



Parenting Style and Academic Self-Concept as Correlates of Academic Performance among Undergraduate Students in Kogi State

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ABSTRACT

The study investigated parenting style and academic self-concept as correlates of academic performance among undergraduate students in Kogi state. The concepts of parenting, academic self-concept and academic performance are defined. The study adopted a descriptive research design by the researcher to carry out the research work. The data collected were used to establish the relationship between parenting style and academic self-concept on academic performance among undergraduate students in Kogi state. Four (4) universities- one federal and three state were used for the study. The population for this study comprised of undergraduate students only which comprises of three thousand, four hundred (3400) as per 2023/2024 academic session. The total sample size that is appropriate for the research was three hundred and forty-six (346). This was sampled through simple random sampling technique. The test-retest method of reliability was used in pilot testing the instruments to determine the reliability. Pearson Product Moment Correlation (PPMC) statistics was used to test the hypotheses. The hypotheses were tested at 0.05 level of significance. The result of hypothesis one shows that there is a significant relationship between democratic parenting style and academic performance among undergraduate students in Kogi state. ($r = 0.439$, $p\text{-value} = 0.020$), since $p < 0.05$ level of significant, therefore, hypothesis one was rejected. The result of hypothesis two shows that there is a significant relationship between autocratic parenting style and academic performance among undergraduate students in Kogi state. ($r = 0.021$, $p\text{-value} = 0.004$), since $p < 0.05$ level of significant, therefore, hypotheses two was rejected. The result of hypothesis three shows that there is a significant relationship between laissez-faire parenting style and academic performance among undergraduate students in Kogi state. ($r = 0.019$, $p\text{-value} = 0.060$), since $p < 0.05$ level of significant, therefore, hypotheses was rejected. The result of hypothesis four shows that there is no significant relationship between academic self-concept and academic performance among undergraduate students in Kogi state. ($r = 0.003$, $p\text{-value} = 0.916$), since $p < 0.05$ level of significant, therefore, the hypotheses was retained. So, it was concluded that the parenting style, academic self-concept and academic performance are valuable concepts in the life of undergraduate students in Kogi state. They can improve students' social academic feet and makes a better achievement. The paper recommended among others that parents,

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guardians, caregivers and teachers should try to ensure that students are properly parented and guided in their academic pursuit in order to succeed in their chosen career.

INTRODUCTION

Parents have an important role to play as both socializing and control agents over their children's behaviour. One major component of parental control is monitoring strategy. For adolescent to conform to the norms and values of the society, parents must step up and choose appropriate style to use in training their children if we must see a peaceful society. Parenting styles are the standard strategies that parents use in their child's training, rearing and up-bringing with the inculcation of values, norms of the society in order to be useful to the society. In the words of Baumrind, (2012) and Andrew (2022) parenting styles include democratic parenting style, autocratic parenting style and laissez-faire parenting style for the purpose of this study. These parenting styles exert some degree of influence on children's behaviours as they are tools for parental control and responsiveness. The democratic parenting style, autocratic parenting style and laissez-faire parenting style were used in the study.

Democratic parenting style is characterized by parents' responsiveness to the child's needs with set expectations of positive behaviours and consequences for noncompliance (Edwards et al, 2010). It uses a bidirectional communication pattern and encourages the children to cultivate self-control. Parents that adopt this style monitor their children's behaviours, provide distinct standards of conduct and discipline hinge on reasoning rather than power assertion. Democratic parenting shows high level of support and has effective communication with their children while autocratic parents are over-protective and believe in harsh punishment and laissez-faire parents give a child high level of independence, which result in low level of parental guidance.

Autocratic parenting style is characterized by high parental control and less responsiveness to the children's needs. It is known to use assertive power, discipline and love

withdrawal in order to gain compliance from the children (Andrew, 2022). Parents who adopt autocratic parenting style emphasize conformity and obedience from the children without explanation in a less warm environment. Laissez-faire parenting style is further divided into; indulgent, uninvolved or neglectful. It is generally characterized by some degree of withdrawal from child training and absence or a very low level of control of children. Parents who adopt this parenting style apply a higher degree of withdrawal with a low level of control over their children (Adubale, 2017). It could be seen that parenting styles and behaviours related similarly to children's adjustment, depending on the broader context in which these behaviours are situated, suggesting that the effect of parental discipline is not entirely universal. (Hoeve et al, 2018). It is rooted in the natural tendency of children to learn on their own and act on the knowledge when they are ready to do so. The laissez-faire parenting style allows the children to make their own decisions and set their targets with parents providing little or no guidance and support for decision making (Asifa et al, 2017).

Academic Self-concept is a person's perception about himself/herself. Academic Self-concept is a global evaluation made about one's own personality particularly among students. It is derived from the subjective evaluations; an individual tends to make of one's own behavioural traits (Lakshmi, et al 2017). As a consequence, the academic self-concept will either be positive or negative. Lakshmi, et al (2017) again, explains that these perceptions are formed through his/her experiences with his/her environment and are influenced especially by school environmental factors. Academic Self-concept, however, may be influenced by how well one knows their identity, the greater clarity of self-concept, the higher one's self-esteem (Carrie & Roshni, 2018).

The Characteristics of high academic self-concept are willing to try new things in their life, can cope well under academic pressure,

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emotionally stable and confident, happy to share their ideas and experiences. While the Characteristics of low self-concept are feels worthless, reluctant to try new things, ideas, knowledge, struggles in new or challenging circumstances and do not value their own opinions and sensitive to the opinions of others especially among friends in school. (Tharshini, et al., 2020). Innocent, et al (2020), Norlizah and Hew, (2015) sees academic performance as the knowledge gained which is assessed by marks through the teacher and or educational goals set by students and teachers to be achieved over a specific period of time. Individual differences in academic performance have been linked to the difference in intelligence and personality.

STATEMENT OF THE PROBLEM

The impact of parenting in shaping the behaviours of individual child/student cannot be underestimated. This is predicated on the fact that the home where children are raised is the ideal place where normal and healthy development of children begins and parents form an indispensable component of the home. Poduthase (2012) corroborated the above that students can be led towards poor academic performance as a result of these factors. The paper examines the unwholesome behaviour and academic instability that emanated from undergraduate students which causes burden to parents, school administrators, teacher and the society, wade into the research of this nature to find out if parenting styles like democratic, autocratic and laissez-faire and academic self-concept have a way of causing weak or strong academic performance when they are exposed to a lack of intimacy, guidance, parental involvement and interactions.

Therefore, parenting styles could contribute to the molding and shaping of the children's behaviour and the paper x-rayed the poor parenting style, low academic self-concept and poor academic performance that emanated from secondary school students which causes burden to parents, school administrators, teacher and the society and wade into the research of this nature to find out if parenting styles like democratic, autocratic and laissez-faire, and

academic self-concept have a way of causing weak and strong academic performance among undergraduate students in Kogi state.

Objectives of the Study

The objective of this study is to;

1. investigate the correlate between democratic parenting style and academic performance among undergraduate students in Kogi state.
2. find out the correlate between autocratic parenting style and academic performance among undergraduate students in Kogi state.
3. find out the correlate between laissez-faire parenting style and academic performance among undergraduate students in Kogi state.
4. Find out the correlate between academic self-concept and academic performance among undergraduate students in Kogi state.

Research Questions

The following research question was used to guide the study.

1. What is the level of democratic parenting style on academic performance among undergraduate students in Kogi state?
2. What is the level of autocratic parenting style on academic performance among undergraduate students in Kogi state?
3. What is the level of laissez-faire parenting style on academic performance among undergraduate students in Kogi state?
4. What is the level of academic self-concept on academic performance among undergraduate students in Kogi state?

Hypothesis

The following hypotheses were formulated for the study.

Ho1. There is no significant relationship between democratic parenting style on academic



performance among undergraduate students in Kogi state.

Ho2. There is no significant relationship between autocratic parenting style on academic performance among undergraduate students in Kogi state.

Ho3. There is no significant relationship between laissez-faire parenting style on academic performance among undergraduate students in Kogi state.

Ho4. There is no significant relationship between academic self-concept on academic performance among undergraduate students in Kogi state.

METHODOLOGY

There are three (3) state universities and one (1) federal university in Kogi state. The researcher used simple random sampling techniques to select two universities. Also, simple random sampling techniques was used to select 100 level students which comprises three thousand, four hundred (3400) admitted to the universities in 2023/2024 academic session in Kogi state. Again, simple random sampling techniques was used to select three hundred and forty six (346) sample size from the four universities. This sample was appropriate when the study selected subjects that were considered and were in a better position to provide the required information sought for and each subject have equal chance to be selected for the study.

The Section 'C' instrument which was titled Democratic Parenting Questionnaire, Autocratic Parenting Questionnaire adapted from Erinisha (2012) has ten (10) items each and were selected for the purpose of the study. The Section 'D' instrument which was titled Students' Academic Self-concept Questionnaire (SASQ) was self-designed from reviewed literature. The items were drawn from literature for its relevance to the subject matter, appropriateness of the text content and coverage of the content area. This consists of 10 items which measured students' Academic Self-concept. All consist of four (4) points likert moderated scale.

The Section 'E' instrument which was titled Language and Communication Skill Performance Test (LCSPT), this item was adapted from Language and Communication Skill examination question from the department of General Studies in the universities selected for the study. It covers many topic in the course contents. The instrument was subjected to validation, the face and content validity of the instrument by two experts from educational psychology and Counselling Department, Federal University Dutsen-ma, Katsina metropolis.

The point of validation was assessed the structuring of the instrument, to verify the adequacy of the instrument as well as to weight the responses expected from the respondents. The test-retest method of reliability was used in pilot testing the instruments to determine the reliability of the instruments. The instruments were administered to a sample of twenty (20) students from, which is not part of the real study sample. Test re-test reliability method was used to carry out with an interval of two weeks between the first and second administration of the instruments. The reliability of the instruments were obtained after the pilot testing; using Cronbach Alpha Statistical analysis. The following Alpha coefficient values were obtained on the instruments student Democratic Parenting Questionnaires (DPQ) has 0.85, Autocratic Parenting Questionnaire (APQ) has 0.82, Laissez-faire Parenting Questionnaire (LPQ) has 0.80 and academic self-concept has 0.72. Frequency and simple percentage, mean was used to analyze the data collected. Pearson Product Moment Correlation (PPMC) statistics was used to test the hypothesis. The hypothesis was tested at 0.05 level of significance. Data collected was subjected to SPSS Version 23 statistical software.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between democratic parenting style and academic performance among undergraduate students in Kogi state.



Table 1: Pearson Product Moment Correlation (PPMC) Showing the analysis of Relationship between Democratic parenting style and Academic performance in English Language among undergraduate students in Kogi state.

Variable	N	Mean	SD	df	R-value	p-value	Decision
Democratic parenting style	346	30.75	5.96	346	0.439*	0.020	Sign
Academic Performance	346	14.39	3.55				

Correlation significant at 0.05 level (2-tailed)

Table 15 indicated the relationship analysis between democratic parenting style and academic performance. The finding revealed that the *r*-value is 0.439 and the *p*-value 0.020 which is less than .05 level of significant alpha level at 346 degrees of freedom. The above stated null hypothesis is rejected. It implies that, there is significant relationship between democratic

parenting style and academic performance in Language and Communication Skill among undergraduate students in Kogi state.

Hypothesis 2: There is no significant relationship between autocratic parenting style and academic performance among undergraduate students in Kogi state.

Table 2: Pearson Product Moment Correlation (PPMC) Showing the analysis of Relationship between Autocratic parenting style and Academic performance in English Language among undergraduate students in Kogi state.

Variable	N	Mean	SD	df	r-value	p-value	Decision
Autocratic parenting style	346	26.64	5.45	346	0.021*	0.004	Sign
Academic Performance	346	14.39	3.55				

Correlation significant at 0.05 level (2-tailed)

Table 16 indicated the relationship analysis between autocratic parenting style and academic performance. The finding revealed that the *r*-value is -0.021 and the *p*-value 0.004 which is less than .05 level of significant alpha level at 346 degrees of freedom. The above stated null hypothesis is rejected. It implies that, there is significant relationship between autocratic

parenting style and their academic performance in Language and Communication Skill among undergraduate students in Kogi state.

Hypothesis 3: There is no significant relationship between laissez-faire parenting style on academic performance among undergraduate students in Kogi state.

Table 3: Pearson Product Moment Correlation (PPMC) Showing the analysis of Relationship between Laissez-faire parenting style and Academic performance in English Language among undergraduate students in Kogi state.

Variable	N	Mean	SD	df	r-value	p-value	Decision
Laissez-faire parenting style	346	24.16	6.89	346	0.060	0.019	Sign
Academic Performance	346	14.39	3.55				

Correlation significant at 0.05 level (2-tailed)

Table 17 indicated the relationship analysis between laissez-faire parenting style

academic performances. The finding revealed that the *r*-value is -0.060 and the *p*-value 0.019 which is greater than .05 level of significant alpha level

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at 346 degrees of freedom. The stated null hypothesis is rejected. It implies that, there is significant relationship between laissez-faire parenting style and students' academic performance in Language and Communication Skill among undergraduate students in Kogi state.

Hypothesis 4: There is no significant relationship between academic self-concept on academic performance among undergraduate students in Kogi state.

Table 4: Pearson Product Moment Correlation (PPMC) Showing the analysis of Relationship between Academic Self-concept and Academic performance in English Language among undergraduate students in Kogi state.

Variable	N	Mean	SD	df	r-value	p-value	Decision
Academic Self-concept	346	48.08	12.43				
				346	0.916*	0.003	Sign
Academic Performance	346	14.39	3.55				

Correlation significant at 0.05 level (2-tailed)

Table 19 shows the analysis of relationship between academic self-concept and academic performance. The finding revealed that the *r*-value is 0.916 and the *p*-value 0.003 which is greater than .05 level of significant alpha level at 346 degrees of freedom. The stated null hypothesis is retained. It implies that, there is no significant relationship between self-concept and students' academic performance in Language and Communication Skill among undergraduate students in Kogi state.

DISCUSSION OF FINDINGS

The finding shows that, there was a high level of democratic parenting style among undergraduate students in Kogi state, Nigeria. The finding of this study is in support of the findings of Hagar, et al. (2022), who revealed that, there was high and statistically significant positive level of democratic parenting styles among students. The finding of this study also agrees with the findings of Ledia, et al. (2014) whose finding revealed that democratic parenting style was high and demographic characteristics were associated. The findings of the study contradict the finding of Kshama and Mohammed (2023) who revealed that participants with democratic parenting styles

had a lower mean score compared with other styles.

The findings revealed that, there was a moderate level of autocratic parenting style among undergraduate student in Kogi state, Nigeria. The finding of this study corroborated with the findings of Hagar, et al., (2022) who revealed that, there was a moderate and statistically significant positive level of autocratic parenting styles among students. The finding of this study is in contrast with the finding of Norlizah et al. (2015) who revealed that autocratic parenting style was not moderate among the three parenting styles.

The findings revealed that, there were high level of laissez-faire parenting style among Secondary School Students in North West, Nigeria. The finding of this study is in agreement with the findings of Ali-Ullah, et al. (2023) who revealed that, the laissez-faire parenting was high level and significant among the three parenting styles. The finding of this study is in contrast with the study of Kshama and Mohammed (2023) whose quantitative findings revealed a significant laissez-faire parenting style with high level compared to other participants in the study. This was in contrast with the finding of this study.

The findings revealed that, there was a moderate level of academic self-concept among

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undergraduate students in Kogi state, Nigeria. The finding of this study is in support of the findings of Sayid (2011) who revealed that, it is necessary to give adequate, moderate and sufficient attention to academic self-concept. The findings of study contradict the finding of John, et al. (2014) which revealed that students' self-concept was significantly moderate and they will perform better academically which will in turn increase their general academic performance.

The findings revealed that, there was a moderate level of Academic performance among undergraduate students in Kogi state, Nigeria. The finding of this study corroborated with the findings of Yan-Carlo (2022) who shows a direct and moderate level of students' academic performance demonstrating that it is significant to the students' academic performance. In addition, the finding of this study is in contrast with the findings of Kavitha and Suthanthiradevi (2022) who found that there was a higher secondary school student that has average level of academic performance. This finding of this study contradicts the findings of Ndyareeba, et al. (2024) whom the result indicates that, academic performance and engagement is not moderates among students.

CONCLUSION

Based on the findings of this study the following conclusions were drawn: The paper concluded that there is significant correlation between parenting styles (democratic parenting style, autocratic parenting style and laissez-faire parenting style), self-concept and Academic performance among undergraduate students in Kogi state and was attributed to the joint effect of parenting styles (democratic parenting style, autocratic parenting style and laissez-faire parenting style), self-concept was the major factor that influenced students' Academic performance in Language and Communication Skill. Similarly, democratic parenting style correlates with academic performance among undergraduate students in Kogi state. Autocratic parenting style correlates with academic performance among undergraduate students in Kogi state and laissez-faire parenting style correlates with academic

performance among undergraduate students in Kogi state.

It was concluded that autocratic parenting style and democratic parenting style were the best in individuals, as it is an important attribute necessary for the psychological development of the adolescents. Based on these findings, it was concluded that proper academic self-concept, play a major role in students' academic performance in the university. The study concluded that developing a positive academic self-concept is not only an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes. Academic Self- concept enhances the individual's confidence to progress in school.

RECOMMENDATIONS

The following are the recommendations were given based on the findings of the research:

1. Parents should consider adopting democratic and autocratic parenting, in order to monitor their children for any forms of delinquent behaviour and inculcating in them desirable societal values.
2. Parents should guide their children and feel free to discuss, vital academic activities and relevant issues that will make them to abstain from low academic self-concept so as to improve their academic performance.
3. Ministry of Education through the Zonal Education Quality Assurance, School Based Management Committee (SBMC) and Parents Teachers Association (PTA) should constantly educate parents, reorient them to adopt appropriate parenting styles that are needed so as to enhance the academic performance of students.
4. Parents should be guided to understand the uniqueness of their child(ren) academic self-concept which helps them to be comfortable in learning and guide their behaviours in addressing parental discipline toward achieving better academic performance.



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