 1986). Furthermore, Usher and Pajares (2008) noted that although prior mastery experiences are typically the most powerful source of self-efficacy, the strength and effect of the sources vary as a function of individuals' background factors, such as gender, ethnicity, and academic ability; and academic domain for which the sources of self-efficacy beliefs are assessed.

According to Bandura (1994) and Pajares (2002), Self-efficacy is a multi-dimensional construct which influences people's performance directly and indirectly through its effects on

other determining factors such as motivation, self-regulation, attribution and emotion. Bandura (1995) pointed out that self-efficacy plays an important role in determining one's capacities to organize and execute courses of action required to produce given attainments. It also influences the choices people make, courses of action they pursue, amount of stress and anxiety one experiences as the individual is involved in an activity. Thus, it encourages people to pursue tasks with perceived positive outcomes and to avoid tasks with pursued negative outcomes. That is, it makes people with high sense of self-efficacy to approach difficult tasks as challenges and maintain strong commitment. Such people attribute failure to insufficient efforts and lack of knowledge. On the other hand, people with low self-efficacy always assume that tasks are tough and avoid indulging in it (Pajares, 2007).

Various studies have demonstrated that students who have high levels of academic self-efficacy beliefs have good feelings, behaviours, and positive thinking; can motivate themselves for actions and act accordingly, strive for achievement; persist longer when they encounter difficulties and until they get the solution; believe that failure is a temporal problem which they can manage; and attempt and use all possible ways to handle troubles and maintain their course of actions; are not frightened and challenged by difficult assignments and tasks rather they consider them as an opportunity for learning and mastery (Bandura, 1994; Schunk, 1995; Pajares, 2002). Consequently, these characteristics enable them to be successful in their academic achievement. On the contrary, those students who have low self-efficacy beliefs may not be interested to perform a task, they feel threatened when they face complex situations and attempt to avoid them; they are less devoted to achieve the set goals and may try to escape from cognitively oriented goals and tasks; and they immediately attribute their failure to lack of ability to persist in the face of adversities (Bandura, 1994; Schunk, 1995; Pajares, 2002).

These researchers therefore, concluded that self-efficacy beliefs affect task choice, goal-orientation, effort, determination, flexibility, and success.

According to Davis-Kean *et al.* (2008), self-efficacy is a dynamic construct that changes across the course of development and factors influencing self-efficacy apart from parenting styles may be related to age, gender and culture. Previous research on developmental changes in self-efficacy has demonstrated that self-efficacy declines as children enter junior high school (Wigfield *et al.*, 1997). Research conducted by Davis-Kean *et al.* (2008) demonstrated that self-efficacy beliefs become stronger predictors of behaviour as children age, specifically in regards to academic achievement. Academic self-efficacy belief to this study could be seen as a student's confidence about what one can do and how well one can successfully execute academic tasks.

According to Bradley and Corwyn (2007), experiences students have in their environment particularly home are associated with a broad domain of their development such as self-efficacy beliefs. Rice, Cole, and Lapsley (1990) observed that in homes, parents through their parenting styles have crucial effects on the academic self-efficacy of their children at different levels of education. According to Rice *et al.* (1990) for students to have high academic self-efficacy in schools, they need trusting, supporting, and caring relationships with their significant others, including teacher, peers, and most especially their parents. Previous research has demonstrated that there is a strong relationship between family, particularly parenting factors, and student's academic self-efficacy belief (Whitbeckin Gardner, 2011). According to Schunk and Meece (2006), the family environment created by parents may influence student's academic self-efficacy beliefs positively or negatively in numerous ways. Schunk and Meece (2006) stressed that parents shape the family environment by providing children with challenges and new experiences, positive role models, and realistic goals and

expectations. Parental expectations and perceptions of children's abilities may influence and shape academic self-efficacy beliefs of the children. Eccles *et al.* (1998) noted that parents do communicate their expectations for their children through verbal feedback and by the types of experiences they encourage or discourage their child to participate in. Eccles *et al.* (1998) highlighted that parent's encouragement of child involvement in new and challenging experiences may strengthen the child's self-efficacy by providing the child with mastery experiences. It is hypothesized that parent verbal feedback and encouragement of their children in academic work such as helping the children to do school home assignment etc. may foster the development of academic self-efficacy.

According to social learning theory, a child's self-efficacy can be influenced by modelling of academic behaviours and attitudes by significant persons, such as parents, teachers and peers etc. in their lives. This is referred to as vicarious experiences (Bandura, 1977). According to Whitbeck (1987), a child's academic self-efficacy may be positively related to parent self-efficacy due to the effects of modelling. Research also indicates that children are more likely to imitate a model that they view as nurturing than they are to imitate a non-nurturing model (Whitbeck, 1987). Whitbeck further pointed out that parent-child interaction variables, specifically support and autonomy-granting, were related to child self-efficacy in two ways (Whitbeck, 1987). First, parental support and autonomy-granting communicated a sense of worth and competence to the child, which served to enhance self-efficacy. Second, positive parent-child interaction variables enhanced the child's perception of parenting efficacy, thereby augmenting the effects of parent modelling.

According to Bandura (1994) the type of parenting style parents employed in rearing their children is significant antecedent for the development of academic self-efficacy beliefs of

their children in schools. That is, a family environment created by a particular parenting style can have a crucial effect on the academic self-efficacy beliefs of the children. Eccles *et al.* (1998) stated that since parents serve as important socializers of their children's competence beliefs, through their parenting styles play important role in influencing the development of academic self-efficacy beliefs of their children either positively or negatively. According to Baumrind's (1971) theory, parenting style can be characterized by three variables: support, reciprocity, and control. According to Gardner (2011), parental supportiveness is parental behaviour that makes the child feel comfortable in the presence of the parents and confirms in the child's mind that one is basically approved of as a person. Parental reciprocity is 'dyadic synchrony in parent-child interactions'. Parental control on the other hand is of two types: inductive control and coercive control (Whitbeck, 1987). According to Whitbeck (1987), inductive control refers to the parents attempt to gain 'voluntary compliance to parental desires by avoiding direct conflict with the child to gain a sense of autonomy in decision-making and communicates a sense of parent competence in the child. While Coercive control refers to an attempt to gain child compliance through the use of external force, and is associated with negative self-esteem in children (Rollins and Thomas, 1979).

Research examining parenting styles has demonstrated that among the four parenting styles (i.e., authoritative, permissive, authoritarian and uninvolved), authoritative parenting is most associated with the positive development of academic self-efficacy beliefs of students, while authoritarian, permissive and uninvolved parenting styles have been associated with negative development of academic self-efficacy beliefs of students (Ang, 2006). According to Ang (2006), authoritative parenting represents the best combination of supportiveness, reciprocity, and control in the parent-child relationship. A parent's sense of competence in

one's child may lead the parent to provide greater verbal encouragement, necessary educational needs for the child etc, thus, enhancing the development of the child's academic self-efficacy beliefs. In addition, higher parent support and lower parent coercive control are related to greater child academic competence which helps the student to develop in more academic self-efficacy (McDowell and Parke, 2009).

As earlier stated, authoritarian, permissive and uninvolved parenting styles have been found to associate with negative self-perception, higher incidences of substance and school misconduct. Gardner (2011) opined that parent-child interactions characterized by support and autonomy-granting provide children with the encouraging feedback necessary for the development of academic self-efficacy beliefs. Gardner (2011) stressed that parent-child interactions lacking support and autonomy-granting may communicate to the child that one is not a competent, worthwhile individual and this may negatively affect the academic self-efficacy beliefs of the children in schools.

Concept of Gender

According to Nnachi (2007), the term gender is a Socio-cultural phenomenon and is built based on the biological expectations of the individual on the basis of being a male or female. Thus, gender neither means male nor female but relates to cultural attributes of both males and females, and these attributes tend to socially designate roles to the sexes. Taylor (1994) sees gender as a set of assumptions about the nature and character of biological differences between males and females. According to Taylor (1994), the assumptions manifest in a number of ideas and practices that have a determinant influence on identity, social opportunities, and life experiences of human factors, and these assumptions are also developed and defined in context as they pertain to males and females. Nnachi (2010) further disclosed that the socio-cultural

assumptions tend to influence what a person is expected to do or not to do. For instance, it is a traditional belief that females rate their ability lower, especially on stereotyped masculine tasks. Ossai (2012) therefore perceived gender as those tasks or roles socially, traditionally, and biologically assigned to males and females.

According to Christe and Segrin cited in Gardner (2011), gender has been identified as one of the perceived constraints that may influence academic self-efficacy beliefs of students. Earlier research conducted by Hackett and Betz (1981) found that in societies where there are rigid gender roles, that is gender marginalization, the societal stereotype threats are believed to be highly prevalent and thus the stereotype effects may have substantial influences on the different developmental academic outcomes of females and males. That is, traditional societies assume that there are observable differences between males and females (ie, favouring males) in their capabilities in differences may result in discriminatory support for academic pursuit of the two sexes and may have a crucial effect on the different developmental academic outcomes of males and females. In Nigeria and particularly in Benue State, traditional culture tends to give preference to male child over the female child in the sense that males are bread winners in the household and are not given in marriage while females are caregivers to the next generation given in marriage. This cultural value has impact on parents' behaviour in Nigeria and particularly in Benue State on education of their children. Thus, there is difference in support, care and encouragement of parents towards education of male and female children (ANCOPSS, 2007). According to ANCOPSS (2007), due to the preference of male child by parents, different parenting styles are perceived to be used for daughters (females) and sons (males). That is, neglectful parenting styles is commonly practiced towards education of the females, while authoritative as well as authoritarian parenting styles seem to be employed for

the males' education. This particular act where parents use different parenting styles in relation to gender in education of their children may bring about also different developmental academic self-efficacy beliefs outcome of the male and female students since there is a significant correlation between parenting styles and self-efficacy according to Gardner (2011).

According to Silvestri in Sansgry (2006), it is believed generally that female students have lower academic self-efficacy beliefs as compared to male students due to societal different expectations for the genders. Sansgry (2006) traced that children are reared according to societal norms and values that determine which roles are appropriate for each particular gender and due to this stereotype upbringing children perceive activities to be either masculine or feminine in nature. Sansgry (2006) further noted that this early conditioning encodes certain gender specific behaviours and activities as well as gender specific expectations. As a result, males are generally expected to achieve in Mathematics, Science and technology whereas females are expected to do well in the arts and humanities. Generally, the expected success of females in a given scientific task is lower than that of the male counterparts even if they are equally competent. This societal belief has led to theory that females have lower abilities than males. Anna (2004) revealed that girls tend to rate their abilities lower than boys, particularly in mathematics and Sciences and this difference may be due to cultural beliefs which are relayed through parents and teachers attitudes and behaviours.

Busch (1995) also discovered that the effect of gender on academic self-efficacy is course or domain-specific. According to Busch (1995), he noted in his study at a Norwegian college that female students had significantly lower academic self-efficacy in computing and marketing courses, and higher academic self-efficacy in statistics courses as compared to their counterparts. Junge and Dretzke (1995) also confirmed that there is a significant gender

difference in academic self-efficacy beliefs. That is male students had significantly higher academic self-efficacy when compared to their female counterpart. Gender by extension could be seen as the social characteristics differentiating between males and females as it relate to confidence in what they can do.

Theoretical Framework

Skinner's Conditioning Theory of Academic Self-Efficacy Development

Skinner, essentially a behaviourist developed a theory of operant conditioning. This theory in fact, is an extension of earlier stimulus-Response (R-S) theories propounded by Pavlov, Thorndike and Watson. Skinner's view is one of the most important contributions to learning. It throws light on habit formation, habit breaking and the role of incentives in learning etc. The conditioning learning theory attempts to account for academic self-efficacy development in terms of stimulus and response (S-R), and rewards on reinforcements. According to Skinner's conditioning learning theory, academic self-efficacy can be developed essentially through operant conditioning. Operant conditioning in form of verbal persuasions by way of encouragement feedback from important others, such as parents, teachers and peers have been found to positively impact academic self-efficacy of students if subsequent performance of the academic task is achieved. Also, parent instructions and provision of necessary educational needs to their children as stimuli are related to the development of academic self-efficacy of students. According to Skinner's view, feedback in the forms of response by parents, teachers and peers in a way of praises, rewards or encouragement may lead dramatically to high development of academic self-efficacy of students. When feedback is always negative the students tends to believe that they will never be good at that academic task, and this may contribute to academic self-efficacy beliefs of students being low. On the other

hand, when feedback is always positive the students tend to be more confident and thereby develop in them high academic self-efficacy beliefs.

Bandura's Social Learning Theory

Bandura (1977; 1986) was primarily interested in how people acquire new behaviours, thoughts and feelings in the social learning. According to Bandura (1977), the principle underlying social cognitive theory is tied up in the term "Social". People learn as much vicariously, through observing the behaviour of others, as they learn through direct experience. The theory stated that cognitive representations such as self-efficacy begin to develop at around 2 years of age and are based on child observation expectations, and social comparisons. Further, the term "Cognition" and "Social" are close associates, because cognition is the vehicle in which people learn from people. According to social Cognitive theory, a student academic self-efficacy can be influenced by modelling of behaviours and attitudes by significant persons such as parents, teachers and peers in their lives; this is referred to as vicarious experiences (Bandura, 1977). Students are more likely to imitate a model they view as nurturing than they are to imitate a non-nurturing model and that modelling has the strongest impact on academic self-efficacy when the model is similar to the individual and demonstrates coping or adaptation when confronted with errors during task performance. Bandura (1997) theorized that vicarious experiences, a form of social comparison have significant influence on self-efficacy. Vicarious experience impact confidence when an individual observes someone else completing a task with success, believing that they too can be successful. Verbal persuasion allows an individual to overcome doubt when others express their beliefs in the individual's ability. Social learning theories according to Bandura (1997) shows that interactions, with socializing agents particularly parents, teachers and peers influence the

development of the self-efficacy. This is because the interactions are characterized by support, approval, acceptance and autonomy-granting which are related to child self-efficacy since they lead to internalizations of the self as acceptable, competent and lovable. Positive interactions may take the form of reflected appraisals, encouragement, persuasions and of mastery efforts. Thus self-efficacy in students are interpersonally focused and are greatly influenced by feedback from important others as a result of social learning.

Bandura's theory is relevant to the present study in the sense that, it explains the concept of self efficacy belief, how it is acquired and improved.

Empirical Studies

Related Studies on Parenting Styles and Students' Academic Self-efficacy Beliefs

Tam, Chong and Khoo (2012) study on parenting styles and Self-efficacy of adolescents in Malaysia was aimed to investigate the effect of parenting styles namely authoritative, authoritarian and Laisses-faire on adolescents' psychosocial self-efficacy level. Five null hypotheses were formulated to guide the study. Simple random sampling was done to select 120 students made up of 60 males and 60 females. An instrument called parental Authority Questionnaire (PAQ) was used for data collection. The survey research design was adopted for the study. The data collected were analysed using mean, standard deviation and t-test. Findings from the study revealed that there was a general relationship between parenting styles and self-efficacy of the adolescents. The authoritative parenting style was found to be significantly associated with self-efficacy, while authoritarian and Permissive parenting styles did not significantly correlate with self-efficacy. On the other hand, male students were found to have higher level of self-efficacy as compared to the females. The above study is related to the present study because both studies focus on impact of parenting styles on students' self-

efficacy beliefs. The present study however differs in terms of study location and dimension of self-efficacy beliefs (That is, the present study gears towards academic self-efficacy beliefs while the above study focused on psychosocial self-efficacy beliefs).

Mensah and Kuranchie (2013) in their study of influence of parenting styles on the social development of children was to ascertain the dominant parenting styles of parents in the study area and their influence on children's social self-efficacy beliefs in Suyani East and West Educational Districts of Brong Ahafo region of Ghana. A total of 480 pupils were drawn by means of simple random sampling technique. The study utilised the descriptive survey research design, a structured interview schedule and a questionnaire titled parental Authority Questionnaire (PAQ) were employed for data collection. Four null hypotheses were tested and the result of the study revealed that the majority of the parents were perceived to adopt authoritative parenting style in the upbringing of their children. It was also revealed that parenting style has significant influence on student's social self-efficacy. It is inferred that authoritative parenting style based on reasoning, understanding, consensus and trust resulted in pro-social behaviour while authoritarian parenting style based on strict rules, force, threat, verbal and physical punishments resulted in anti-social behaviour. The study recommended that parents should endeavour to adopt authoritative parenting style to enable their children and wards to develop pro-social behaviour. The study reviewed above is related to the present study in the sense that both studies are on the investigation of the gap in parenting styles and students' academic self-efficacy beliefs. On the contrary, the academic self-efficacy beliefs only, while the study above took into influence of parenting styles on different dimension of self-efficacy which is social self-efficacy as well to ascertain the dominant parenting style in the area of study.

Qazi (2009) conducted a correlational research to determine whether there is any relationship between parenting styles (authoritarian, authoritative and laissez-faire), locus of control and generalized self-efficacy among senior school students in Malaysia. The subjects were final year senior students. Four research questions and four hypotheses tested at 0.05 level of significance guided the study. Instruments for data collection were the Parental Authority Questionnaire (PAQ), the Multi-dimensional-Multi-attribution Causality Scale (MMCS including only the achievement subscale), and Generalized Self-efficacy Scale (GSE). Multiple regression and correlation statistics techniques were used to answer the research questions and to test the hypotheses. The results revealed among others that overall parenting styles and locus of control were relatively weak predictors of general self-efficacy, although many of the bivariate correlations were significant in the expected direction. It was found also that authoritative parenting style had a positive correlation with generalized self-efficacy whereas authoritarian and permissive parenting styles showed no association with self-efficacy. The above study is relevant to the present study because it also sought to find out the relationship between parenting styles and self-efficacy of students. The present study however differs in terms of specification of self-efficacy, that is, the present study dwells on academic self-efficacy while the study above is on general self-efficacy. Also the present study excludes locus of control, while the above study include locus of control in its investigation.

Gardner (2011) conducted a survey research to determine the parents' influence on child social self-efficacy and social cognition at Marquette University. The aim of the study was to examine the relationship between parenting style and child social self-efficacy as well as child social cognition. A total sample size of 51 participants randomly selected was used for the study. Instruments for data collection were parental Authority Questionnaire (PAQ), Perceived

Social Self-Efficacy (PSSE) and Thematic Apperception Test (TAT). Multi regression and correlation statistics techniques were used to analyse the data for the study. The results of the analysis indicated that there was no significant relationship regarding parenting style and child social self-efficacy. The study is related to the present study because both studies sought to find out parenting styles as correlates of children's self-efficacy. The present study however differs slightly with the above study in term of specific self-efficacy. That is, the present study investigates parenting styles correlates of students' academic self-efficacy while the above study looks into parenting styles correlates of children's social self-efficacy. Also the locations of the studies are not the same.

Related Studies on Gender versus Parenting Styles and Academic Self-efficacy

Busch (1995) carried out a survey study at a Norwegian college to investigate whether or not students' academic self-efficacy varies as a function of their gender and is course or domain specific. The researcher randomly sampled 154 (77 females and 77 males) students. Academic Self-efficacy Questionnaire (ASEQ) was used to collect data. The data were analysed using mean, standard deviation, and t-test. The findings of the study revealed that the male students had significantly higher academic self-efficacy compared to their female counterparts; also female students had significantly lower academic self-efficacy in computing and marketing courses and higher academic self-efficacy in statistics course compared to their male counterparts. This study is related to the present study as it sought to find out gender difference in academic self-efficacy.

Another study was conducted by Thwaites (2013) on student differences in academic self-efficacy: relating gender, grade level and school type to self-efficacy in Jamaica. The purpose of the study was to investigate the differences in the level of academic self-efficacy of

students as related to gender, grade level, school type and to explore the sub-constructs which are believed to underpin the academic self-efficacy beliefs held by the students. Two research questions guided the study. Population comprised of all the schools in Kingston, Jamaica. Sample size was 269 (131 female and 138 male) adolescent grade 7 and grade 9 students randomly selected from four purposely selected schools. The design of the study was an explanatory, sequential mixed methods research design. An academic self-efficacy questionnaire titled Feelings about School was used to collect data. Data was analyzed with mean and standard deviation. The results showed that female students had significantly greater academic self-efficacy than their male peers. The findings also indicated that the academic self-efficacy levels of the students in this study declined as the students advanced through secondary school. There were also significant differences between the academic self-efficacy of students depending upon the type of school they attended. This study is relevant to the present study in the sense that both studies focus on academic self-efficacy beliefs and gender of students. However, the two studies differ slightly, that is the present study aimed at investigating parenting styles as correlates of academic self-efficacy beliefs of students, while the above study investigated the differences in the level of academic self-efficacy of students as related to gender, grade level, and school type.

Another study was done by Turgut (2013) on academic self-efficacy beliefs of undergraduate mathematics education students in Turkey. The purpose of the study was to investigate academic self-efficacy beliefs of undergraduate mathematics education students with respect to gender, academic performance and grade level. The design of the study was a descriptive survey. The population was all the undergraduate students in the department of mathematics education in government university located western Turkey. Sample was 244

undergraduate students of 195 females and 49 males. Two research questions guided the study. Instrument for data collected was questionnaire titled Academic Self-efficacy Scale (ASES). Data was analyzed with analysis of variance. The result revealed that students' academic self-efficacy beliefs were moderate level and there was a significant effect of factors academic performance and grade level on ASES scores. Significant interactions between gender and academic performance; gender and grade level and academic performance and grade level were not observed and three-way interaction of gender, academic performance and grade level also failed to reach significant level. This study is related to the present study as it sought to find out self-efficacy belief of students with respect to gender. The difference is that this study was a descriptive survey while present study is a correlational study.

Summary of Review of Literature

The literature for this study was presented under the following headings: conceptual framework, theoretical framework and empirical studies. In the conceptual framework, concept of parenting styles, academic self-efficacy beliefs and gender were discussed. Also, relationship between parenting styles and students' academic self-efficacy was discussed with the examination of gender influence on this relationship. Parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviours to their children, adolescents, and young adults. Parenting styles are behaviours and attitudes demonstrated by parents in socializing their children to develop high academic self-efficacy and succeed in school academic works. Parenting styles expert, Baumrind identified four types of parenting namely: authoritative, authoritarian, permissive and uninvolved parenting styles. In homes, parents through their parenting styles have crucial effects on the academic self-efficacy of their children at different

levels of education. Self-efficacy as an individual's estimation of one's ability to successfully perform specific task. Academic self-efficacy has to do with a student's confidence about what one can do and how well one can successfully execute academic tasks. Parent-child interactions characterized by support and autonomy-granting provide children with the encouraging feedback necessary for the development of academic self-efficacy beliefs while parent-child-interactions lacking support and autonomy-granting may communicate to the child that one is not a competent, worthwhile individual and this may negatively affect the academic self-efficacy beliefs of the children in schools. Gender has been identified as one of the perceived constraints that may influence academic self-efficacy beliefs of students. Gender could be seen as the social characteristics differentiating between males and females as it relate to confidence in what they can achieve.

Two theories were reviewed namely: Skinner's Conditioning Learning Theory and Bandura's Social Learning Theory. The conditioning learning theory account for academic self-efficacy development in terms of stimulus and response (S-R), and rewards on reinforcements. Operant conditioning in form of verbal persuasions by way of encouragement feedback from important others, such as parents, teachers and peers have been found to positively impact academic self-efficacy of students if subsequent performance of the academic task is achieved. Feedback in the forms of response by parents, teachers and peers in a way of praises, rewards or encouragement may lead dramatically to high development of academic self-efficacy of students. According to social learning theory, a student's academic self-efficacy can be influenced by modelling of behaviours and attitudes by significant persons such as parents, teachers and peers in their lives; this is referred to as vicarious experiences. Students are more likely to imitate a model they view as nurturing than they are to imitate a non-nurturing model and that modelling

has the strongest impact on academic self-efficacy when the model is similar to the individual and demonstrates coping or adaptation when confronted with errors during task performance.

In empirical studies, the researcher reviewed various empirical studies such as survey studies on parenting styles and academic self-efficacy beliefs and parents's influence on child social self-efficacy and social cognition, correlational research on parenting styles and locus of control, survey studies on gender moderates parenting styles and academic self-efficacy belief. However, no known study has been carried out on parenting styles as correlate of academic self-efficacy beliefs of students in secondary schools of Zone ĩ B senatorial district of Benue state. It is this gap that informed the researcher's interest to consider carrying out this study.

CHAPTER THREE

RESEARCH METHOD

This chapter presented the procedure that was used in carrying out the study. It was organised under the following sub-headings: design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Design of the study

The research design for this study is a correlational survey research design. A correlational survey research design is one which seeks to establish relationship between two or more variables or phenomena being investigated (Ali, 2006). Nworgu (2006) opined that a correlational survey research design is a type of study which seeks to establish what relationship exists between two or more variable; usually such studies indicate the direction and magnitude of the relationship between variables. The design is suitable for this study because the nature and scope of such relationship where it exists enables one to make predictions with some degree of veracity.

Area of the Study

The area of study for this research was Zone-B Senatorial District of Benue state, Nigeria. It is made up of the following Local Government Areas: Gwer, Gwer-West, Guma, Makurdi, Tarka, Buruku, and Gboko. The area shares boundaries with Nasarawa state in the North, Logo and Katsina-ala Local Government Areas in the East, Ushongu, Obi and Konshisha Local government Areas in the South and Agatu, Apa and Otukpo Local government Areas in the West.

The Zone-B senatorial District houses the capital town of Benue state, Makurdi, and the few industries, like Benue Cement and Taraku Mills, that the state has. Many secondary schools and higher institutions of learning are also found within the area of this study. As a result, many tribes with different customs, traditional beliefs and practices are found within the area. The zone is always busy with social and economic activities.

The main tribe of the study area is Tiv, and their major occupation is farming. They are known for growing a wide variety of crops such as Yams, Cassava, Groundnuts, Potatoes, Maize, Rice, Corn as well as economic trees like Oranges and Mangoes. Hence, Benue state is tagged with the name “Food Basket of the Nation” About 80% of the population within the area of study are peasant farmers with low income. Despite their low earning income, most of them are in the habit of drinking both local and brewed alcohol daily. These conditions may definitely have an impact on parents’ behaviour and hence might affect their children’s education. The area of study also being always busy with social and economic activities may as well divert attention of students away from education, and this also might influence parenting styles socialization of their children towards education.

Culturally, Tiv families, the major tribe within the area of study, practice collectivistic culture (Hofstede, 2001) in which cooperation, helpfulness, hierarchy, obedience, harmony within groups, dependence, and interpersonal relationships are emphasised. However, with the borrowed western culture, they consider particularly higher education as the most desired way of getting to the top in almost all aspect of life. As such, there is high competition for gaining entry into a higher institution after secondary education.

The Nigeria educational policy demands a minimum of 4 credits and 5 credits, including Mathematics and English language for admission into higher institutions of learning such as

polytechnics and universities respectively. Many students find it difficult to meet up with these criteria. This has led some of them to resort to examination malpractices to achieve this aim. The area of the study in question is not exceptional to this allegation. Ochugdu (2006) reported that post primary schools in Benue state, especially in Zone ï B senatorial district of the state are deteriorating at alarming rate due to the menace of social vices like examination malpractices. Hence, this attracted the choice of the area for this study.

Population of the study

The population of this study consisted of all students in secondary schools in Zone-B Senatorial District of Benue state. Available statistics show that there are 84 secondary schools within the area, and the schools have a total population of 65,633 students at the time of this study (Source: Benue State Teaching Service Board, September 2014).

Sample and Sampling Techniques

A sample of 1760 comprising 880 boys and 880 girls in SS3 was used for the study. Multi-stage sampling technique was employed to compose the sample. First, 20 secondary schools was selected from the 84 secondary schools in the area of the study using simple random sampling technique. Secondly, stratified random sampling technique was used to stratify the school by type (coeducation and single sex school) and the students according to their gender. From each of the schools that were sampled, 88 students wererandomly selected for the study. Therefore, from the 20 secondary schools that were sampled, a sample size of 1760 wasselected. The SS3 students with average age of 20 years was chosen as a sample for the study because the students are considered to be matured in age and they are at the highest peak of secondary education to understand and answer the questionnaire independently and correctly (see appendix A).

Instrument for Data Collection

The instrument for data collection for this study was a structured questionnaire titled “Questionnaire on Parenting Styles and Students’ Academic Self-efficacy Beliefs” (QPSSASB). The questionnaire consists of 62 items developed from information obtained from literature review based on the research questions.

The questionnaire was divided into 3 sections (A, B, and C). Section A elicited personal information from the respondents. Section B looked for information concerning parenting styles (attitudes and behaviours of parents towards education of their children). While Section C solicited for information regarding academic self-efficacy beliefs of students (beliefs of students regarding competence and ability to be successful in academic activities).

The questionnaire was constructed using 4 points rating scale of Strong Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) as response code. The responses were assigned values 4, 3, 2 and 1 respectively. The respondents were required to indicate their option on each item.

Validation of the Instrument

The drafted instrument was subjected to face validation by two experts in the Department of Educational Foundations, University of Nigeria, Nsukka. They were requested to check clarity and appropriateness of the items with regard to the problem of the study and research questions under investigation. They were expected to make suggestions and corrections. The experts’ suggestions were used to make necessary corrections to produce the final copy of the instrument.

Reliability of the Instrument

In order to ascertain the reliability of the instrument for the study, 20 copies of the instrument was trial tested using twenty respondents (10 boys and 10 girls) from Government

Secondary school, Gboko in Gboko Local Government Area of Benue State. This school was chosen because it is closer to the researcher and moreover, it is not among the sampled schools for this study.

The data generated were used to determine the reliability coefficient of the instrument. The internal consistency was established using Cronbach Alpha procedure. The rationale for using Cronbach alpha is based on the fact that the items have no right or wrong answers. The reliability coefficients of 0.70 was obtained for authoritarian parenting style, 0.73 for authoritative parenting style, 0.55 for permissive parenting style, 0.81 for uninvolved parenting style and an overall cluster of 0.90 were obtained. The score obtained in students' academic self-efficacy beliefs scale is 0.69. The scores obtained in the different clusters indicate that the instrument is reliable. (See Appendix for the reliability scores).

Method of Data Collection

The researcher adopted face-to-face method of administering the instrument to the respondents which was done during free periods in the schools. The researcher employed the services of research assistants specifically, teachers teaching in the sampled schools. The research assistants were instructed on how to administer the questionnaire to the respondents, and as also to make sure that copies of the questionnaire do not get missing. One week was used to administer the instrument. The questionnaires were collected immediately to ensure high return rate.

Method of Data Analysis

Data collected from the respondents were analyzed using Pearson Product Moment Correlation Coefficient to answer research questions one, two, three, and four while research question five was answered using multiple regression analysis. Multiple regression was used for

research question five because it is an inferential statistic that can measure the combined effect of multiple predictor variables on one criterion variable. Linear regression was used to test the null hypotheses at 0.05 level of significance. Correlation coefficients of 0.80 and above was regarded as high relationship, 0.30 to 0.79 was regarded as moderate relationship, 0.01 to 0.29 was regarded as low relationship and a correlation coefficient of 0.00 was regarded as no relationship, (Dowine and Heath, 1974 as cited in Nworgu, 2006).

CHAPTER FOUR

RESULTS

This chapter deals with the presentation of results according to research questions and research hypotheses that guided the study.

Research Question 1

What is the relationship between authoritarian parenting style and academic self-efficacy beliefs among secondary school students in Zone B of Benue state?

Table 1: Pearson's Product moment Correlation Analysis of Authoritarian Parenting Style and Academic Self-Efficacy Beliefs

Variable	$\bar{X}$	SD	N	r	R ²
Authoritarian Parenting Style	29.68	4.59	500	0.42	0.18
Self-Efficacy Beliefs	58.99	7.60			

R² = coefficient of determination

In order to answer research question one, the scores from the responses of the students on authoritarian parenting styles were correlated with the responses on academic self-efficacy beliefs. The result in Table 1 shows that the correlation coefficient obtained was 0.42. This means that, there exist a medium direct positive relationship between authoritarian parenting style and students' academic self-efficacy beliefs. Table 1 also shows that, the coefficient of determination (R²) associated with the correlation coefficient of 0.42 was 0.18. This coefficient of determination (R²) indicates that, 18% of authoritarian parenting styles accounted for students' academic self-efficacy beliefs. This is an indication that 82% of other variables other than authoritarian parenting styles accounted for students' academic self-efficacy beliefs.

Research Question 2

What is the relationship between authoritative parenting style and academic self-efficacy beliefs among secondary school students?

Table 2: Pearson's Product moment Correlation Analysis of Authoritative Parenting Style and Academic Self-Efficacy Beliefs

Variable	$\bar{X}$	SD	N	r	R ²
Authoritative Parenting Style	47.82	6.85	500	0.60	0.36
Self-Efficacy Beliefs	58.99	7.60			
R ² = coefficient of determination					

In order to answer research question two, the scores from the responses of the students on authoritative parenting styles were correlated with the responses on academic self-efficacy beliefs. The result in Table 2 shows that the correlation coefficient obtained was 0.60. This means that, there exist a medium direct positive relationship between authoritative parenting style and students' academic self-efficacy beliefs. Table 2 also shows that, the coefficient of determination (R²) associated with the correlation coefficient of 0.60 was 0.36. This coefficient of determination (R²) indicates that, 36% of authoritative parenting styles accounted for students' academic self-efficacy beliefs. This is an indication that 64% of something other than authoritative parenting styles accounted for students' academic self-efficacy beliefs.

Research Question 3

What is the relationship between Permissive parenting style and academic self-efficacy beliefs among secondary school students?

Table 3: Pearson's Product moment Correlation Analysis of Permissive Parenting Style and Academic Self-Efficacy Beliefs

Variable	$\bar{X}$	SD	N	r	R ²
Permissive Parenting Style	16.31	3.44	500	0.32	0.10
Self-Efficacy Beliefs	58.99	7.60			
R ² = coefficient of determination					

In order to answer research question three, the scores from the responses of the students on Permissive parenting styles were correlated with the responses on academic self-efficacy beliefs. The result in Table 3 shows that the correlation coefficient obtained was 0.32. This means that, there exist a medium direct positive relationship between permissive parenting style and students' academic self-efficacy beliefs. Table 3 also shows that, the coefficient of determination (R²) associated with the correlation coefficient of 0.32 was 0.10. This coefficient of determination (R²) indicates that, 10% of permissive parenting styles accounted for students' academic self-efficacy beliefs. This is an indication that 90% of other variables other than permissive parenting styles accounted for students' academic self-efficacy beliefs.

Research Question 4

What is the relationship between uninvolved parenting style and academic self-efficacy beliefs among secondary school students?

Table 4: Pearson's Product moment Correlation Analysis of Uninvolved Parenting Style and Academic Self-Efficacy Beliefs

Variable	$\bar{X}$	SD	N	r	R ²
Uninvolved Parenting Style	17.15	4.28	500	0.21	0.04
Self-Efficacy Beliefs	58.99	7.60			
R ² = coefficient of determination					

In order to answer research question four, the scores from the responses of the students on uninvolved parenting styles were correlated with the responses on academic self-efficacy beliefs. The result in Table 4 shows that the correlation coefficient obtained was 0.21. This means that, there exist a low direct positive relationship between uninvolved parenting style and students' academic self-efficacy beliefs. Table 4 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.42 was 0.04. This coefficient of determination (R^2) indicates that, 4% of uninvolved parenting styles accounted for students' academic self-efficacy beliefs. This is an indication that 96% of other variables other than uninvolved parenting styles accounted for students' academic self-efficacy beliefs.

Research Question 5

What is the influence of gender on the relationship between parenting styles and students' academic self-efficacy beliefs in secondary school?

Table 5: Pearson's Product moment Correlation Analysis of the influence of gender on the relationship between parenting styles and students' academic self-efficacy beliefs in secondary schools

Gender	$\bar{X}$	SD	N	r	R^2
Male	Parenting Styles				62.105.35
250	0.12	0.01			
	Self-Efficacy Beliefs	29.38	2.27		
Female	Parenting Styles				55.888.23
250	0.13	0.02			
	Self-Efficacy Beliefs	26.09	2.54		

To answer this research question, the scores from the responses of male and female respondents on parenting styles were correlated with their responses on academic self-efficacy

beliefs. The results in Table 5 show that the correlation coefficient obtained for male and female respondents were 0.12 and 0.13 respectively. This means that, there exist a low direct positive relationship between the parenting styles and students' academic self-efficacy beliefs based on gender of respondents. Table 5 also shows that, the coefficient of determination associated with the correlation coefficient of 0.12 and 0.13 were 0.01 and 0.02 respectively. These coefficients of determination (R^2) indicate that, 1% and 2% respectively of male and female students' parenting styles accounted for of their academic self-efficacy beliefs. This is indicative that gender may not influence students' academic self-efficacy beliefs as a result of parenting styles.

Hypothesis 1

H₀₁: Authoritarian parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students

Table 6: Regression Analysis of Authoritarian Parenting Styles and Academic Self-Efficacy Beliefs

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1248.964	1	1248.964	22.55	0.00
Residual	27583.004	498	55.388		
Total	28831.968	499			

$\tilde{U} = 0.05$

In order to test hypothesis 1 (H_{01}), regression analysis was used. The result in Table 6 shows that an F-ratio of 22.55 with associated probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which state that Authoritarian parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students was therefore rejected and

inference drawn that, there was a significant correlation between Authoritarian parenting style and academic self-efficacy beliefs among secondary school students.

Hypothesis 2

H₀₂: Authoritative parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students

Table 7: Regression Analysis of Authoritative Parenting Styles and Academic Self-Efficacy Believes

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	373.936	1	373.936	6.54	0.01
Residual	28458.032	498	57.145		
Total	28831.968	499			

$\bar{U} = 0.05$

In order to test hypothesis 2 (H₀₂), regression analysis was also used. The result in Table 7 shows that an F-ratio of 6.54 with associated probability value of 0.01 was obtained. This probability or significant value of 0.01 was compared with 0.05 and it was found to be significant because 0.01 is less than 0.05. The null hypothesis which state that Authoritative parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students was therefore rejected and inference drawn that, there was a significant correlation between Authoritative parenting style and academic self-efficacy beliefs among secondary school students.

Hypothesis 3

H₀₃: Permissive parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students

Table 8: Regression Analysis of Permissive Parenting Styles and Academic Self-Efficacy Believes

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	500.155	1	500.155	8.79	0.00
Residual	28331.813	498	56.891		
Total	28831.968	499			

$\bar{U} = 0.05$

In order to test hypothesis 3 (H_{O3}), regression analysis was also used. The result in Table 8 shows that an F-ratio of 8.79 with associated probability value of 0.00 was obtained. This probability or significant value of 0.00 was compared with 0.05 and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which state that permissive parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students was therefore rejected and inference drawn that, there was a significant correlation between permissive parenting style and academic self-efficacy beliefs among secondary school students.

Hypothesis 4

H₀₄: Uninvolved parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students

Table 9: Regression Analysis of Uninvolved Parenting Styles and Academic Self-Efficacy Believes

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	247.452	1	247.452	4.31	0.04
Residual	28584.516	498	57.399		
Total	28831.968	499			

$\bar{U} = 0.05$

Regression analysis was used to test hypothesis 4 (H_{O4}) and the result in Table 9 shows that an F-ratio of 4.31 with associated probability value of 0.04 was obtained. This probability or significant value of 0.04 was compared with 0.05 and it was found to be significant because 0.04

is less than 0.05. The null hypothesis which state that uninvolved parenting style does not significantly correlate with academic self-efficacy beliefs among secondary school students was therefore rejected and inference drawn that, there was a significant correlation between uninvolved parenting style and academic self-efficacy beliefs among secondary school students.

Hypothesis 5

H₀₅: Gender does not significantly correlate with parenting styles and students' academic self-Efficacy beliefs among secondary school students

Table 10: Regression Analysis of Parenting Styles and Students' Academic Self-Efficacy beliefs based on Gender

	Model	Sum of Squares	df	Mean Square	F	Sig.
Male	Regression	2.912	1	2.912	0.10	0.75
	Residual	7127.588	248	28.740		
	Total	7130.500	249			
Female	Regression	15.667	1	15.667	0.231	0.63
	Residual	16855.969	248	67.968		
	Total	16871.636	249			

$\bar{U} = 0.05$

In order to test hypothesis 5 (H₀₅), regression analysis was used. The result in Table 10 shows that an F-ratio of 0.10 with associated probability value of 0.75 was obtained for male respondents. This probability value of 0.75 was compared with 0.05 and it was found not to be significant because 0.75 was greater than 0.05. The result in Table 10 also shows that an F-ratio of 0.63 with associated probability value of 0.23 was obtained for female respondents. This probability value of 0.23 was compared with 0.05 and it was found not to be significant because 0.23 was greater than 0.05. The null hypothesis which stated that gender does not significantly correlate with parenting styles and students' academic self-Efficacy beliefs among secondary

school students was therefore not rejected and inference drawn is that, gender did not significantly correlate with parenting styles and students' academic self-efficacy beliefs.

Summary of the Study

This section of the chapter is a summary of the findings of the study according to each of the answered research questions and the tested hypotheses. From the data analysis and interpretation of the results, the following findings emerged.

1. There exist a medium direct positive relationship between authoritarian parenting style and students' academic self-efficacy beliefs.
2. There exist a medium direct positive relationship between authoritative parenting style and students' academic self-efficacy beliefs.
3. There exist a medium direct positive relationship between permissive parenting style and students' academic self-efficacy beliefs.
4. There exist a low direct positive relationship between the parenting styles and students' academic self-efficacy beliefs based on gender of respondents.
5. There exist a low direct positive relationship between uninvolved parenting style and students' academic self-efficacy beliefs.
6. There was a significant correlation between Authoritarian parenting style and academic self-efficacy beliefs among secondary school students.
7. There was a significant correlation between Authoritative parenting style and academic self-efficacy beliefs among secondary school students.
8. There was a significant correlation between permissive parenting style and academic self-efficacy beliefs among secondary school students.

9. There was a significant correlation between uninvolved parenting style and academic self-efficacy beliefs among secondary school students.
10. Gender did not significantly correlate with parenting styles and students' academic self-efficacy beliefs.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY

This chapter focuses on the discussion of major finding of the study, their educational implications and recommendations. Included in this chapter also are conclusions, suggestions for further study and summary of the study.

Discussion Result

The discussion was done in line with the major findings of the study and under the following subheadings:

Authoritarian Parenting Style and Students' Academic Self-Efficacy Beliefs

The finding of the study as presented in Table 1 showed that there was a positive correlation between authoritarian parenting style and students' self efficacy beliefs. The finding from the test of hypothesis one as presented in table 6 also showed that there was a significant correlation between authoritarian parenting style and students' self-efficacy beliefs. This is because the probability value was less than 0.05 level of significance. The finding of this study is not consistent with Tam, Chong and Khoo (2012) who found that authoritarian parenting styles did not significantly correlate with students' self-efficacy. The result of the study is also not consistent with Qazi (2009) who conducted a correlational research to determine whether there is any relationship between parenting styles (authoritarian, authoritative and laissez-faire), locus of control and generalized self-efficacy among senior school students in Malaysia and found that authoritarian parenting styles showed no association with self-efficacy. However, the finding of this study showed that there was a significant correlation between authoritarian parenting styles

and students' academic self-efficacy. This difference in the earlier findings and the present finding has created a gap for future researchers to fill.

Authoritative Parenting Style and Students' Academic Self-Efficacy Beliefs

The finding of the study as presented in Table 2 showed that there was a positive correlation between authoritative parenting style and students' self efficacy beliefs. The finding from the test of hypothesis two as presented in table 7 also showed that there was a significant correlation between authoritarian parenting style and students' self-efficacy beliefs. This is because the significant value was less than 0.05 level of significance for testing the null hypothesis. The finding of this study is consistent with Tam, Chong and Khoo (2012) who carried out a study on relationship between parenting styles and Self-efficacy belief of adolescents in Malaysia and concluded that the authoritative parenting style was found to be significantly associated with self-efficacy. The finding of the study is also consistent with Mensah and Kuranchie (2013) who carried out a study on the influence of parenting styles on the social development of children. The result of the study revealed that the majority of the parents were perceived to adopt authoritative parenting style in the upbringing of their children. It was also revealed that parenting style has significant influence on student's social self-efficacy. It is inferred that authoritative parenting style based on reasoning, understanding, consensus and trust resulted in pro-social behaviour and self-efficacy. The finding of the study also agrees with Qazi (2009) who found that authoritative parenting style had a positive correlation with generalized self-efficacy belief of students. No wonder, the finding of this study showed that authoritative parenting style had the highest correlation with students' academic self-efficacy belief.

Permissive Parenting Style and Students' Academic Self-Efficacy Beliefs

The finding of the study as presented in Table 3 showed that there was a positive correlation between permissive parenting style and students' self efficacy beliefs. The finding from the test of hypothesis three as presented in table 8 also showed that there was a significant correlation between permissive parenting style and students' self-efficacy beliefs. This is because the probability value was less than 0.05 level of significance. The finding of this study is not consistent with Qazi (2009) who conducted a correlational research to determine whether there is any relationship between parenting styles, locus of control and generalized self-efficacy among senior school students in Malaysia and found that permissive parenting styles showed no association with self-efficacy. However, the finding of this study showed that there was a significant correlation between permissive parenting styles and students' academic self-efficacy. This difference in the earlier findings and the present finding has also created a gap for future researchers to fill.

Influence of gender on the relationship between parenting styles and students' academic self-efficacy beliefs in secondary school.

The finding of the study as presented in Table 5 showed that correlation of gender on the relationship between parenting styles and students' academic self-efficacy beliefs in secondary school was very low. The finding of hypothesis five as presented in table 10 also showed that gender (both male and female) did not significantly correlate with parenting styles and students' academic self-Efficacy beliefs among secondary school students. The finding of this study therefore disagreed with Thwaites (2013) who carried out a study on student differences in academic self-efficacy: relating gender, grade level and school type to self-efficacy in Jamaica.

Thwaites found that female students had significantly greater academic self-efficacy than their male peers. The finding of this study also disagreed with Turgut (2013) who carried out a study on academic self-efficacy beliefs of undergraduate mathematics education students with respect to gender in Turkey. The result revealed that there was a significant interactions between gender and academic self-efficacy.

Conclusions

From the foregoing discussions based on the results of the study, the following conclusions are made;

1. Authoritarian parenting style has median and positive relationship with students' academic self-efficacy beliefs.
2. Authoritative parenting style also has median and positive relationship with students' academic self-efficacy beliefs.
3. There exist a medium direct positive relationship between permissive parenting style and students' academic self-efficacy beliefs.
4. Permissive and uninvolved parenting styles have low and positive relationship with students' academic self-efficacy beliefs.
5. There exist a low direct positive relationship between uninvolved parenting style and students' academic self-efficacy beliefs.
6. There was a significant correlation between Authoritarian parenting style and academic self-efficacy beliefs among secondary school students.

7. There was a significant correlation between Authoritative parenting style and academic self-efficacy beliefs among secondary school students.
8. There was a significant correlation between permissive parenting style and academic self-efficacy beliefs among secondary school students.
9. There was a significant correlation between uninvolved parenting style and academic self-efficacy beliefs among secondary school students.
10. Gender is not a significant predictor of students' self-efficacy beliefs with regards to their parenting styles.

Implications of the Findings

The findings of this study have tremendous educational implications especially on the parents. The implications are discussed as follows:

1. Authoritarian parenting style has median and positive relationship with students' academic self-efficacy beliefs. This implies that this parenting style has the tendency of improving or reducing students' academic self-efficacy if applied the right way.
2. Authoritative parenting style was shown to have the highest correlation coefficient with students' academic self-efficacy beliefs. This implies that this parenting style if properly applied by parents will improve not just the students' academic self-efficacy but also their academic achievement.
3. There existed a positive relationship between permissive and uninvolved parenting styles and students' academic self-efficacy beliefs. But permissive and uninvolved parenting styles were shown to have low correlation with students' academic self efficacy beliefs. This implies that these two parenting styles should be avoided because they may lead to low academic achievement by students.

Recommendations

On the basis of the findings of this study, the following recommendations are made.

1. Since authoritative parenting style was shown to have the highest correlation coefficient with students' academic self-efficacy beliefs. It is recommended therefore that the parents should adhere strictly to applying this parenting styles on their children. This parenting style if properly applied by parents will improve not just the students' academic self-efficacy but also their academic achievement.
2. There existed a positive relationship between permissive and uninvolved parenting styles and students' academic self-efficacy beliefs. But permissive and uninvolved parenting styles were shown to have low correlation with students' academic self efficacy beliefs. It is recommended therefore that the parents should not apply these types of styles on their children because they may reduce students' academic self-efficacy.
3. The educational psychologists should propound more theories on parenting styles and academic self-efficacy belief that is relevant to Nigerian culture and environment. These will unveil the relationship between parenting styles and academic self-efficacy of secondary school students.
4. For teachers, the government should organize seminars and workshop on how parenting styles affect academic self-efficacy of students in schools. Teachers by studying and understanding how parenting styles affect students' academic self-efficacy would develop strategies and techniques necessary to promote development of students' academic self-efficacy in schools.

Limitations of the Study

1. Research of this nature cannot be completed without limitations. The first limitation of this study was finance. The fund was inadequate. The cost of materials used for this research such as journals, textbooks, internet browsing and so on was not favourable at all.
2. The task of moving from one school to another to gather information from respondents was also another limitation to this study. Though all the respondents responded to the questionnaire but it was the researcher's personal effort to make sure that it was properly done.

Suggestions for Further Research

Based on the findings of this study, it became imperative to make the following suggestions for further investigations;

1. The study is purely on parenting styles and students's self-efficacy beliefs. Other variables like teacher factors and students self-efficacy beliefs can also be researched.
2. Testing of the repeatability of these results among other states in Nigeria can also be studied.
3. The study is a descriptive survey. Other methods using different samples can be researched.

Summary of the Study

This study was carried out to investigate parenting styles as correlate of academic self-efficacy beliefs among secondary school students in Zone B Senatorial District of Benue state. Specifically, the study was carried out to;

1. ascertain how authoritarian parenting style correlates with academic self-efficacy beliefs among secondary schools students.

2. determine how authoritative parenting style correlates with academic self-efficacy beliefs among secondary school students.
3. ascertain how permissive parenting style correlates with academic self-efficacy beliefs among secondary school students.
4. Find out how uninvolved parenting style correlates with academic self-efficacy beliefs among secondary school students.
5. ascertain how gender moderates the relationship between parenting styles and students' academic self-efficacy beliefs.

Five research questions and five null hypotheses were posed and formulated respectively to guide the study. The hypotheses were tested at 0.05 level of significance. The study was carried out in ZONE B senatorial district of Benue State. The related literature to the study was reviewed under four main headings namely: conceptual framework, theoretical framework, empirical studies and summary of literature review. The study adopted correlational survey research design. The population of this study consisted of all students in secondary schools in Zone-B Senatorial District of Benue state. Available statistics show that there are 84 secondary schools within the area, and the schools have a total population of 65,633 students at the time of this study. A sample of 500 respondents comprising 250 boys and 250 girls in SS3 was used for the study. Multi-stage sampling technique was employed to compose the sample.

The instrument for data collection for this study was a structured questionnaire titled "Questionnaire on Parenting Styles and Students' Academic Self-efficacy Beliefs" (QPSSASB). The questionnaire consists of 62 items developed from information obtained from literature review based on the research questions. The drafted instrument was subjected to face validation by two experts in the Department of Educational Foundations, University of Nigeria, Nsukka.

They were requested to check clarity and appropriateness of the items with regard to the problem of the study and research questions under investigation. They were expected to make suggestions and corrections. The expert's suggestions were used to make necessary corrections to produce the final copy of the instrument. In order to ascertain the reliability of the instrument for the study, 20 copies of the instrument was trial tested using twenty respondents (10 boys and 10 girls) from Government Secondary school, Gboko in Gboko Local Government Area of Benue State. The reliability coefficients of 0.70 was obtained for authoritarian parenting style, 0.73 for authoritative parenting style, 0.55 for permissive parenting style, 0.81 for uninvolved parenting style and an overall cluster of 0.90 were obtained. The score obtained in students' academic self-efficacy beliefs scale is 0.69.

The researcher adopted face-to-face method of administering the instrument to the respondents which was done during free periods in the schools. The research questions were analyzed using Pearson product moment correlation coefficient while null the hypotheses were tested using multiple regression analysis at 0.05 level of significance. Results of the study revealed among others that: there exist a medium direct positive relationship between authoritarian parenting style and students' academic self-efficacy beliefs. Result also showed that there exist a medium direct positive relationship between authoritative parenting style and students' academic self-efficacy beliefs. The implications of the above findings were examined and it was recommended among other things that since authoritative parenting style was shown to have the highest correlation coefficient with students' academic self-efficacy beliefs, the parents should adhere strictly to applying this parenting styles on their children. This parenting style if properly applied by parents will improve not just the students' academic self-efficacy but also their academic achievement. The limitations of this study were highlighted and suggestions were made for further studies.

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Appendix A

Department of Educational Foundations,
Faculty of Education,
University of Nigeria, Nsukka
25th July, 2015.

Dear Sir/Madam,

Request for Validation of Research Questionnaire

I am a post-graduate student of the above named department and university currently conducting a study on **Parenting Styles as Correlate of Academic Self-Efficacy Beliefs among Secondary School Students in Zone-B Senatorial District of Benue State.**

Attached here, is a draft copy of a questionnaire for the study. You are requested to scrutinize the instrument for proper wording of the items, clarity of the instrument to the study matter, as well as appropriateness, adequacy of the items in terms of content coverage, model response and specific object of the study

Thanks for your anticipated cooperation.

Yours faithfully,

Mernyi, Iorliam Geoffrey.

Appendix B

Department of Educational Foundations
Faculty of Education,
University of Nigeria, Nsukka
25th July, 2015.

Dear Sir/Madam,

Permission to Conduct a Research in your School

I, Mernyi Iorliam Geoffrey, a student of the above mentioned department and institution currently studying for my Master's degree in Educational Psychology (M.Ed). I write to seek for approval in carrying out a Research on **Parenting Styles as Correlate of Academic Self-Efficacy Beliefs among Secondary School Students in Zone-B Senatorial District of Benue State** in your school.

It is expected that this study will generate new insights and wisdom and lead to relevant recommendations for possible strategies and techniques for intervention to maximise the academic success of students in secondary schools.

The purpose of this letter, therefore, is to request your cooperation and support to conduct the proposed research in your school, and assist the researcher in recruiting and inviting the students to participate in the study.

Yours faithfully,

Mernyi, Iorliam Geoffrey.

Appendix C

Instrument for Data Collection

Department of Educational Foundations
Faculty of Education,
University of Nigeria, Nsukka
25th July, 2015.

Dear Respondent,

Request to Respond to the Questionnaire

I am a post-graduate student of the above named department and university currently conducting a study on **Parenting Styles as Correlate of Academic Self-Efficacy Beliefs among Secondary School Students in Zone-B Senatorial District of Benue State.**

Please, do give me a little of your precious time in answering the questionnaire over leaf honestly to the best of your knowledge. Any information supplied will be treated confidentially and only for the purpose of this study.

Yours faithfully,

Mernyi, Iorliam Geoffrey.

Information on Parenting Styles as Correlate of Students' Academic Self-Efficacy Beliefs

Section A: Bio-Data of the Respondents

Instruction: Please supply the required information by ticking (ã) as appropriate or by writing where necessary.

1. Name of school: é .
2. Gender: Male () Female ()
3. Age: Below 15 years (), 16 ï 18 year (), 19 years and above ()

Section B: Parenting Styles Scale

The following statements indicate the behaviours and attitudes of your parents towards educating you and how it affects your academic self-efficacy beliefs (that is, your confidence and ability to perform well and succeed in school). Please, read each item carefully and indicate the extent to which you agree or disagree with each item in the section. Tick (ã) for your suitable options. Note the following abbreviations and their full wordings as applicable to this questionnaire.

SA- Strongly Agree

A - Agree

D - Disagree

SD- Strongly Disagree

Authoritarian Parenting Style

S/No	Items	SA	A	D	SD
1	My parents dictate for me the kind of friends I should move with.				
2	My parents are so strict on me.				
3	My parents choose for me the course I will do.				
4	My parents are too demanding on my academic achievement.				
5	My parents want me to do everything they want without caring about my feelings.				
6	My parents fail to reason with me on many of my educational problems.				
7	How I spend any money I have, my parents always want to know.				
8	Whatever I want to do, my parents want to know.				
9	My parents speak to me authoritatively.				
10	My parents do not want me to keep friends with the opposite sex.				

Authoritative Parenting Style

11	When I get poor grades at school, my parents encourage me to study hard.				
12	My parents's persuasions make me to work hard.				
13	My parents know who my friends are.				
14	My parents are interested in my education.				
15	My parents are supportive in my education.				
16	A lot of care is given to my education by my parents.				

17	My parents assist me in my home assignments all the time.				
18	My parents usually consider my educational demands.				
19	My parents supervise me in my academic work.				
20	My parents praise me when I get good grades.				
21	My parents speak to me with a warm and friendly manner when I have any kind of problem including my education.				
22	My parents allow me to tell them if I think my ideas are better than theirs.				
23	I trust my parents to help me out, if I have any kind of problems.				
24	My parents reason with me.				
Permissive Parenting Style					
25	My parents do not care to guide me in my academic work at home.				
26	My parents have just a little care about my education.				
27	My parents seem not to have interest in my education.				
28	My parents do not care so much to support me in my education.				
29	My parents never mind to know about my academic performance.				
30	My parents allow me to do whatever I want.				
31	My parents do not care to know my where about after school hours.				
32	My parents do not punish me when I go wrong.				
33	My parents do not control me at home.				
34	My parents do not care to know how I spend my free time.				
Uninvolved Parenting Style					

35	My parents do not encourage me in my educational endeavour.				
36	Anything concerning my education, there is lukewarm attitude towards it by my parents.				
37	My parents are never concerned about my education.				
38	If I go to school or not, my parents do not care to know.				
39	My parents never seem to involve in my education.				
40	My parents do not care to know exactly what I do when I have free time.				
41	After school hours, my parents do not care to know exactly where I am.				
42	During weekends, my parents do not care to know exactly when I go out and come back.				
43	My parents do not care whether I study at home or not.				
44	My parents do treat me as if I am not their child.				

Section C: Students' Academic Self-Efficacy Beliefs Scale (SASEBS) Questionnaire

Please, read each of the following statements carefully and for each item, think about your beliefs regarding your competence and ability to be successful in secondary school education and rate yourself using the options below by ticking (ã) the alternative which you believe best describes your answer. Note that there is no right or wrong answer.

S/No	Items	SA	A	D	SD
1	I believe that if I work hard, I can get the grades I want.				
2	I have a firm belief that I can do very well in academic task.				
3	I doubt my ability to understand my teachers very well.				

4	I usually believe in my ability to do very well in examinations.				
5	I believe that I can study very hard to perform very well in classroom academic activities.				
6	I trust my ability to participate in class academic discussion very well.				
7	Even if I work hard, I cannot meet grades expectation of my parents.				
8	I find my school academic work interesting.				
9	I can schedule and manage time efficiently to accomplish my academic tasks.				
10	I believe I have the skill of writing essay.				
11	I do not think I have the courage to talk to my teachers and other members of staff.				
12	I have confidence in my ability to understand my subject materials very well.				
13	If I have a problem in doing my assignment, I can ask my classmates or teacher.				
14	I take very good class notes.				
15	I believe I have the potential to keep up with required readings.				
16	I can plan my time-table very well.				
17	I believe I can get along with my classmates very well.				
18	I have the belief of doing well in mathematics.				

Appendix D

List of the Sampled Schools with the Number of the Respondents

School type	S/No	Name of the school	Local Govt area	No. of boys	No. of girls	Total
Co-educational	1	Government Secondary School, Buruku	Buruku	44	44	88
	2	Kusuv Community Secondary School, Sati	Ø	44	44	88
	3	Atta Secondary School, Adi	Ø	44	44	88
	4	Government Model College, Makurdi	Makurdi	44	44	88
	5	NKST Secondary School, Mkar	Gboko	44	44	88
	6	Mbatierov Comm. Sec. Sch, Gbamacha	Ø	44	44	88
	7	Government Sec. School, IkpaMbatierov	Ø	44	44	88
	8	Government Secondary School, Gbajimba	Guma	44	44	88
	9	Government Secondary School, Agasha	Ø	44	44	88
	10	Mbawa Community Sec. School, Daudu	Ø	44	44	88
	11	Government Secondary School, Taraku	Gwer	44	44	88
	12	Tilley Gyado College, Makurdi	Makurdi	44	44	88
	13	Government Comprehensive Sec. Sch., Naka	Gwer west	44	44	88
	14	Government Secondary School, Wannune	Tarka	44	44	88
	15	Mbakor Community Sec. Sch., Wannune	Ø	44	44	88
	16	Mbajir Community Sec. School, Asukunya	Ø	44	44	88
Single-sex schools	17	Government College, Makurdi	Makurdi	88	-	88
	18	Queen of the Rosary Sec. Sch, Gboko	Gboko	-	88	88
	19	Government Girls Model School, Aliade	Gwer	-	88	88
	20	Mt. St. Gabriel's Sec. School, Makurdi	Makurdi	88	-	88
Total number of Respondents			880	880		1760