

**PARENTING STYLES AS CORRELATES OF JUNIOR
SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE
INIPOKIA LOCAL GOVERNMENT AREA, OGUN STATE**

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Abstract

Teachers and parents in Ogun State's Ipokia Local Government Area are concerned about the ongoing disparities in junior secondary school pupils' academic performance. In order to inform effective educational and parental strategies, empirical research is necessary to determine the extent to which various parenting styles correlate with and potentially influence students' academic outcomes. Therefore this study investigated parenting styles as correlates of Junior Secondary School Three (JSS III) students' academic performance in Ipokia Local Government Area. Using a descriptive correlational research design. The population comprises 15 public secondary schools and 23 private junior secondary schools, while 135 students were randomly sampled for this study. Data were collected through the adapted Parenting Styles Questionnaire developed by Carepatron (2024) and reliability index stood at Cronbach's $\alpha > .80$ and the Mathematics Performance Test (MPT). Percentage was used to answer research questions while Linear Regression was employed to test the hypothesis at the 0.05 level of significance. Findings revealed that students' academic performance in Mathematics was generally average (73; 54.07%), while the mean profiles of parenting styles showed Authoritative (3.711), Permissive (3.230) and Authoritarian (3.089). While no significant relationship was found between parenting styles and academic performance among junior secondary school students. Each independent variable contributed slightly and insignificantly to the dependent variable. The study concludes that, despite the weak statistical association, authoritative parenting remains central to fostering improved academic outcomes, and recommends that parents should adopt this approach, while teachers create supportive learning environments and educational stakeholders act promptly on research insights to strengthen students' academic performance, particularly in Mathematics.

Keywords: Parenting Styles, Academic Performance, Mathematics, Junior Secondary School and Students.

Introduction

Academic performance remains a critical benchmark for assessing the progress and future prospects of learners, as it reflects the effectiveness of teaching and learning processes across all levels of education. It is widely recognised as an essential indicator of students' overall development and the quality of educational delivery within a society. In its narrower meaning, academic performance refers to measurable achievements demonstrated through formal assessments and examinations at specific stages of learning. It also denotes the extent to which students have progressed after completing a programme, course or training (Hunye, 2022).

It is commonly known that a variety of contextual and environmental factors, such as

family history and home experiences, have an impact on students' academic achievement. Although prior research such as Baidoo-Anu et al.(2019)has shown links between parenting styles and pupils' learning results, these findings are primarily derived from contexts outside of Nigeria and might not adequately account for the dynamics within particular local circumstances. Students' performance in mathematics has been declining in Nigeria despite an increase in secondary school attendance; this trend is commonly ascribed to the subject's perceived difficulty (Oribhabor & Adesanya, 2024). Beyond the intricacy of the subject, however, differences in parenting styles at home might be a neglected element influencing pupils' motivation, attitudes, and discipline in mathematics.It is still unclear whether and how parental practices connect to junior secondary school children' academic achievement in this setting given the paucity of empirical data in Ogun State's Ipokia Local Government Area. Rather than assuming a specific result, this disparity emphasises the necessity of the current study.

In many instances, parents establish patterns of interaction with their children that either foster cooperation or encourage confrontation. The process of academic development is, therefore, rooted in parent–child agreements, expectations and behavioural boundaries. Parents often determine the balance between freedom and regulation, creating an environment that may either strengthen or hinder academic progress. Such dynamics demonstrate how parenting styles contribute to shaping not only academic behaviour but also emotional and social growth.

Beyond parental behaviour, several socio-economic factors also shape students' educational outcomes. These include parents' social, educational and financial backgrounds, which can determine the availability of learning resources and the level of academic guidance provided at home. Additionally, students' personal characteristics (such as study habits, learning styles, temperament, motivation and resilience) play significant roles in academic achievement. As Janius et al. (2024) observed, the determinants of academic performance have been extensively studied, with researchers exploring variables such as age, faculty, parenting style and lifestyle choices.

Parenting styles have been shown to influence children in diverse ways: socially, emotionally and academically. Some parenting approaches promote healthy development and strong academic outcomes, while others may impede progress (Mumina et al., 2022). Authoritarian parenting, marked by rigid rules, limited negotiation and punitive responses, often results in children who are well-behaved yet prone to low self-esteem, aggression, social awkwardness and limited autonomy (Janius et al., 2024). The lack of nurturing support may diminish their ability to control negative emotions or make independent decisions.

In contrast, authoritative parenting is widely regarded as the most beneficial style, as it combines warmth with firm expectations. In the words of Mariyono et al. (2025), parents who use this strategy encourage candid communication, give concise justifications for disciplinary actions, and actively assist their kids in establishing both academic and personal objectives.. This style produces well-adjusted learners who are confident, responsible, emotionally regulated and academically successful. Permissive parenting, however, while warm and nurturing, imposes minimal expectations and discipline. As a result, children may develop good social skills but

struggle with impulsiveness, selfishness and weak self-control (Metwally, 2018). Neglectful parenting presents even greater challenges, as children receive little guidance beyond basic needs and may be forced to make significant decisions independently, a circumstance that can hinder personality development and academic performance.

In Nigeria, while enrolment in secondary schools has been rising steadily, students' performance in Mathematics has consistently declined. Concern over low achievement in this subject has been widespread, with explanations often citing its inherent difficulty. However, parenting styles may also significantly influence students' learning outcomes. Nigerian secondary school enrolment has been steadily rising, but students' proficiency in mathematics has been declining, which has raised concerns among educators, parents, and policymakers. Ineffective teaching methods, a lack of learning materials, and the perceived difficulty of this fundamental subject have all been blamed for the ongoing low accomplishment in it. These hypotheses do not, however, adequately take into consideration how home-related issues influence pupils' attitudes, self-control, and desire to learn. Students' academic performance in mathematics is thus the main issue that has to be looked into, as it is the dependent variable and main focus of this study.

One element of the home environment that may have an impact is parenting practices. Numerous factors, including as peer relationships, family history, social influences, and, in certain situations, genetic predispositions, influence parenting styles. Through the kind of expectations, support, and guidance that are set at home, these elements may have an indirect impact on students' academic performance. The connection between parental style and academic success has been the subject of numerous research. For instance, Obadike and Unachukwu (2023) used a correlational methodology to examine parental practices as predictors of academic achievement among Anambra State Senior Secondary Two students. Mumina (2022) used a mixed-methods embedded design to investigate this link among secondary school students in Kenya, and Janius (2024) conducted a qualitative investigation of the matter among students in Kota Belud, Sabah.

These studies were carried out in different contexts, mostly centred on senior secondary students, and did not directly address mathematics performance in Ipokia Local Government Area, Ogun State, despite the fact that they offer valuable insights. As far as the researcher is aware, there is not much empirical data linking parenting practices to junior secondary school pupils' academic achievement in mathematics in this community. The necessity of the current investigation is justified by this contextual gap.

Research Questions

The following research questions were formulated to guide the study:

- a. What is the profile of academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State?
- b. What is the profile of parenting styles in Ipokia Local Government Area, Ogun State?

Research Hypothesis

The null hypothesis was generated and tested in the course of the study:

H₀₁: There is no any significant relationship between parenting styles and academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State.

Methodology

The research design adopted for this study is a descriptive of the correlational type. Devi et al. (2022) stated that research that seek to anticipate and analyse the link between two or more variables are best suited for a correlational design. In such studies, one variable is measured, and the degree of association between it and one or more other variables is determined. This design is therefore considered suitable for investigating the relationship between parenting styles and the academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State.

The survey encompassed all public and private secondary school students within Ipokia Local Government Area, with the target population consisting of all Junior Secondary School Three (JSS III) students. JSS III students were selected because they have accumulated more learning experience than their junior counterparts, making them more appropriate for assessing academic performance. The study area includes 15 public and 23 private junior secondary schools, with a total **Junior Secondary School III (JSS III) population of 50,379 students** (Ministry of Education, 2025), comprising approximately 23,163 males and 27,216 females. This ensures that the sample drawn is representative of the target population. A simple random sampling technique was employed to select 15 secondary schools from the research area. From each selected school, nine students were randomly chosen, resulting in a total sample size of 135 students.

The study employed **two research instruments** for data collection: an **adapted Parenting Styles Questionnaire** and a **Mathematics Performance Test (MPT)**. The Parenting Styles Questionnaire was adapted from Carepatron (2024) to suit the local context, and its validity was ensured through expert review, while reliability was confirmed using a Cronbach's alpha of $\alpha > .80$. Additionally, a Mathematics Performance Test (MPT) was employed to assess the students' academic performance in Mathematics. Percentage was used to answer research questions while Linear Regression was employed to test the hypothesis at the 0.05 level of significance.

Results

Answering of Research Questions

Two research questions were raised and answered using percentage, while one research hypothesis was formulated and tested with the use of the Multiple Regressions statistical tools.

Research Question One: *What is the profile of academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State?*

To answer this research question, respondents' scores on the Mathematics Performance Test were collected and analysed using percentages. Students who scored between 70 and 100 were classified as demonstrating a high level of academic performance, those scoring between 50 and 69 were considered to have an average

level of performance, while scores between 0 and 49 indicated a low level of academic performance. Based on these classifications, Table 2 was constructed as shown below.

Table 1: Percentage Analysis of Profile Academic Performance of Junior Secondary School Students in Ipokia Local Government, Ogun State

Academic Performance	Frequency	Percentage (%)
High Level of Academic Performance	41	
Average Level of Academic Performance	73	30.37
Low Level of Academic Performance	21	
Total	135	54.07
		15.56
		100.0

The Table 1 indicates that 41 students (30.37%) demonstrated a high level of academic performance, 73 students (54.07%) exhibited an average level, and 21 students (15.56%) showed a low level of academic performance in Mathematics. This suggests that, overall, junior secondary school students in Ipokia Local Government Area, Ogun State, performed at an average level in Mathematics.

Research Question Two: *What is the profile of parenting styles in Ipokia Local Government Area, Ogun State?*

To answer this research question, participants’ responses on the Parenting Styles Questionnaire were collated and analysed. The data collected from the sampled junior secondary school students were summed, with the respondents’ parenting styles categorised as Authoritative, Permissive, and Authoritarian. Table 2 was constructed based on these results, as shown below.

Table 2: Percentage Analysis of Profile of Parenting Styles of Junior Secondary School Students in Ipokia Local Government, Ogun State

Parenting Styles	Mean (X)
Authoritative Parenting Style	3.711
Permissive Parenting Style	3.230
Authoritarian Parenting Style	3.089

The Table 2 shows that the Authoritative parenting style had the highest mean score of 3.711, followed by the Permissive style with a mean of 3.230, while the Authoritarian style had the lowest mean of 3.089. This indicates that the Authoritative parenting style is the most prevalent in Ipokia Local Government Area, followed by the Permissive style, whereas the Authoritarian style is the least common.

Testing Hypothesis

Hypothesis One: *There is no significant relationship between parenting styles and academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State.*

In order to test this research hypothesis, participants’ responses on the parenting styles questionnaire and Mathematics Performance Test score were collated. The data collected from the study was analysed using Regression and findings is presented on Table 3a, 3b, and 3c.

Table 3a: Model Summary of Interactive Relationship of Parenting Styles and Junior School Students’ Academic Performance in Ipokia Local Government, Ogun State

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. Change	F.
1	.10 ^a	.01	.01	11.97	.01	.46	3	131	.71	

The model summary in Table 3a indicates that **parenting styles have a very weak relationship** with junior secondary students’ academic performance in Ipokia LGA, Ogun State (R = 0.10). Only **1% of the variance** in students’ performance is explained by the parenting styles (R² = 0.01, Adjusted R² = -0.01). The F-test shows the model is **not statistically significant** (F(3,131) = 0.46, p = 0.71), suggesting that, in this sample, parenting styles do not meaningfully predict academic performance.

Table 3b Results of Regression Analysis Showing Relationship among Parenting Styles and Junior School Students’ Academic Performance in Ipokia Local Government, Ogun State

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	195.35	3	65.12	.46	.71 ^b	H₀₁
	Residual	18759.29	131	143.20			Accepted
	Total	18954.64	134				

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Permissive, Authoritarian, Authoritative Parenting Styles

Results in Table 3b indicated that the variables of parenting styles do not contributed significantly to academic performance of junior secondary school students in Mathematics with a df of 3/134, with cal. F-ratio of .46 that is no significant at .71. On the basis of the results. The null hypothesis was therefore accepted and retained as:

To further examine the contributions of each independent variable results in Table 3c were generated.

Table 7: Results of Relative Contribution of Each Variables of Parenting Styles and Junior School Students’ Academic Performance in Ipokia Local Government, Ogun State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.85	9.74		6.87	.00
	Authoritative Parenting Style	-2.52	2.44	-.11	-1.03	.30
	Authoritarian Parenting Style	-.31	1.85	-.01	-.16	.87
	Permissive Parenting Style	1.071	1.76	.06	.61	.54

a. Dependent Variable: Academic Performance

Results in Table 3c revealed the contribution of each of the independent variables of Authoritative parenting style, Authoritarian parenting style and permissive parenting style to the model. Authoritative parenting style had contributed in the following dimensions; Beta weight of -2.52 and the t-value of -1.03 which is not significant to academic performance in Mathematics at .30. Authoritarian parenting style contributed Beta weight of -.31 and t-value of -.16 and it was not significant to academic performance at .87. And permissive parenting style contributed Beta weight of 1.07 and t-value of .61 and it was not significant to academic performance at .541. Thus, it implied that authoritative parenting style and permissive parenting style contributed more to the academic performance of Junior Secondary school students in Mathematics than authoritarian parenting style though not significant.

Discussion of the Findings

The result of the first finding revealed that the predominant parenting style in Ipokia Local Government Area was authoritative, followed by permissive, with the authoritarian style being the least common. This result is consistent with the notion that children’s upbringing is strongly influenced by shared environmental experiences, which may shape the prevalence of particular parenting approaches in the area. This finding align with that of Adeyemi (2015)found **authoritative parenting to be the most commonly reported style**, followed by authoritarian and permissive styles, supporting the idea that authoritative tends to be predominant in some Nigerian contexts. In contrast, Baba(2024)**reported most frequently**, with authoritarian and authoritative following, which contrasts with the claim of authoritative being most prevalent.

The second finding indicated that the academic performance of junior secondary school students in Mathematics was generally average. This outcome may be attributed to the emphasis placed on Mathematics as a compulsory subject and its status as a critical requirement for admission into Nigerian tertiary institutions. This finding supports that of Ogoke,et al. (2025) reported that a portion of students fell into “average” performance levels, with 17% of students scoring within the mid-range (40–69) while only a small percentage achieved high scores, suggesting many students’

mathematics outcomes were moderate rather than very high or very low. In contrast, Ogunsaju and Sam-Kayode (2024) found that *most* junior secondary school students had *low* achievement in mathematics algebraic word problems prior to intervention, with over 72% scoring in the low performance category and only about 16% in the medium range, indicating below-average performance rather than average.

The third finding showed that there was no significant relationship between parenting styles and the academic performance of junior secondary school students in Ipokia Local Government Area. This suggests that the independent variables (Authoritative, Permissive, and Authoritarian parenting styles) have minimal or no direct influence on students' academic performance. This finding aligns with Mumina et al. (2022), who reported no significant relationship between Authoritative or Authoritarian parenting styles and academic achievement. Conversely, Baidoo-Anu et al. (2019) found a weak positive correlation between parenting styles and students' academic achievement among Junior High School students. Similarly, Gidado, et al. (2025) reported that parenting methods can have a substantial impact on students' academic performance and overall educational experiences.

Upon the lack of significant statistical correlation in the current study, parenting styles remain an important factor influencing junior secondary school students' academic performance in Ipokia Local Government Area. Notably, the Authoritative parenting style appears to exert the most substantial influence, suggesting that supportive and structured parental guidance may play a role in enhancing students' learning outcomes in this context.

Conclusion

The study concludes by highlighting the intricacy of the variables affecting the academic achievement of junior secondary pupils in the Ipokia Local Government Area. Although parenting styles and home environments play a role in a child's general upbringing, academic results seem to be influenced by a variety of institutional and contextual factors in addition to parental style. In order to improve learning outcomes, especially in key areas like mathematics, this emphasises the necessity of more comprehensive educational techniques and interventions that address content, teaching effectiveness, and student engagement.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Since the authoritative parenting style is most common, parents should be **encouraged to maintain a balanced approach** that combines guidance, support, and appropriate discipline, while being mindful of the positive aspects of other styles to foster well-rounded child development. Community-based parenting workshops could help reinforce effective practices across different family contexts.
2. Educational stakeholders should implement **targeted interventions to improve Mathematics performance**, such as remedial classes, interactive teaching strategies, and enhanced learning resources. Teachers could also adopt innovative instructional methods to engage students and strengthen understanding of challenging concepts.
3. Since parenting style alone does not significantly influence academic outcomes, schools and policymakers should focus on **other factors affecting**

learning, including curriculum quality, teacher competence, classroom environment, and student motivation, while continuing to support positive home-school collaboration for holistic student development.

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