INFLUENCE OF PARENTING STYLES ON IN- SCHOOL ADOLESCENTS' ACHIEVEMENT ORIENTATION AND ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN ENUGU STATE.

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CERTIFICATION

CHUKWUMA, FIDELIA I. is a postgraduate student in the Department of Educational Foundations with registration No. PG/M.ED/14/67791 has satisfactorily completed the requirement for the course and research work for the award of degree of M.ED in Educational Psychology. The work embodied in this project is original and has not been submitted in part or any other university

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DEDICATION

This work is dedicated to God Almighty for his divine grace and to my lovely husband and children for their sacrifices, throughout the period.

ACKNOWLEDGEMENTS

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ABSTRACT

The study was carried out to investigate the influence of parenting styles on in school adolescentsø achievement orientation and academic achievement in secondary schools in Enugu State. The design of the study is ex-post facto while the population comprised all SS II Students in Enugu North. The sample size for the study was 296 respondents while the researchersø self developed questionnaires formed the instruments for data collection. Three experts validated the instruments and a Cronbach Alpha reliability coefficient method was employed to ensure the reliability of the instruments. Four research questions and four null hypotheses guided the study; while the t ótest statistics was used to test the hypotheses at 0.05 level of significant. A review of empirical studies was carried out to guide the researchers into previous studies in the area and also to provide the researcher with the theoretical base. Two sets of questionnaires were used to collect data for the study while t- test statistics was used to analyze the data. The researcher found that the authoritative parenting style has more positive influence on achievement orientation and academic achievement of in-school adolescents and the influence of gender on in-school adolescentsø achievement orientation is not significant.

Keywords: Parenting styles, adolescents, achievement orientation and academic achievement

CHAPTER ONE

INTRODUCTION

Background of the Study

When a child is born into a family, such a child is helpless and needs the help of others to get on. These others are usually the members of the family or the caregivers. The major caregivers are usually the parents. The word "parent" refers to the biological relationship of an adult to a child or when used as a verb, to the care and protection that adult provides (Smith, 1999). A parent is a person who fosters all facets of a child's growth by nourishing, protecting, and guiding the child through the course of development (Eze, 2002). Operationally, a parent is one who has the duty of transferring values, norms and experiences that could influence the adolescent in the society because parents exert the first influence on the children's life before any other factor. Thus, parent shape the character and personality of its siblings through the process of parenting.

Okpoko (2004) and Utti (2006) defined parenting as the act of parenthood, child upbringing, training, rearing or child education. Olsen & Defrain (2000) defined parenting as the process of raising adolescent from infant to adulthood who will provide continuity within the family for years to come. Parenting is described as a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviour is expressed (Darling & Steinberg, 1993). The quality of parenting is more essential than the quantity of time spent with the child. For instance a parent can spend the entire afternoon with his or her child but the parent may be engaging in a different activity and not demonstrating interest towards the child. Operationally, parenting is the act of moulding, shaping, guiding, and

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supporting the development of an individual from infant to adulthood. Parenting is carried out differently by individuals because of differences in personalities and exposure, giving rise to different parenting styles.

Parenting style is a universal climate in which families function and in which child rearing behaviour of parents or other primary caregivers revolve (Chiew, 2011). Kelland (2000) observe that where an ideal parenting style is employed in the home, the children are disciplined but where this is not, the reverse is the case. It has also been observed that in-school adolescents in public secondary schools especially in Enugu State are faced with a lot of problems which include: lack of parent monitoring and control, and poor academic achievement. The ways to rear children is presented in Baumrind typology of parenting styles. Authoritative parenting style indicated in Baumrind typology of parenting style is the best way to rear children. Though, Children go through different stages in life; therefore parents create their own parenting styles from a combination of factors that evolve over time as children begin to develop their own personalities. In the context of this study, Parenting styles are the representation of how parents respond to the demands of their children. Many authors have presented different forms of parenting styles but for the purpose of this study, the researcher is adopting Baumrind (1973) parenting styles which include authoritarian, authoritative, permissive, and uninvolved.

Authoritarian parents are highly controlling in their use of authority but are not responsive. They are often strict and harsh. They show little affection to their children. They do not consider the children's opinion as a group, and discourage verbal give-and-take. Obedience, respect, and tradition are valued. Rules are non-negotiable; parents are

always right and disobedient children are often punished physically (Baumrind, 1989). The authoritarian parents have high expectations of maturity and want to control their childøs behaviour and attitudes; and do not condone disobedience and confrontation from their children with regards to laid down rules, regulation, traditions and decision.

Authoritative parents are warm and communicate well with their children. They are both responsive to the needs of their children and demanding in that they set expectations for their children. This type of parenting style permits children enough freedom of expression so that they can develop a sense of independence without extending beyond reasonable limits. They are firm, consistent, and fair. They establish and enforce behaviour standards and stay in control by encouraging their children to follow the standard. Family rule is democratic rather than dictatorial (Berger, 2001). In authoritative parenting, childrenøs opinions are valued and respected. They are encouraged to decide and accept responsibility for their actions and decisions (Cherry, 2005). In addition, such parents are more likely to encourage academic success. This parenting style is in favour of one of the variables in the present study which is academic achievement.

Permissive parents on the other hand are high in warmth but lack control towards their children. They are more responsive to the needs of their children but less demanding. Permissive parents are lenient, do not require mature behaviour, allow considerable self-regulation and avoid confrontation. They find it hard to set clear limits and provide structure. They tend to reward bad behaviour regularly. Children are not pushed to obey guidelines or standards such that even when they do exist, they are not enforced (Sarac, 2001). Permissive parents take orders and instructions from their

children. They are passive, endow children with power, have low expectations, use minimal discipline and do not feel responsible for how their children turn out. Ironically, these children turn out to be the unhappiest of all. They are more likely to exhibit such psychological problems as anxiety and depression. Research links permissive parents with delinquency, substance abuse, and sexual activities (Sailor, 2010).

Uninvolved parent demands almost nothing and gives almost nothing in return, except near ó absolute freedom. This style is low in both demandingness and responsiveness. At its worst, it can verge into neglect. They rarely dialogue with their adolescents and generally do not want to be bothered by their children. Little is known about this parenting style and research on this population of parents is lacking because that are typically not very responsive or involved in their childrenøs lives and therefore do not volunteer to be studied (Cramer, 2002). For the reasons above, the researcher is limiting the study to authoritarian, authoritative, and permissive parenting styles. Research shows that some parenting styles do not favour good achievement orientation and academic achievement while others do. Parenting style has been found to predict child well ó being in a number of areas, including social skills, academic achievement, and the degree of problem behaviour (Baumrind, 1989). The response and demand of parents to their children will be influenced by achievement orientation of adolescents. Adolescents go through the period of adolescence thus, Wigfield, Eccles & Pintrich, (1996) defined adolescence as a transitional stage of development between childhood and adulthood, representing a period of time during which a person experiences a variety of biological changes and encounter a number of emotional issues, thus, this period is termed the period of storm and stress. Adolescence according to Who Health

Organization (2002) is the period of human growth and development that occurs after childhood and before adulthood. (Silk and Steinberg, 2002) defined adolescence as a particular period of human development in which the boundary between the school and the home is quite important. This is because, during this period, adolescents transition from the highly dependent and controlled period of childhood into a period marked by an increasing sense of self-exploration and autonomy. For instance, adolescents begin to develop their self-concept and they explore their relationship and connection to family, friends, and the larger society. Operationally, adolescence is viewed as a stage between childhood and adulthood. This is a period of storm and stress for adolescents.

According to the United Nations Planning Association (2007), an adolescent is a young person between 10 -19 years with his or her own views and evolving decision making capacities. Adolescent can also be defined by Hornby (2000), as person growing up from childhood to adulthood with drastic changes in the social, emotional and cognitive aspect. In agreement with the above definition Smith, Cowie & blades, (1998), defined adolescent as a boy or a girl who is changing into a young man or woman between the ages of 13-19. Operationally, adolescent is a person behaving in an immature way and who is also at the period of adolescence. Also, an in ó school adolescents can behave in an immature way.   In ó school adolescents comprises of those adolescents that are still in the school system and are said to be mostly influenced by peer relationship in school Berry (2000).

According to Onyejiaku (1991), they are referred to as õSchool Stayersö. Some of the in-school adolescents see school as the most significant institution in their lives because school helps adolescents to realize their potentials but when they do not perform

well in school, it may lead to unrealized potentials which could result to low academic achievement. Some of the in-school adolescents may see school as challenging because some of them may not have the ability to carry out school tasks while some of them may be interested in continuing academic pursuit to higher institution.

The consistent poor academic achievement among in-school adolescents which include personal conditions, study habits, home-related aspects, school-related aspects, and teacher-related factors has remained a thing of great concern in Enugu North Local Government Area, Enugu State (Onainor & Obiora, 2001). The relationship between a student and the parents has been noted to have an influence not only on the studentsø achievement in school but also in the entire life of the child (Kay, 2005). Achievements boost the morale of Adolescents in a specific task.

Achievement is task-oriented behaviour that allows the individualøs performance to be evaluated according to some internally or externally imposed criterion, which involves the individual in competing with others, or that otherwise, involves some standard of excellence (Steve, 2000). Achievement is something that somebody has succeeded in doing usually with efforts (Howard, 2004). Achievement in all domains of life does not only excite an individual but also engenders in the individual an aspiration for success and further accomplishments. Achievement is the level of performance attained by a learner in a particular task (Harold, Shin Yin & James, 2000). Operationally, achievement is the attainment of personal success according to social standard. For achievement to take its shape, parents need to play a vital role in the life activities of their children, especially the in ó school adolescents. However, these achievements can be acquired or learned through orientation.

Orientation is very important in the life of every adolescent. In other words, one's constant effort to represent practically what one has learnt from the background training given to the adolescent can be understood as orientation. Orientation is an adjustment or adaptation to a new environment, situation, custom, or set of ideas (Houghton, 2009). Orientation is the process of familiarizing students with their new environment and introducing them to the workings of the school as a social system (Ejionueme, 2010). Operationally, orientation is a "disposition towards developing or demonstrating ability in achievement situations". Thus, this orientation could be achieved through personal effort. Hence, the personal efforts could come from parents through parenting styles they exhibit to their wards and this effort could be ascertained through children's motivational outcomes such as achievement orientation.

Achievement Orientation refers to how an individual interprets and reacts to tasks, resulting in different patterns of cognition, affect and behaviour (Barron & Harackiewicz, 2001). Developed within a social-cognitive framework, achievement theory of J.W. Atkinson (1968) proposes that students' motivation and achievement-related behaviours can be understood by considering the reasons or purposes they adopt while engaged in academic work. The focus is on how students think about themselves, their tasks, and their performance. In general, an individual can be said to be "mastery" or "performance" oriented, based on whether one's orientation is to develop one's ability or to demonstrate one's ability, respectively. In the context of this study, achievement orientation is the attachment of importance to success or failure, positive or negative outcome of one's effort to succeed in life. An achievement orientation has been shown to be associated with individuals' academic achievement, adjustment, and well-being (Elliot & Gregor,

2001). Achievement orientations play a critical role in explaining academic achievement. Studentsø achievement orientations were also shown to be predictive of academic performance, specifically, students with high achievement orientation tended to value competence, expect success and seek challenges, while students with low achievement orientation tended to expect failure and avoid challenges.

In line with the above assertion, an individualøs achievement orientation has a significant impact on his or her cultivation of new skills, and thus has important implications for educators. According to Johnson (2009), Achievement orientation has two dimensions which includes high achievement orientation and low achievement orientation. Adolescents with high achievement orientation may have improved self awareness and performance of life goal while adolescents with low achievement orientation may have low self awareness and poor learning ability.

Achievement theory of Atkinson (1968) proposes that students adopt a certain achievement orientation that is instrumental in motivating learning behaviours. The orientation adopted will in turn, influence the ways in which student approach and respond to academic demands. In- school adolescentsø achievement orientation has three types of goal which include mastery orientation, performance ó approach orientation, and performance - avoidance orientation (Church, Elliot & Gable, 2001). Mastery orientation goals are defined as a desire to improve oneøs competence to master a skill and to understand the learning materials. Performance - approach orientation represents students desire to demonstrate ability, while performance avoidance orientation represents studentsø aim to hide the demonstration of lack of ability. (Kaplan, Middleton and Midgley, 2002).The value or worth one places on success or failure may be positive or

negative. Adolescent's achievement orientation is the desire of the adolescents to improve on their self awareness and performance of life goal. For an adolescent to cope and deal with the challenges that exist in school environment, the adolescent need to be supported firstly at home by their parents, caregivers and this may enable the adolescent to study hard and achieve success. Hard work begets success and success is derived through academic achievement, therefore, parents should equip their children with necessary skills to enable them attain high academic achievement.

Academic achievement is the outcome of education – the extent to which a student, teacher or institution has achieved their educational goals (Howard, 2004). Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts. Evidence in literature reveals that students with high academic achievement are important asset to any country, while low academic achievement may cause negative consequences such as stress, hopelessness, delinquency, psychopathology, and substance abuse (Fatemeh, Hossein, & Asqar, 2006). Again, Eze (2002), has it that poor academic achievement brings untold hardships and frustration to an individuals and backwardness in the development of a country. Operationally, Academic achievement is the level of success attained by a student/learner in higher academic studies.

Persistent poor academic achievement of adolescents in the Nigerian secondary schools has been a source of worry to parents, teachers, educators, educational institutions, and the Nigerian government. This is so because success or failure at this level determines one's chances of gaining admission into the university, a goal that is

desired and sought after by most parents, teachers and schools. Increasing adolescentsø academic achievement has been one of the abiding interests of most Nigerian educators and researchers. Academic achievement is important because it prepares students for future careers. It also allows students to enter competitive fields. Academic achievement is often a sign of a refined intellect, which can help students in all areas of their lives.

In consideration of the Influence of parenting styles on in- school adolescent achievement orientation and academic achievement, demographic variable that mediate their influence may include gender.

Gender is seen as sexual identity, especially in relation to society or culture. It is the condition of being female or male. Gender is a concept that is used to distinguish between male and female (Esparnol, 2002). Okafor, (2012) observed that male students tend to receive more encouragement in science while female students are nurtured more in arts. Okafor further stated that parents are often gender biased. In the context of this present study, gender is seen as the condition of being female or male. Evidence from literature shows relationship between parenting styles and academic achievement. Several studies in the literature found that the authoritative parenting style was positively associated with higher academic achievement while authoritarian, permissive, and uninvolved parenting styles were negatively associated with high academic achievement (Aunola, Stattin, & Nurmi, 2000; Walker, 2010).

Statement of the Problem

Poor achievement orientation in recent times has contributed to adolescentsø poor academic achievement in public Senior Secondary Schools. It has also been observed that in-school adolescents in public Senior Secondary Schools especially in Enugu State are

faced with a lot of problems which include: lack of parent monitoring and control, and poor academic achievement. Lack of monitoring and control of adolescents development could be as a result of parentsø indisposition as regards their family obligations, indisposition could be the nature of their job, more time devoted to their business and other things. Parents rarely have time these days to assess their adolescentsø academic activities to give appropriate directions. These could affect the achievement orientation and academic achievement of in-school adolescents. When an adolescent cannot speak boldly in the class or be convinced of oneøs academic capability, it may result to poor performance in the school examination and eventually in external examination too. It could be that most of the in-school adolescents have parents whose parenting style undermines their relationship with their adolescents and this may invariably affects the in-school adolescentsø achievement orientation and academic achievement. Thus, these situations are worrisome to the researcher in that they might lead the in-school adolescents that have such parents to exhibit low achievement orientation.

Although, several studies have been carried out on the in-school adolescentsø achievement orientation and academic achievement, however, there seems to be paucity of literature ascertaining whether the influence of parenting style may account for the achievement orientation and academic achievement of the in-school adolescents despite the fact that these in-school adolescents exhibits low achievement orientation and academic achievement. Therefore, the problem of this study put in a question form is: how does parenting styles influence achievement orientation and academic achievement of in-school adolescents?

Purpose of the Study

The general purpose of this study is to find the influence of parenting styles on in ó school adolescentsø achievement orientation and academic achievement. Specifically, the study seeks to determine the:

1　Influence of parenting styles on achievement orientation of in- school adolescents.

2　Influence of parenting styles on academic achievement of in ó school adolescents.

3　Influence of gender on achievement orientation of in- school adolescents.

4　Influence of gender on academic achievement of in- school adolescents.

Significance of the Study

This study will be of both theoretical and practical significance. The theoretical significance was hinged on Atkinsonøs need achievement theory. Atkinson is of the view that when an individual is actually involved in a task, that individual sets a standard to conquer. The findings of this study therefore may support or debunk the tenets of Atkinsonøs need achievement theory.

Practically, the findings of the study will be of significance to teachers, school guidance counsellor, parents, students, and the general public.

For the teachers, they will hopefully benefit from this study through seminars and workshops because the information from the findings when published will give them more knowledge on the level of achievement orientation and academic achievement of in school adolescents. It will also help the teachers to understand that in- school adolescents come from different homes with different achievement orientation and so, should handle each adolescent as a unique individual.

For school guidance counsellor, it will help the counsellor direct the students from different homes and equally according to gender (male/female) depending on the result of the findings.

For parents, the information they will get will help them to know the pattern of parenting style that is necessary for their children's orientation and support that will enable them to achieve well academically

For students, the findings when published and sensitized will help them to know the pattern of achievement orientation that is necessary for them.

Generally, the findings from this study will play a pivotal role on the development of adolescents who are important to the future of the society and will also form a bedrock for the future researchers in similar areas. This is because the results when published will provide more empirical studies for the future researchers.

Scope of the Study

The content scope of this study focuses on the influence of parenting styles on in-school adolescent achievement orientation and academic achievement. The geographical scope of this study will comprise of all the SS II students in the nine public secondary schools in Enugu North Local Government Area, Enugu State.

Research Questions

The following research questions will guide this study:

1. What is the influence of parenting styles on achievement orientation of in- school adolescents in Enugu North Local Government Area?

2. What is the influence of parenting styles on academic achievement of in- school adolescents in Enugu North Local Government Area?

3. What is the influence of gender on achievement orientation of in- school adolescents in Enugu North Local Government Area?

4. What is the influence of gender on academic achievement of in- school adolescents in Enugu North Local Government Area?

Research Hypotheses

The following Null hypotheses formulated will be tested at 0.05 level of significance:

Ho_1: Parenting styles do not significantly influence in-school adolescentsø achievement orientation.

Ho_2: Parenting styles do not significantly influence in-school adolescentsø academic achievement.

Ho_3: The influence of Gender on in- school adolescentsø achievement orientation in Enugu North Local Government Area is not significant.

H_{O4}: The influence of Gender on in- school adolescentsø achievement orientation in Enugu North Local Government Area is not significant.

CHAPTER TWO

LITERATURE REVIEW

The review in this work is organized under the following headings: Conceptual framework, Theoretical framework, Empirical studies and Summary of literature review.

Conceptual Framework

Concept of Parenting Styles

Adolescence

Achievement Orientation

Academic Achievement

Gender

Theoretical Framework

Baumrindøs Parenting Typology (1967)

Atkinsonøs Need Achievement Theory (1968)

Social Learning Theory by Albert Bandura (1977)

Empirical Studies

Studies on Parenting Styles and Achievement Orientation

Studies on Parenting Styles and Academic Achievement

Studies on Parenting Styles and Gender

Summary of Literature Review

Conceptual Framework

Parenting Styles

For most people, a child's parents are the most influential people in their lives up to the teens (Chang, 2007). Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is believed that the primary role of all parents is to influence, teach and control their children (Yusuf 2004). A parent is a person who fosters all facets of a child's growth by nourishing, protecting and guiding the child through the course of development (Eze, 2002). A parent in this study is one who has the duty of transferring values, norms and experiences that could influence the adolescent in the society because they exert the first influence on their children in all aspect of life before any other factor. The act of doing this could be referred to as parenting.

Parenting is described as a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviour is expressed (Darling & Steinberg, 1993). Parenting means to act as a parent; to raise, to nurture, to cause to come to existence (Utti, 2006). The different ways parents mould, shape, and raise up their children differ depending on personality and exposure (Hill, 2002). Parenting was defined by (Chiew, 2011) as a universal climate in which families function and in which child rearing behaviour of parents or other primary caregivers revolve. In this study, parenting is the skill or activity of looking after a child from infancy to adulthood and this gives rise to parenting styles.

Cramer (2002) defined parenting styles as aggregates of behaviours that describe parent – child interaction over a wide range of situations, and that are presumed to create

a pervasive interactional climate. Utti (2006) defined parenting style as the act of parenthood, child upbringing, training, rearing or child education. Kelland (2000), observe that where an ideal parenting style is employed in the home, the children are disciplined but where this is not, the reverse is the case.

Baumrind (1989) has his dimensions of parenting style as demandingness and responsiveness. Demandingness, as explained by him, means the degree to which parents set down rules and expectations for behaviour and require their children to comply with them. Responsiveness, for him, entails the degree to which parents are sensitive to their children's needs and the extent to which they express warmth, love and concern for their children. Authoritative parents apply firm control and require their children to obey with a reasonable set of rule and guideline. They are firm, loving and kind and use reason and control to make disciplinary decisions while harsh forms of punishment are discouraged for use. Authoritative parenting style offers a balance of warmth and control and emphasizes on reasoning and communication between parents and children (Mandara, 2006).

Authoritarian parents on the other hand, are strictly unbending and inflexible. They may try to control every aspects of their child's life and do not allow the child to make choices. Authoritarian parents expect obedience without questioning. They may use harsh disciplinary method on their children and may be insensitive to their children's emotional needs. Authoritarian parenting style is restrictive, directive, highly demanding and not responsive to the needs and demands of children (Ang & Goh, 2006). They do not often explain reasons behind the rules that they set and impose their consequences whenever a rule is broken. The use of punitive and forceful measure to enforce proper

behaviour causes anger, resentment and deceit, and impairs parent ó child relationship. (Sailor, 2010).

Permissive parenting style is high on responsiveness and low on demandingness. Permissive parents rarely enforce rules for their children to follow. They are different from authoritarian parents as they practice high level of nurturance and clarity of communication while exercising low level of control and maturity demands (Sarac, 2011). These parents are indulgent, not wanting to impose their will on their children. They might cause their children to avoid even natural or logical consequences in order to save them from perceived harm, unhappiness or hurt. Permissive parents are usually kind and loving, may become frustrated when a childøs behaviour is deviant or unacceptable. Despite this frustration, permissive parents do not often step into, or cause change in the childøs action as long as he will not be physically harmed. Permissive parents encourage autonomy and decision making by their children. These parents rarely discipline their children because they have relatively low expectations and self control. Permissive parents are more responsive than they are demanding. They are nontraditional and lenient. Research links permissive parents with delinquency, substance abuse, and sexual activity (Sailor, 2010). However, the result of one study revealed that permissive parenting style sometimes called indulgent parenting style is the optimum style in Spain (Mandara, 2006). There is the probability of this parenting style influencing achievement orientation and academic achievement of secondary school students. This is because parents are the major influence in their childrenøs lives. Thus, their perception of how children think, and are to be raised is crucial in determining childrenøs achievement orientation and academic achievement.

In addition Karback, (1989) opined that the more favourable adolescents perceived their parents behaviour towards them, the more they are likely to perform successfully in school. The style of parenting adopted in different homes affects the adolescentøs disposition. This can be to the development of an adolescent or to the detriment of his or her academic achievement.

From the foregoing, the importance of positive parenting, warm home climate and child acceptance in studentsø academic achievement cannot be over-emphasized. This study influence on childøs academic achievement would shed more light on the role played by the parent in the achievement of adolescents.

Adolescence

Adolescence according to World Health Organization (2002) is the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. Larso and Wilson (2004) see adolescence as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of child for adult roles.

Oladele (1998) reported that adolescence period has been taken as a critical period in human development when proper adjustment is required for healthy personality development. There are lots of physical changes that occur during adolescence period. Oladele also see adolescents by many names such as teenagers, secondary school children, and youths. Some of these children who were fast enough may have finished their secondary education, but some who were late may still be in secondary school. In this study, adolescence is the transitory period the individual passes through in ones growth from childhood to adulthood. Basically, this adolescent is either in-school or out

of school as the case may be but for the sake of this study, the researcher is interested in the in-school adolescent.

In-school adolescents are the adolescents who are presently in the school especially in secondary school. In-school adolescents comprise of those adolescents that are in School and are said to be mostly influenced by peer relationship. According to Onyejiaku (1991), they are referred to as õSchool Stayersö some of the in-school adolescents see school as the most significant institution in their lives because school helps adolescents to realize their potentials but when they do not perform well in school, it may result to poor academic achievement.

Therefore, the activities of the school go a long way in determining childrenøs achievement. For instance, Bakare (1994) advanced four causative phenomena that could affect individual academic achievement. These include: the childøs attitude, family, school and society. From these phenomena, parents stand in the position of the family. Schools also provide adolescents with the forum for interaction with peers from different socio-economic backgrounds and teachers of different standing and exposure.

Achievement Orientation

Orientation emphasizes the purpose for which an individual participates in an activity or engage in a task. Orientation is very important in the life of every adolescent. Orientation simply means adjusting or adapting to a new environment or situations. Orientation is the process of familiarizing students with their new environment and introducing them to the workings of the schools as a social system (Elliot & Gregor, 2001). Thus this orientation could be achieved through personal effort. These are likely

because of the link between parenting styles and children's motivational outcomes such as achievement orientation.

Achievement orientation is the standard that the individuals set that influences their actions, reactions, and motivation for learning or accomplishing a goal (Shim & Ryam, 2005). Achievement orientations are regarded as integrated patterns of motivational beliefs that represent different ways of approaching, engaging in, and responding to achievement-related activities (Church, Elliot & Gable, 2001). Elliot (1999) posited three types of achievement orientation namely mastery orientation, performance-approach orientation and performance-avoidance orientation. Mastery goal focused on the development of competence or the attainment of task mastery. Mastery orientation will lead to many positive outcomes such as attribution of success to effort, interest in school work, academic self-efficacy, and persistence in challenging task. Adolescents who possess a mastery orientation seek to understand the material they are learning, master a skill and increase their competence through their own effort. This type of achievement orientation helps them to maintain their competence in the face of failure, to eliminate negative effect such as anxiety, to lessen the probability of distracting thoughts and to free up cognitive capacity, which in turn leads to more cognitive engagement and higher achievement outcomes. Adolescents possessing a performance approach or performance-avoidance focus on their ability rather than the task and are mainly concerned with high marks in tests and examinations as a demonstration of their ability. Performance approach is also related to a number of positive outcomes such as use of cognitive strategies and high academic achievement.

They work to maintain their position relative to others in the class and strive to gain favourable judgments of their competence and to avoid negative judgment. Adolescents who possess performance approach goal are positively motivated to try to do better than others, while those who possess performance-avoidance goal are negatively motivated to avoid failure or appear incompetent. Several studies in literature have indicated that different goal orientations can lead to different educational outcomes. Dweck (1999) identified two types of achievement orientation: learning Orientation, which focuses on the developed competence and task mastery and performance orientation which focuses on the demonstration of Oneøs ability relative to others. In the goal hierarchy, a learning orientation leads to goal outcome because task accomplishment is seen as being very important. This learning orientation leads to an adaptive pattern characterized by challenge seeking, intrinsic motivation, and persistence; whereas performance orientation leads to mal-adaptive pattern, evidence by challenge avoidance, low intrinsic motivation and task withdrawal. The dispositional aspect of achievement is relatively stable because individuals adopt different patterns of response for a particular situation. Achievement orientation therefore is the value or worth one places on success or failure, positive or negative outcome of oneøs effort to succeed in life. The value or effort one places on success or failure may be negative or positive. Hence, negative or positive outcome of oneøs effort depends largely on the adolescent achievement orientation.

Academic Achievement

Achievement is similar to accomplishment. It means doing something successfully, typically by effort, courage and skills. It is the art of achieving or attainment. Achievement is accomplishing whatever goals one sets for oneself which is

doing what one wants to do within the limits of the law, overcoming obstacles and attaining a high standard (Nwachukwu, 2004). Achievement can be influenced by opportunities, motivations, education and training and this gives rise to academic achievement.

Academic achievement is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals (Howard, 2004). Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important - procedural knowledge such as skills or declarative knowledge such as facts. Again, Eze (2002), has it that poor academic achievement brings untold hardships and frustration to an individuals and backwardness in the development of a country. Operationally, Academic achievement is the level of success attained by a student/learner in higher academic studies.

Education is essential for the development of the society. The more educated the people of a society are, the more civilized and well discipline the society might be. Mainly, family has responsibility to socialize children for making them productive members of the society. The more the parents involve in the process of impacting education to their children and to become the productive and responsible members of the society, it has been assumed that academic achievement of students may not only depend on the quality of school and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of the kids. The focus of this study is to examine the influence (if any) of parenting styles on academic activities of children and the level of children's academic achievement.

Gender

.   (Oakley, 1972) was one the first social scientists to distinguish the concept of gender from the concept of sex. According to Oakley, gender parallels the biological division of sex into male and female, but it involves the division and social valuation of masculinity and femininity. Gender is the classification of characteristics distinguishing between male masculinity and female femininity, particularly in the cases of man and woman (Palan, 2001). Gender refers to the roles and responsibilities of women and men that are created in families, societies and cultures (Nwagwu, 1995). The concept of gender also includes the expectations held about the characteristics, aptitudes and behaviours of both women and men (feminity and masculinity). Depending on this context the discriminating characteristics vary from sex to social role, to gender identity. In this study, Gender, is the state of being male or female. This is related to this study in the sense that one canøt be talking about adolescentsø without mentioning or referring to either a male or female.

In Nigeria society, there are differences and inequalities between women and men in responsibility assigned, activities undertaken, access to and control over adolescent as well as decision making and adaptation of skills by the adolescent such as mastering skills and performance orientation.

SCHEMATIC REPRESENTATION

The diagram shows that when parenting styles is at its best, achievement orientation and academic achievement of in-school adolescents will be high, thereby leading to adolescentsø positive achievement in school.

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         In ó school
         Adolescents

Achievement                          Academic
Orientation                         Achievement

              Parenting Styles
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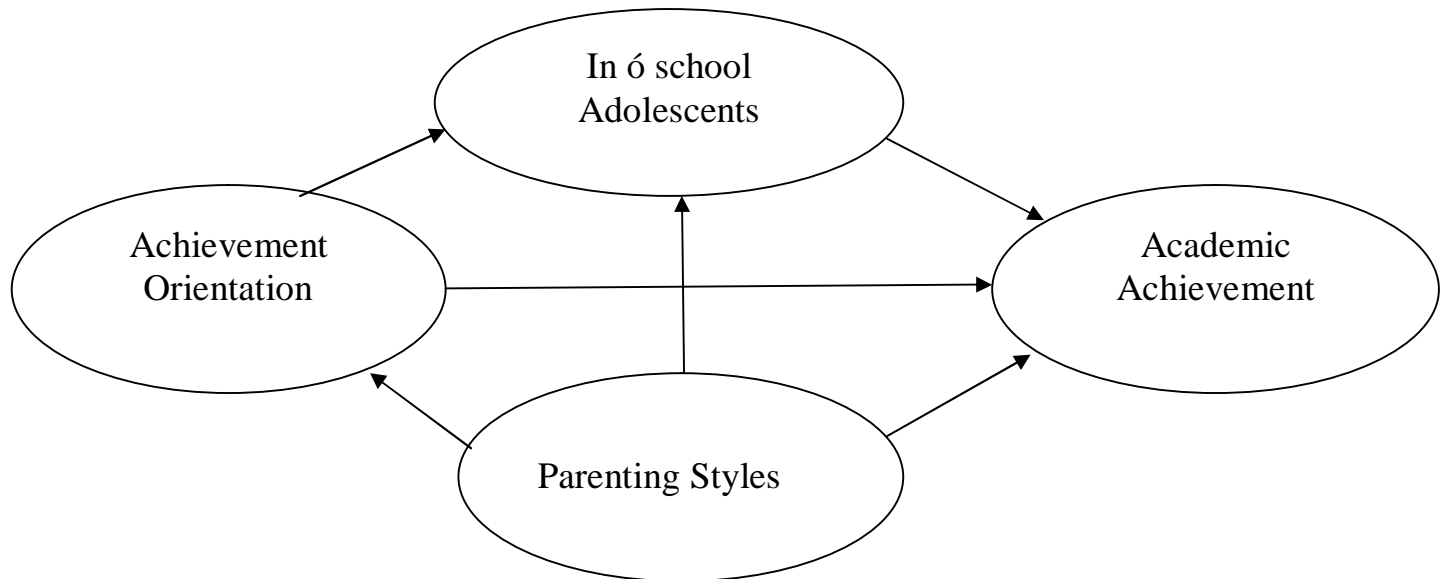
THEORETICAL FRAMEWORK

The theoretical framework of this study hinges on Baumrindøs Parenting Typology, John Williams Atkinsonøs Need Achievement Theory, and Albert Banduraøs Learning Theory.

Baumrind's Parenting Typology (1967)

Baumrindøs parenting typology was propounded by Diana Baumrind in the year 1967. The author postulated that differences in parenting styles accounted for the way children functioned socially, emotionally and cognitively. According to the author, four elements that could help shape successful parenting exist. This includes responsiveness vs. unresponsiveness and demanding vs. undemanding. The author went on to identify three parenting styles, which includes authoritative parenting, authoritarian parenting, and permissive parenting.

Authoritative parenting style is an ideal parenting style, which is characterized by a child-centered approach. Authoritative parents direct the childøs activities in a rational

issue oriented manner. They exert some control over their children but also set high standards for future conduct. They usually made them to set clear expectation for their children, they monitor their children behaviour, use discipline based on reasoning and encourage their children to make decisions and learn from their mistakes. They exercise high warmth positive/assertive control/ demandingness but also high in supports and responsiveness, treating their children with kindness, respect and affection. They often help their children to be independent but still place limits on their actions. They usually allow their child to explore more freely, thus having them make their own decisions based upon their own reasoning. Punishments for misbehavior are measured and consistent, not arbitrary or violent. Often, behaviours are not punished but the natural consequences of the child's actions are explored and discussed-allowing the child to see the behaviour as inappropriate and not to be repeated rather than not repeated to merely avoid adverse consequences. They also tend to give more positive encouragement at the right place. However, when punishing a child, the parents will explain his or her motive for the punishment. As a result, children of authoritative parents are more likely to be successful, well liked by those around them, generous, more confident, more autonomous, (highly disciplined) more socially responsible and capable of self determination.

Authoritarian parenting is a restrictive, punishment heavy parenting style in which parents makes their children follow directions with little or no explanation. Authoritarian parenting involves low parental responsiveness and high parental demand; the parents set rigid rules and also demand obedience without explanation and focus on status. Authoritarian parents use corporal punishment and yelling as form of discipline.

However, children resulting from their type of parenting may have less social competence because the parent generally tells the child what to do instead of allowing the child to choose by him or herself. They lack the warmth of the authoritative parent and may seem aloof to their children. They are also tending to conform highly obedient, quiet but moody and anxious. They usually suffer from depression and self blame. Thus, such children as soon as they reach the age of adolescent, rebellion are common.

Permissive Parenting/Indulgent parenting is also called permissive, non-directive or lenient parenting style. Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. Parents present themselves to the child as a resource for him to use as he wishes, not as an ideal for him to emulate, or as an active agent responsible for shaping or altering his ongoing or future behaviour. A child under indulgent parenting regulate his own activities as much as possible, avoid the exercise of control and is not encouraged to obey externally defined standard. Permissive parents try to be friendly with their children and do not play a parental role. The expectations of the child are very low, and there is little discipline. This type of parenting is very lax, with few punishment or rules. Children of permissive parents may tend to be more impulsive as a result of misconduct or exhibition of antisocial behaviours, poor emotional regulation, rebellion and defiant when desires are challenged and low persistence to challenging task.

The Baumrind's parenting typology has identified three parenting styles which variously spelt out the contributions of parents to the upbringing of a child and consequences of bringing up a child in such manner. This typology is of great importance to this study as it tends to examine the influence of parenting styles on children.

J.W. Atkinson's Achievement Need Theory (1968)

The theory posited that orientation results from achieving success and avoiding failure and that the motive to achieve success is determined by three things: (1) the need to succeed or need achievement; (2) the person's estimate of the likelihood of success in performing the particular task; (3) the incentives for success, that is, how much the person wants to succeed in that particular task, good standard, realizable goals, motivational incentives and others. This will help the children achieve higher success in their academic work.

According to Atkinson, (1968) when an individual is actively involved in a task, he sets himself a standard to conquer. This standard is called the level of achievement. Level of achievement is longing for what is above one, with advancement as its goal. This achievement has to do with the desire to improve or to rise above one's present status. A learner's level of achievement may be high especially if he had just succeeded, or it may be low if he had just met with failure. Achievement varies not only in strength but also in kind. It may be positive or negative. Positive achievement has to do with winning success or doing better than one has done before. Negative achievement has to do with avoiding failure.

Achievement may also be described as unrealistic especially when it is informed by limited knowledge and experience or inadequate assessment of opportunities available in the learning environment for its attainment. Some achievements relate to what the learner wants to be or the ideal self-concept while others relate to what the learner wants to accomplish. There are two sets of factors, which interact to determine the level of achievement. They are the personal factors, and the cultural and environmental factors.

Personal factors relate to such personality traits as intelligence, interest, gender, self-concept, activity level, socio-economic status and previous training experiences. Cultural and environmental factors include parental ambition, social values and social reinforcement. The average standard of one's own group or class will affect the individual's level of achievement. Some environmental factors encourage the development of immediate achievements (today-tomorrow or immediate gratification of needs) while others encourage the development of future perspectives or remote achievements. Some foster positive achievements while other foster negative achievements. Some motivate the child to be realistic, and others, unrealistic. Part of the duty of the teacher is to create learning environment conditions that will help learners adequately assess their abilities and opportunities available so they can set realistic and attainable goals. In this way learners will experience successes in school activities and thereby build positive self-concept which enhances need achievement motive. This theory is of relevance to the present study because the present study seeks to examine how parenting styles can influence achievement orientation and academic achievement of in-school adolescent. Thus the theory posited that orientation results from achieving success and avoiding failure.

Social Learning Theory of Albert Bandura (1960)

Social learning theory was propounded by Albert Bandura in 1960. Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environment influences. Therefore, it simply means that people can learn behaviour observationally, through modeling, extraction of

information from those observations, and making decisions about the performance of the behaviour.

Bandura went further to explain that learning is not purely behavioural rather; it is a cognitive process that takes place in a social context. Cognitive process entails the use of internal mental states (psychological factor), which describes intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and sense of accomplishment. It therefore, influences how one behaves. This is why learning theories are also referring to as cognitive developmental theories. Finally Bandura noted that external, environmental reinforcement was not the only factor to influence learning and behaviour, for example learning can occur by observing the consequences of the behaviour (vicarious reinforcement) and it can also occur through intrinsic reinforcement. Bandura also states that learning can occur without an observable change in behaviour, meaning that learning does not necessarily lead to a change in behaviour. He further posits that reinforcement plays a role in learning but is not entirely responsible for learning (vicarious and intrinsic reinforcement). Bandura notes that the learner is not a passive recipient of information. Cognitive, environment, and behaviour all mutually influence each other (reciprocal determination). Suffice it to say that bad behaviours could be learned by observing the significant others. Thus in-school adolescent could learn lying, fighting, quarreling and aggression when they observe others doing it.

Bandura succinctly opined that adolescents observe, imitate and identify with those who are similar to them and are powerful and usually these are parents. Thus parents are the first models for their in-school adolescents. Through the process of

observation, imitation, and identification, children model after their parents either in positive or negative behaviour.

Social learning theory also outlines four requirements for people to learn and model behaviour. These includes attention, retention, (remembering what one observed) reproduction (ability to reproduce the behaviour and motivation learnt) and motivation (behaviour can be imitated through reinforcement and punishment).

Social learning theory has important implication in this study as it helps the parents and in ó school adolescents recognize the importance of modeling appropriate behaviour. If adolescents perceive their parentøs achievement to be high, they could also acquire high achievement by imitating their parents. On the other hand, parents who do not show good examples to their in-school adolescent may lead them to imbibe low achievement as a result of their parentsø style. This parenting styles influence in-school adolescentsøachievement through modeling.

Review of Related Empirical Studies

Studies on Parenting styles and Achievement Orientation

A study on the influence of parenting styles on childrenøs classroom motivation in Louisiana State University, USA was carried out by Kathryn (2002). The purpose of the study was to examine the influence of authoritarian, permissive and authoritative parenting styles on childrenøs classroom motivation as measured by child interviews and teacherøs perception. Survey design was used in the study. The population of this study included 281 first and third grade students and their parents in a midsized southern city, USA. The sample of this study is geographically limited. It includes only first and third grade students and their families in a midsized southern city of USA. The sampling

method was non-probability because the participants in this study were volunteers. Three research questions were used. Parenting styles data for this study was collected via mailed questionnaires consisting of the primary caregivers practice report and questions used to obtain demographic information. Motivation data were collected via child interviews using the Self ó Report Scale of Intrinsic versus Extrinsic motivation in the classroom which was given to teachers to compute. Data was analyzed using descriptive statistics. The result of the findings revealed that mothersø authoritative parenting was found to be positively related to first gradersø mastery motivation. This study is related to the present study in the sense that both are interested on the influence of parenting styles and the children but differs in the area of dependent variables.

A study on the influence of Goal orientation on students' satisfaction, Academic Engagement and Achievement was carried out by Roebken (2007) in Germany. The purpose of this study was to examine the relative influence of goal orientation on indices of satisfaction, achievement, and academic engagement among undergraduate students assessed. The design of the study was Survey Design. The population of the study was all eight undergraduate campuses of the University of California. The study sampled 2,309 college students using a cluster sampling technique from the eight undergraduate campuses of the University of California. Three research questions were used. The instrument for data collection was University of California Undergraduate Experience Survey (UCUES) and data analyzed using Mean and Standard Deviation. The results of the finding indicated that students pursing both mastery and performance goals are more satisfied with their academic experience, show higher degree of academic engagement and achieve better grades than students who pursue a mastery orientation alone or a work

avoidance/ performance orientation. The above study is related to the present study because both dealt with achievement orientation. Therefore, knowledge on how orientation develops and changes and how it affects educational outcomes will be useful to everybody who is involved in improving the academic learning. The study is related to the researchersø because both are interested in knowing how orientation relates to academic achievement but differs in the selected demographic variables.

The effect of parenting styles, Academic self efficacy, and Achievement motivation on the Academic Achievement of university student in Ethiopia was conducted by Abesha (2012) in Addis Ababa. The prime purpose of this study was to propose and test an integrated parental and socio-cognitive model of Academic Achievement and examine the effect of parenting styles, academic self efficacy, and Achievement motivation on Academic Achievement by employing an ex-post facto prospective research design. The data was collected through self report questionnaires from a sample of 2, 116 (763 females and 1353 males) undergraduates first year students selected via multi ó stage cluster random sampling techniques from Addis Ababa University. There were eleven research questions formulated to guide the study. A one way multivariate analysis (MANOVA) was also used to access sex difference in the Academic self efficacy, Achievement motivation and Academic Achievement of study. The result indicates that parenting styles had a significant and positive direct effect on academic self efficacy, as well as significant and positive mediated effect on Achievement motivation and Academic Achievement. Finally parenting styles had also a significant and positive direct effect on Achievement motivation for female students, but not for male students. The study is related to the present study because both are of the

opinion that achievement orientation has a plausible reason for students academic achievement but differs in area of scope and data analysis.

A study on the relationship between goal orientation and parenting styles among sample of Jordanian University students was carried out by Ahmad (2014) in Jordan. The primary purpose of this study was to examine the relationship between goal orientation and parenting styles. Correlational study design was used in the study. The population of the study consisted of 650 students. Two research questions guided the study. Participants of the study completed 650 goal orientation and parenting styles questionnaires. Means, standard deviations, regression and correlation analysis were used for data in establishing the dependence of the two variables. Results indicate that there is a significant positive correlation between learning goal orientation and authoritative, authoritarian and permissive parenting styles. Performance-approach orientation is positively related to authoritative, authoritarian and permissive parenting styles. The above and the present study have a close relationship which is influence of parenting styles on the adolescent achievement orientation but are different in the area of study, design of study and purpose of study.

Studies on Parenting Styles and Academic Achievement

A study was carried out by Yusuf, Agbonna and Yusuf (2013), on the influence of parenting styles on junior secondary school studentsø performance in social studies in Ilorin Emirates, Nigeria. The purpose of the study was to investigate the influence of parenting styles on junior secondary school studentsø performance in social studies. The design of the study was ex-post facto. The population of the study was all junior social studies students in Ilorin Metropolis. Three research questions and three research

hypotheses were used. The study used questionnaire and Performa to collect data on parenting styles and studentsø performance. The data on junior school certificate and parenting styles were analyzed using frequency count, percentages and chi ó square to answer the research questions and test the hypotheses in the study. The result showed that parenting styles adopted had influence on the performance of the students. In addition, it was observed that students from authoritative parenting had better performance than students from other parenting styles. It was recommended among others that parents should adopt authoritative parenting style to enhance optimal performance of the students. In addition, the school should create structures and strengthen the existing ones that would provide parent training intervention. The present study is related with the above study in the area of parenting styles and academic achievement but differs in the sense that the above study dealt with Junior Secondary School while the present deals with Senior Secondary School.

Another study was conducted by Owano (2010) in Kenya on the perception of secondary school students on the effect of parenting styles on studentsø academic performance in Kongo Division, Rongo District in Nyanza province of Kenya. The purpose of the study was to determine the effect of parenting styles on student academic performance. The design of the study is descriptive survey design. The area of the study had 22 secondary schools with a population of 5, 325 students. The sample used was 341 out of 3,000 form 3 and 4 students. A stratified random sampling technique was used to select 10 secondary schools in the division. Stratified random sampling was also used to select the respondents to reflect gender in each sampled school. Respondents from each stratum were selected by simple random sampling. Three research questions and three

hypotheses were used. Questionnaires were used to collect data from form 3 and 4 students. Data analysis was done using descriptive statistics such as frequency, percentage, graphs and means. For inferential statistics Pearson Product moment correlation was used to analyze the data. The result showed that authoritative and authoritarian parenting styles perceived by secondary school students had significant influence on their academic performance. The study recommends that guidance and counselling on the effect of parenting styles on studentsø academic performance should be a matter of concern for parents, teachers, and students. This study is related to the present study because both studies are interested in parenting styles and how these parenting styles influence academic achievement even though their areas of study differs.

A study was conducted by Turner, Chandler, & Heffer (2009) on the relationship between parenting styles, achievement motivation and self efficacy on academic performance of college students in Texas, United State of America. The purpose of the study was to examine the relationship among authoritative parenting, academic performance, self efficacy and achievement motivation. The design of the study was Correlational study design. The population of the study was all psychology undergraduate students of major university Texas, in United State. The sample used was 264 college students in Texas USA. Four research questions and four research hypotheses were used. Questionnaires were used for data collection. Data was collected in group administration with approximately 10-30 participants per session. Descriptive statistics were used to analyze statistical analyses. Linear regression analyses were used to examine the relation between variables. Pearson correlation was conducted to determine the relations among parenting styles achievement motivation and academic performance. Result indicated that

authoritative parenting style continues to influence the academic performance of college students. The above study revealed that parenting style influence academic achievement which is what the present study intends to investigate.

A study on the Influence of Parenting Styles on academic achievement performance of adolescents in secondary schools was carried out by Esther Wawira Munyi (2013) in Nairobi, Kenya. The purpose of the study was to investigate the influence of parenting styles on academic performance of adolescents in secondary schools, a survey of Manyatta constituency in Embu country. The objectives of the study were to determine how authoritative parenting styles, indulgent parenting styles and neglectful parenting styles affect academic performance of adolescents in secondary schools. The study employed a descriptive research design. The target population under study was 2,089 students in secondary schools in Manyatta Constituency. A stratified random sampling method was applied to select a sample of 335 students who were proportionally distributed in the 46 schools and 39 parents. Descriptive statistics was used to analyze quantitative data. Findings revealed that students who performed best experienced authoritative parenting style and therefore was the best method of parenting style in relation to academic performance. It is related to the present study because it looked at how parenting styles affects academic achievement of students especially that of the Secondary Schools but differs in the area of research design used.

Studies on Parenting Styles and Gender

A study was carried out by Ajai & Imoko (2015) in Taraba State University, and Benue State University, Nigeria respectively to assess gender differences in mathematics achievement and retention by using Problem-Based Learning (PBL).The purpose of the

study was to examine factors that influence gendered achievement in mathematics. The design of the study was pre post-test quasi-experimental. The population of the study was 428 senior secondary one (SS I) students. The sample consists of 261 male and 167 female senior secondary school one (SS1) students in 10 secondary schools across education zone B of Benue State of Nigeria. The students and schools were selected through multistage sampling. Two research questions and two hypotheses were raised for the study and tested using t-test at .05 level of significance. The students were taught algebra by using problem-based learning method. Algebra Achievement Test (SAAT), constructed by the researcher was used to collect data. AAT which was validated by experts in mathematics and science education has 25 multiple choices (each with four options) and 7 essay items constructed from SS1 mathematics curriculum and was scored out of 100 marks. Using Kuderó Richardson (KR ó 21) formula, the internal consistency of the multiple-choice items was found to be 0.80. Similarly, an inter-rate index of 0.863 was obtained to test the internal consistency of the essay items using Kendallos coefficient of concordance. The data was analyzed using a t-test statistics. The study revealed that male and female students taught algebra using PBL did not significantly differ in achievement and retention scores, thereby revealing that male and female students are capable of competing and collaborating in mathematics.   This study differs from the researcheros present study in the sense that the researcher is interested in the influence of gender on achievement orientation and not gender differences in mathematics but both are interested in the same subject.

Another study was carried out by Davis (2009) on the influence of gender on mathematics achievement of secondary school students in Rivers State. The purpose of

the study was to find out how gender affects mathematics achievement of the public secondary school students in Rivers State. The design of the study was survey research design. Influence of Gender on Mathematics Achievement (IGMA) questionnaire was used to elicit information from 500 students, drawn from the total population of SSI & II students using proportionate random sampling technique .Three research questions were answered using mean and standard deviation while, null hypotheses were tested using ANOVA at 0.05 level of significance. The findings indeed stated that interest in mathematics courses or math-related activities remain flat across the junior and high school years for women who are in the higher level math courses. It is related to the present study in that it aimed at ensuring how inculcation of mathematics amongst female and male students could be achieved.

Another study was carried out by Billingham (2014) on the relationship between parenting styles and gender role identity in college students, in United States. The primary purpose of this study was to investigate the association between parenting styles and gender role identity. In addition, the second purpose was to look more closely at the nature of gender role identity across different parenting styles and to justify if there is a connection between authoritative parenting and their off spring's androgynous gender role identity. The design of the study was Correctional design. The population comprises of 230 undergraduate students (48 men, 182 women 18-23 years old). Two research questions and two hypotheses were formulated to guide the study. The Parental Questionnaire (PAQ) and the Bem sex-Role inventory (BSRI) were used to collect data. Mean and standard deviation were used to analyze the data collected. The result of the finding was that parenting styles would be significantly associated with Gender role

identity of college students. There were also significant differences in parenting styles between gender role groups. It is related to the present study because it tends to find out how parenting styles influence gender role but differs in the level of students being used for the study.

An investigation on gender differences in parenting styles and effects on the parent-child relationship was carried out by Stephens (2009) in Texas. The purpose of the study was to determine if there were any Gender differences in parenting styles and if so, measure how they affect the parent-child relationship. Survey design was used in the study. The population of the study was undergraduatesø students of State University of Texas. The sample constituted 302 undergraduates made up of 95 males and 207 females (18-25 years). Instrument used in this study were four standard survey questions asking about the participantøs sex, age, ethnicity, socioeconomic status, and one question asking about the participantøs parentsø relationship status. Data collected were analyzed using the chi square, t-test and correlations. The findings of this study show that parenting will become more equally divided among mothers and fathers and in turn this will result in children feeling similarly close to both parents. The results of this review support further the present study on gender as an important factor in better understanding of the role of parenting style in academic achievement and achievement orientation of adolescent but differ in the area of scope and topic.

Summary of Literature Review

The literature of the related review for this study was done under the following sub-headings; Conceptual Framework, Theoretical Framework, Review of Empirical Studies and Summary of Literature Review.

From the literature reviewed, work has been done in the area of Parenting styles and achievement orientation, parenting styles and academic achievement, and finally parenting styles and gender. On the influence of parenting styles, some believe on academic achievement as a determinant of parenting styles while some believe on achievement orientation and gender respectively.

Parenting styles referred to the different ways parents mould, shape and raise their children. Authoritative parenting is characterized by child- centered approach that holds high expectation of maturity. Authoritarian parenting is dictatorial, parent-centered, harsh, strict in discipline, and high on warmth, low on discipline and structure. It has few demands to make to children. Permissive parenting is more responsive to the needs of their children but less demanding. Permissive parents are lenient, allow considerable self-regulation and avoid confrontation and while Uninvolved parent demands almost nothing and gives almost nothing in return, except near ó absolute freedom. This style is low in both demandingness and responsiveness.

Adolescence on the other hand, is a period of human growth and development that occurs after childhood and before adulthood. Adolescents may see school as challenging because they do not have ability to carry out school tasks while some may be interested in continuing academic pursuit to higher institution. Achievement is being able to excel in oneøs endeavour or do something successfully in life. These achievements can be acquired or learned through orientation. Orientation is a disposition towards developing or demonstrating ability in achievement situations. Achievement orientation therefore is the worth one places on success or failure may be positive or negative. Hard work begets success and success is derived through academic achievement. Academic achievement is

the outcome of education. The extent to which a student, teacher, or institution has achieved their educational goals. Gender is the condition of being male or female. It refers to the roles and responsibilities of women and men.

Three theories relevant to this study were discussed and they have made contributions on how to understand the different concepts and variables under reviews. Baumrindøs parenting typology point to the fact that differences in parenting styles accounted for the way children functioned socially, emotionally, and cognitively. Atkinsonøs theory of needs achievement posited that orientation results from achieving success and avoiding failure and that the motive to achieve success is determined by three things; the need to succeed, the personøs estimate of the likelihood of success in performing the particular task, and the incentives for success, that is, how much the person wants to succeed in a particular task. They all portray the influence of parenting styles on in-school adolescents which in turn hinders achievement orientation and academic achievement.

Empirical studies indicate that parenting styles have consistently been shown to relate to various outcomes such as psychopathology, substance abuse, and academic performance. In general authoritative parenting style emphasizes both responsiveness and demandingness thus it appears superior in fostering higher academic performance compared to authoritarian and permissive parenting styles. A great number of empirical work have been done in relation to the present study, but most of the studies were of foreign background and none focused on the influence of parenting styles on in-school adolescentsø achievement orientation and academic achievement. Again, in Enugu North Local Government Area no known study has been carried out on the influence of

parenting styles on in-school adolescentsø achievement orientation and academic achievement. Thus, the present study intends to fill the gap.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the procedure that will be used in this study under the following sub- heading: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The study adopted the ex-post facto design. According to Nworgu (2015), ex post facto design seeks to establish cause-effect relationships but differs from it in that the researcher usually has no control over the variables of interest and therefore cannot manipulate them. Indeed, the researcher only attempts to link some already existing effects or observations to some variable(s) as causative agent(s). This design is relevant to the present study because it seeks to investigate how parenting styles influence in-school adolescentsø achievement orientation and academic achievement. The researcher will not manipulate parenting styles and yet its influence on the dependent variables is sought.

Area of the Study

The study was carried out in Enugu North Local Government Area of Enugu State. This was done using SS II adolescents in all the 9 public secondary schools in the Local Government Area. The area of study was chosen because the researcher observed that most parents abandon their children to the school authorities after school registration. This is a situation where the parents feel the children can take care of themselves without

really guiding them in their academic journey. Truancy is observed and the number of students who drop out of school increases on daily basis. This of course has continued to reduce enrolment into secondary schools. Large numbers of school age children have opted for business instead of schooling.

Population of the Study

The population for the study consisted of all the Senior Secondary (II) students in public Secondary Schools in Enugu North, Enugu State. Available statistics show that there are 9 Senior Secondary Schools. The total population is 1,971 students comprising 722 males and 1,249 females {Source: Enugu State Planning, Research and Statistics (PRS) unit, Post Primary School Management Board (PPSMB), 2014- 2015 session}. The choice of Senior Secondary SS II was based on the fact that the students are in the middle class of Senior Secondary classes and at a stage of development where the adolescent is seeking for identity as identified by Ericksonøs psychological theory. It is at this stage that the adolescent may attain identity or role confusion. Adolescents who are successful at this stage have a strong sense of identity and are able to remain true to their beliefs and values in the face of problems and other peopleøs perspectives but when pressured to conform to their parentsø ideas for the future, they may develop a weak sense of self and experience role confusion.

Sample and Sampling Technique

A sample of 296 SS II students was used. This sample was randomly drawn from all the Senior Secondary Schools in Enugu North local government area. The sample was made up of 100 males and 196 females which amount to 15% of the entire population of SS II students in the local government area. The rationale for selecting 15% of the entire

population is in line with Aliøs (2006) assertion that: if the population is large, the sample of the study would be between the ranges of 5 percent to 20 percent.

Simple random sampling technique was used to sample 1 stream each from the SS II classes in each of the 9 schools making 9 streams this is because there are between 2 ó 6 classes of SSII respectively in each of the 9 schools. From each of the 9 streams, 33 students was sampled in 8 schools and 32 students in just one school making a total of 296 students.

Instruments for Data Collection

Three sets of instruments were used for data collection: Parenting Style Questionnaire (PSQ), Student Achievement Orientation Questionnaire (SAOQ) and Studentsø Academic Achievement Proforma (SAAP) developed by the researcher were employed for this study.

The Parenting Style Questionnaire (PSQ) has two (2) sections; section A and section B. Section õAö elicited information on studentsø demographic data such as; name of school, location and gender, while section õBö consists of three (3) clusters (A, B, and C) with a total of forty five (45) items or statements modeled on a four (4) point rating scale, to elicit information on parenting styles (authoritarian, authoritative and permissive). Thus, the students expressed their level of agreement or otherwise to each of the items or statements based on the four (4) point rating scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with numerical values or points of 4, 3, 2, and 1 respectively.

Studentsø Achievement Orientation Questionnaire (SAOQ**)**. The SAOQ contains twenty (20) items developed by the researcher using a four-point scale of: õStrongly agreeö (SA),

õAgreeö (A), õDisagreeö (D), and õStrongly disagreeö (SD) for each item with numerical values or points of 4, 3, 2, and 1 respectively.

Studentsø Academic Achievement Proforma (SAAP) was be used to collect the existing two consecutive ends of termøs results for the 2015/ 2016 academic session of the sampled Senior Secondary School two (SSII) students in Mathematics. The Proforma contains six (6) columns: serial number, student registration number, column for first term results, column for second term results, total and average score (see appendix A).

Validation of the Instruments

To ensure the face validity of the instruments, the questionnaires (PSQ and SAOQ) were validated by three experts in the Faculty of Education, University of Nigeria, Nsukka. Two of the experts were from Department of Educational Foundations (Educational Psychology Unit) and the third, from Department of Science Education (Measurement and Evaluation Unit). The validates were asked to review the instrument based on simplicity, clarity and the relevance to the study. The corrections that were made by validates were effected accordingly in the final draft of the instruments.

Reliability of the Instrument

A trial testing was carried out with students from Enugu East Local Government area. The reason for trial-testing is to determine the internal consistency of the items. The researcher administered 30 questionnaires to students in girlsø secondary school, Abakpa Nike. The reliability of the instruments were established using Cronbach Alpha. The reliability coefficient of 0.80, 0.75, and 0.89 was obtained for cluster A, B, and C respectively for Parenting Style Questionnaire (PSQ) while the reliability coefficient of 0.87 was obtained for Student Achievement Orientation Questionnaire (SAOQ).

The rational for the use of Cronbach alpha was because there won¢t be preferred answer, example Yes or No. Cronbach alpha is used to test the reliability of instrument when items are polytomously scored or when the items are non-dichotomously scored (Nworgu, 2015) (see appendix B).

Method of Data Collection

Permission was sought from the authority or management of the schools to enhance data collection. The researcher administered the Parenting Style Questionnaire (PSQ) and Student Achievement Orientation Questionnaire (SAOQ) directly to the students. The instruments were collected on the spot in order to ensure a high return rate. Also, the average scores for two consecutive ends of the term¢s examination results of the students in mathematics were collected from the vice Principal academic from the sampled schools using the Students¢ Academic Achievement Proforma (SAAP) designed by the researcher. The average score for the two consecutive ends of the term¢s examination results was used as a measure of the academic achievement level of the students.

Method of Data Analysis

Data were analyzed using mean and standard deviation to answer the research questions. A response with a mean rating of 2.5 and above was considered acceptable while responses below the mean rating of 2.5 will not be accepted. The t-test statistics was used to test the research hypotheses at 0.05 level of probability. The academic achievement of the students was weighted as follows: 0-40 (Very Poor), 40-49 (Poor), 50-59 (Good), 60-69 (Very Good), 70 and above (Excellent).

CHAPTER FOUR

RESULTS

This chapter presented the result and interpretation and it is arranged based on research questions and hypotheses.

Research question 1: What is the influence of parenting styles on achievement orientation of in-school adolescents in Enugu North Local Government Area?

Table 1: Mean and Standard Deviation showing the influence of parenting styles on achievement orientation of in-school adolescents in Enugu North Local Government Area

Variable	N	Achievement orientation	
Parenting styles		Mean	Std.D
Authoritarian parenting style	95	2.02	.20
Authoritative parenting style	80	2.61	.50
Permissive Parenting style	121	2.05	.27

n= number of in-school adolescents who experienced a particular parenting style.

Table 1 shows that in-school adolescents that had experience of authoritarian parenting style had a mean value of 2.02 with standard deviation of 0.20, while those who had authoritative parenting style had a mean of 2.61 with standard deviation of 0.50 and those that had permissive parenting had mean value of 2.05 with standard deviation of 0.27 on achievement orientation test. Since the three parenting styles had different mean values, it means that parenting styles have influence on achievement orientation of in-school adolescents. It is also observed that authoritative parenting style, with the highest mean value has more positive influence on achievement orientation of in-school adolescents.

Research question 2: What is the influence of parenting styles on academic achievement of in-school adolescents in Enugu North Local Government Area?

Table 2: Mean and Standard Deviation showing the influence of parenting styles on academic achievement of in-school adolescents in Enugu North Local Government Area

Variable	n	Academic Achievement	
Parenting styles		**Mean**	**Std.D**
Authoritarian parenting style	95	33.14	9.05
Authoritative parenting style	80	48.87	15.40
Permissive Parenting style	121	34.05	10.94

n= number of in-school adolescents who experienced a particular parenting style.

Table 2 shows that in-school adolescents that had experience of authoritarian parenting style had mean value of 33.14 with standard deviation of 9.05, while those who had authoritative parenting style had a mean of 48.87 with standard deviation of 15.40 and those that had permissive parenting had mean value of 34.05 with standard deviation of 10.94 on academic achievement. Thus, because of different mean values yielded by different parenting styles, parenting styles had influence on academic achievement of in-school adolescents. It is further observed that authoritative parenting style, the highest score exert more positive influence on academic achievement of in-school adolescents.

Research question 3: What is the influence of gender on achievement orientation of in-school adolescents in Enugu North Local Government Area?

Table 3: Mean and Standard Deviation showing the influence of gender on achievement orientation of in-school adolescents in Enugu North Local Government Area

Variable	n	Achievement orientation	
Gender		Mean	Std.D
Male	100	2.08	.30
Female	196	2.25	.45

n= number of in-school adolescents

Table 3 shows that male in-school adolescents had mean value of 2.08 with standard deviation of 0.30, while female had mean value of 2.25 with standard deviation

of 0.45 on achievement orientation test. Since male and female had different mean value,

gender influence achievement orientation of in-school adolescents.

Research question 4: What is the influence of gender on academic achievement of in-

school adolescents in Enugu North Local Government Area?

Table 4: Mean and Standard Deviation showing the influence of gender on academic achievement of in-school adolescents in Enugu North Local Government Area

Variable	N	Academic Achievement	
Gender		Mean	Std.D
Male	100	34.76	11.47
Female	196	39.30	14.31

n= number of in-school adolescents

Table 4 shows that male in-school adolescents had mean value of 34.76 with

standard deviation of 11.47, while female had mean value of 39.30 with standard

deviation of 14.31 on academic achievement. This means that gender influence academic

achievement of in-school. It is also observed that female, with the highest mean value,

exerts more positive influence on academic achievement of in-school adolescents.

Hypothesis 1: Parenting styles do not significantly influence in-school adolescentsø

achievement orientation.

Table 5: ANOVA showing the influence of parenting styles on in-school adolescents' achievement orientation

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	19.285	2	9.642	87.090	.000	Ho 1 Rejected
Within Groups	32.440	293	.111			
Total	51.725	295				

The results in Table 5 show that parenting styles influence in-school adolescentsø

achievement orientation significantly, *F(2, 293) = 87.090, p= 0.05*. Since the exact

probability value of 0.000 is less than the ÷a priorió probability value of 0.05, the null hypothesis that parenting styles do not significantly influence in-school adolescentsø achievement orientation is rejected.

Hypothesis 2: Parenting styles do not significantly influence in-school adolescentsø academic achievement.

Table 6: ANOVA showing the influence of parenting styles on in-school adolescents' academic achievement

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	13563.096	2	6781.548	48.690	.000	
Within Groups	40809.282	293	139.281			Ho2 Rejected
Total	54372.378	295				

The results in Table 6 show that parenting styles influence in-school adolescentsø academic achievement significantly, *F(2, 293) = 48.690, p= 0.05*. Since the exact probability value of 0.000 is less than the ÷a priorió probability value of 0.05, the null hypothesis that parenting styles do not significantly influence in-school adolescentsø academic achievement is rejected.

Hypothesis 3: The influence of gender on in-school adolescentsøachievement orientation is not significant.

Table 7: T-test showing the influence of gender on in-school adolescents' achievement orientation

	Gender	N	Mean	Std. D	df	T	Sig.	Decision
Achievement	Male	100	2.08	.30	294	-3.37	0.000	Ho 3 Rejected
orientation	Female	196	2.25	.46				

The results in Table 7 show that gender influence in-school adolescentsø achievement orientation significantly, *t(294) = -3.37, p= 0.05*. Since the exact probability value of 0.000 is less than the ÷a priorióprobability value of 0.05, the null hypothesis that

the influence of gender on in-school adolescentsø achievement orientation is not significant is rejected.

Hypothesis 4: The influence of gender on in-school adolescentsø academic achievement is not significant.

Table 8: T-test showing the influence of gender on in-school adolescents' academic achievement

	Gender	N	Mean	Std. D	df	T	Sig.	Decision
Academic	Male	100	34.76	11.47	294	-2.75	0.000	Ho 4 Rejected
Achievement	Female	196	39.30	14.31				

The results in Table 8 show that gender influence in-school adolescentsø academic achievement orientation significantly, *t(294)* = -2.76, *p= 0.05*. Since the exact probability value of 0.000 is less than the ÷a prioriø probability value of 0.05, the null hypothesis that the influence of gender on in-school adolescentsø academic achievement is not significant is rejected.

Summary of findings

Based on the results of the data analysis in the study, the following findings were made:

- Parenting styles significantly influence in-school adolescentsø achievement orientation.

- Parenting styles significantly influence in-school adolescentsø academic achievement.

- The influence of gender on in-school adolescentsø achievement orientation is significant.

- The influence of gender on in-school adolescentsø academic achievement is significant.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS RECOMMENDATIONS LIMITATIONS, AND SUMMARY

This chapter is presented under the following sub-headings: discussion of the findings, conclusions, educational implications, recommendations, limitations of the study, suggestions for further studies and summary of the study. The discussion was based on research questions and hypotheses raised to guide the study.

Discussion of the findings

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

➢ Influence of parenting styles on achievement orientation of in- school adolescents.

➢ Influence of parenting styles on academic achievement of in- school adolescents.

➢ Influence of gender on achievement orientation of in-school adolescents

➢ Influence of gender on academic achievement of in-school adolescents

Influence of parenting styles on achievement orientation of in- school adolescents.

The finding of the study shows that parenting styles significantly influence achievement orientation of in- school adolescents. The study confirms earlier findings of Kathryn, (2002), Abesha, (2012) and Ahmad, (2014) that parenting styles influence achievement orientation. In terms of individual contribution of different parenting styles, the study found that authoritative parenting style made the highest positive contribution.

Influence of parenting styles on academic achievement of in- school adolescents.

The result showed that parenting styles significantly influence in-school adolescentsø academic achievement. The findings are in line with Turner, Chandler, & Heffer (2009), Owano, (2010), Yusuf , Agbonna and Yusuf (2013) among others who

concluded in their findings that parenting styles influence academic achievement. The finding above underscores the importance of guidance and counseling which should be a matter of concern for parents, teachers, and students so as to enhance students' academic achievement. This will also promote effective teaching and learning as teachers' performance will also be enhanced.

Influence of gender on achievement orientation of in- school adolescents.

The finding of the study showed that gender has an influence on achievement orientation of in- school adolescents. This finding is in line with the findings of Stephens (2009) and Billingham (2014) among others who concluded in their findings that gender has influence on achievement orientation.

Influence of gender on academic achievement of in- school adolescents.

The result of the findings revealed that gender has an influence on academic achievement of in- school adolescents. This finding is in contrast with the findings of Davis (2009) and Ajai & Imoko (2015) who observed that male and female students did not significantly differ in achievement and retention, thereby revealing that male and female students are capable of competing and collaborating in mathematics.

Conclusion

The role played by parents is very significant in the academic pursuit of their children. If the community/society will meaningfully realize the objectives for which the schools are set up, the contribution of the home will go a long way. Charity they say begins at home. Teachers only build on the foundation laid by parents. Also, if the home climate does not compliment teachers' efforts there is the tendency for children's poor achievement orientation and academic achievement irrespective of gender. The study has

clearly shown that there is significant influence on in- school adolescentsø achievement orientation and academic achievement, and that the influence of gender on in ó school adolescentsøachievement orientation and academic achievement is significant. Therefore, parents are urged to get more involved in the monitoring and supervision of children vis-à-vis on their education. They should give them both moral and material supports to enable their children perform better in their studies. Based on the findings of the study, the conclusions were made:

1. Parenting styles significantly influence in-school adolescentsø achievement orientation.

2. Parenting styles significantly influence in-school adolescentsø academic achievement.

3. The influence of gender on in-school adolescentsø achievement orientation is significant.

4. The influence of gender on in-school adolescentsø academic achievement is significant.

Educational Implication

The results of the study have some obvious implications to school principals, teachers, parents, students, curriculum planners and the governments. The result of study provide school principals, policy makers and teachers with the tools to better understand the influence of parenting styles on in-school adolescentsø achievement orientation and academic achievement. The awareness created by the findings of the study will help the teachers to seek ways to strengthen the relationship between parents and teachers and then handle each child according to the type of parent for the quality of education people

receive depends partly on the type of teacher. The findings of this study would enable the parents to appreciate that children's development and education begin in the family with parents as first teachers and powerful determinants of future behaviour, personality and success of the child. The awareness that will help them adopt positive parenting to the benefits of the students. The students will benefit when the parents might have adopted the good parenting style, their needs will be attended to both psychologically and materially. The government will provide more counsellor as regards academic achievement, career placement and public enlightenment programmes. From all indications, this work has filled the void in some of the existing literature on the influence of parenting styles.

Recommendation

In regards to the findings of the study and its implications, the following recommendations were offered:

1. The government should ensure that parenting education programme such as family-centered curriculum and instruction is enshrined in the school programme. This will make parents to be better parents and teachers to their children. It may be necessary therefore for principals or heads of school to organize seminars on parenting styles and its influences and encourage parents to attend so as to adjust to the parenting style that is positive and not only encourage good behaviour of the students but also enhance academic achievement.

2. Teachers should provide frequent, open communication and feedback on children's progress.

3. Teachers should make effort to know their childrenøs parents and families so as to know the goals they have set for their children. They should welcome the parents, communicate well with them and support them in their roles as first teachers of their children.

4. Parents should always show concern for the education of their children by making the home child-friendly for a better foundation for school learning.

5. School authorities and teachers should work in collaboration with parents to work in a cohesive way through the Parents Teachers Association (PTA). School should provide materials on parenting and conduct parenting styles classes.

6. Parents should participate in any parenting education programme organized by their childrenøs school.

7. Parents should also not discriminate against any sex.

8. School management should encourage healthy school-home relations. This would give the school ample opportunity in educating parents on their significant role in their wardsø performance.

Limitations of the Study

The study was carried out in only one local government area out of seventeen local government areas of Enugu State; therefore its findings are restricted in application.

Secondly, the average Nigeria child may be inclined to present him/herself in a positive image, therefore, realistic responses may not be obtained from Enugu State in-school adolescents in this context.

Suggestion for Further Studies

Based on the findings, the following suggestions are made for further studies:

1. Replication of this study in other part of the State to find out whether parenting styles influence achievement orientation and academic achievement of in-school adolescents.

2. Further study might involve the use of different measure of parenting styles, such as a measure developed to access childrenøs perception of their parentsø style of parenting. Another possibility would be to divide the parenting styles measure into dimension of warmth and control. This division would allow for the investigation of how specific parenting behaviours may influence the development of childrenøs achievement orientation.

Summary of the Study

The study investigated the influence of parenting styles on in-school adolescentsø achievement orientation and academic achievement of secondary schools in Enugu State. The study was carried out in one local government area of Enugu State. Four research questions and four null hypotheses tested at 0.05 level of significance guided the study. Ex-post facto design was adopted for the study. The sample of 296 students was drawn from the population using simple random sampling techniques. A 45-item instrument tagged parenting styles questionnaire and another one of 20-item instrument tagged students achievement orientation questionnaire, all developed on a four point scale by the researcher after the literature review was used for data collection. The instruments for the study were validated and a trial test to ascertain the reliability of the instruments was carried out.

Mean and standard deviation were used to answer research questions while t-test statistics were used to test the research hypotheses. The result of the study has shown that parenting styles influence achievement orientation and academic achievement of in ó school adolescents. Specifically, the result of the four null hypotheses showed that: the influence of parenting styles on in- school adolescentsø achievement is significant. Parenting styles have significant influence on the achievement orientation and academic achievement of students. Gender has significant influence on achievement orientation and academic achievement. The study has implications for principals, teachers, parents, students, curriculum planners and government.

It is recommended that the government through the relevant agencies should ensure that parenting education should be enshrined in the school programme. Parents should be obliged to participate in any parenting education programme organized by their childrenøs schools to help them in their parenting task.

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