



**EXPLORING PARENTING BELIEF AND PARENTING
STYLES IN PREDICTING STUDENTS' ACHIEVEMENT IN
SECONDARY SCHOOLS IN DELTA STATE, NIGERIA**

Egbule Elizabeth Osita (Ph.D)

Department of Guidance and Counselling
Delta State University, Abraka

Abstract

The research examined the connection among parenting beliefs and styles with regards to academic performance of learners. Information was collected from forty-nine (49) parents of school-aged learners enrolled in secondary education concerning their parenting practices and their children's academic results. To analyze the gathered data, Pearson r and multiple regression analysis were employed. The results indicated that factors like parental involvement, completion of homework, amongst others significantly contributed to the variance in grade point averages. Also, it was discovered that authoritative parenting was found to have a positive and noteworthy relationship with both rational and irrational parenting beliefs. It was also seen that irrational parenting beliefs were positively and significantly connected with the completion of homework. It was recommended that school counselors take into account the sway of parenting on learner's achievement in developing academic programmes.

Keywords:

Parenting Beliefs, Parenting Styles, School Counseling, Academic Achievement.

Introduction

Parenting encompasses more than just biological relationships; it also refers to the complexities of raising a kid. It aids in guiding the youngster in the correct route in all aspects of life, including academic endeavors. A parent's parenting style has a significant impact on how well a child completes tasks, whether they are at home or in school. In order to assist the kid, follow the correct road as expected by their parents, it is also beneficial to demonstrate to them the expectations and driving style of their parents.

By encouraging children's interests through the circumstances, they create and the knowledge they impart at home, parents' views have an impact on kids' academic success (Lerkkanen & Pakarinen, 2019). Additionally, children's input is influenced by their parents' ideas. For example, parents who are optimistic about their kids' performance are more inclined to provide them encouraging and positive remarks. On the other hand,



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parents who have negative ideas typically provide their kids unfavorable feedback (Lerkkanen & Pakarinen, 2019). By keeping an eye on, supporting, inspiring, and directing their children to concentrate on certain learning abilities, parents may directly communicate their views to their offspring. Children with very nervous parents often performed worse than their classmates with less anxiety, according to Silver et al. (2021). Dong et al. (2020) assert that the quantity and quality of children's learning are influenced by the attitudes and beliefs of their parents. According to Pesu et al. (2018), children who do poorly may have a negative self-perception, which is more likely to echo their parents' attitudes.

According to research on parental belief, parents' educational attainment is a significant predictor of their children's early academic success (Ermisch & Francesconi, 2001). While parents with higher levels of education can undoubtedly assist their kids with their homework and offer them suitable cognitive stimulation, researchers should focus more on crucial elements like parental attitudes, expectations, and behaviors that may serve as significant determinants of kids' academic development. Children in the same age group who have parents with diverse attitudes and behaviors may view their own intelligence differently, choose different hobbies, and have different objectives.

For instance, some kids spend the majority of their time honing their academic abilities, while others focus on improving their athletic or creative abilities. According to research by Davis-Kean (2005) and referenced by Egbule (2020), parents with moderate to high levels of education typically have higher expectations for their kids' academic achievement. This result was in line with studies that found a significant correlation between success results and parental views (Aunola et al. 2002 as quoted by Dong et al. 2020). The study by Aunola et al. also found that children's academic development was indirectly impacted by parents' educational attainment through the home environment and parental expectations.

The expectation that a kid will graduate from high school as opposed to graduating college had significant effects on parent-child interactions at home and the kinds of stimulation offered in the family, as they indicated in the same study. Higher education-focused parents are more likely to foster a pleasant learning environment at home, inspire their kids to strive for better academic results at school, and modify their daily activity choices to support their academic achievement. The children's perceptions of accomplishment are more positive and there are more achievement-related activities at home as a result of the achievement-oriented attitudes and expectations. To put it another way, parents who foster an inspiring and intellectually challenging home environment that teaches kids to aim for greatness are responsible for beneficial improvements in their kids' academic development.

Historical periods, cultures, socioeconomic classes, individual preferences, and other societal variables all influence parenting techniques. Since parenting approaches can have varying effects on children based on their circumstances and temperament, there isn't always a single "correct" parenting style. Furthermore, studies show that parental history can have a significant impact on parental sensitivity and child outcomes, both in terms of their own attachments and parental psychopathology, especially following traumatic

events (Shizuka, 2019). Warm adoptive parenting has been linked to fewer internalizing and externalizing issues in adoptive children over time, suggesting that parenting may also have long-term effects on adopted children.

The general emotional atmosphere in the family is reflected in the parenting style. Diana Baumrind, a developmental psychologist, identified three primary parenting philosophies for early child development: permissive, authoritarian, and authoritative (Smetana, 2017). Later, an uninvolved parenting style was added to the list of four parenting philosophies. In addition to demand and control, these four approaches include responsiveness and acceptance. Parenting style has been shown to have a substantial impact on a child's future mental health and wellbeing. Specifically, authoritarian parenting has a negative correlation with mental health and life happiness, whereas authoritative parenting has a favorable correlation (Friedson, 2016). The majority of traditional contemporary parenting styles lie somewhere in the middle, with authoritarian and permissive parenting at opposing ends of the scale. Despite its influence, Baumrind's typology has drawn a lot of criticism for its inaccurate and idealistic depiction of authoritative parenting, as well as its too wide classifications.

As children advance through nursery, primary, secondary, and postsecondary education, a number of markers indicate achievement. In general, students' performance is determined by how effectively they meet or exceed a particular set of abilities (York et al. 2015). Usually intellectual in nature, these capabilities align with the current curricula. Student performance is monitored using data collected at several points during the academic year. Student performance data, such as grade point average and end-of-year exams, are important markers of student outcomes, such as retention or promotion (Schwerdt et al. 2017). Grade point averages combine student performance over the course of an academic year while accounting for cognitive capacity, motivation, and personality attributes (Imose & Barber, 2015; Spengler et al. 2016). Both serve as remote data points representing success.

Numerous factors influence and are correlated with student success. According to Hatch (2014), these components include parental involvement, homework completion rates, suspensions, and disciplinary referrals. According to research, these variables are highly predictive of distal or long-term academic performance (Kalenkoski & Pablonia, 2017). These characteristics may be evaluated throughout the academic year to offer an up-to-date summary of student accomplishment, even if using grade point average alone to judge student development presents difficulties (Hatch, 2014).

The ASCA (2012), as referenced by Lawrence and Egbule (2021), school counselors are tasked with enhancing student success by focusing on some specific area viz academic, social and emotional, and career development. Consequently, school counselors are vital in creating, implementing and assessing initiatives aimed at boosting academic performance. They face the challenge of evaluating how their services directly influence students' achievement. To gauge the effects of school counselling programmes, data related to student achievement can be analyzed. For instance, a study skills programme like SOAR (SOAR Learning Inc., 2018) has the potential to improve homework completion by 20%. School counselors can conclude that such interventions are likely to result in better student achievement as investigation revealed that there exists a positive

correlation between homework completion and grade point average (Kalenkoski & Pabilonia, 2017). While counselors in school frequently interact directly with learners, they also play a vital role in fostering learner success by collaborating with parents and guardians. For example, Ray et al (2007) proposed that school counselors provide training in parenting skills to encourage effective parenting approaches.

Other scholars have emphasized the importance of enhancing partnerships with parents and increasing their involvement, as these elements are linked to learners' success (Epstein, 2018). In the view of Bryan and Henry (2012), when developing initiatives to strengthen these partnerships and boost involvement, it is essential for school counselors to recognize the values, beliefs, assumptions and behaviours of parents. Warren (2017) noted that in the early phases of family engagement, counselors should confront any biases and preconceived notions that could hinder collaboration. In the same vein, Hatch (2014) noted that in sustaining a strong parental belief system that enhances success, the strategies and interventions should be informed by data that focus on fostering learners' academic performance.

Parenting Beliefs

The beliefs upheld by parents are crucial for the overall health and achievement of their wards (warren, 2017). Occasionally, parents may impose unrealistic expectations on themselves, their children or in the concept of parenting itself. For instance, a parent might think that “my child should comply with everything I say, and I cannot tolerate any deviation from that”. Such a belief system can negatively affect the parent-child dynamics and the family environment as well as the child's psychosocial growth (Bernard as cited by Egbule, 2020).

The parental belief with regards to Rational Emotive Behaviour Therapy (REBT) by Ellis (1962) focuses on two primary categories of thought viz the rational and irrational. Rational thoughts are adaptable and beneficial in nature, promoting healthy emotions and constructive behaviours (Egbule & Egbule, 2008). In contrast, irrational beliefs are inflexible and authoritative, arising from expectations directed at oneself, others and life circumstances. This type of belied system can foster negative emotion and lead to counterproductive actions. A fundamental objective of REBT is to promote acceptance of oneself, others and life as a whole. Consequently, individuals are encouraged to refrain from making judgments or categorizing themselves, others or life experiences as entirely negative. Dryden (2014) noted that by pursuing acceptance, individuals tend to experience greater happiness and success in life. Studies have explored the place of REBT and other concepts that are related amongst diverse groups and findings show a link between irrational beliefs and dysfunctionality irrespective of the assessment approaches or population reviewed.

Research conducted by Hamamci and Bagci (2017) shows that there exists a connection between family dynamics and the extent to which parents possess irrational expectations concerning their children. It is important to note that as irrational beliefs escalate so too does the decline in parental emotional support and responsiveness. Furthermore, when parents harbor irrational thoughts, behavioural problems in children become more frequent. Hojjat et al. (2016) found that children are at a higher risk for substance abuse when their parents uphold irrational beliefs and unrealistic anticipations. In the view of

Kufakunesu (2015), parenting methods that encourage unrealistic or irrational academic standards can hinder children's academic achievement and foster the emergence of irrational beliefs alongside negative emotional states such as anxiety.

Parenting Styles

Parenting style generally refers to the way parents engage with their children. Some styles of parenting were identified according to Baumrind (1991) to include authoritarian, authoritative and permissive. Subsequently, Maccoby and Martin (1983) recognized a fourth style to include neglectful. Parenting styles are determined by the attitude and behaviour parents display towards their children and are often shaped by levels of demandingness and responsiveness (Egbule, 2020). Authoritarian parents are very demanding but lack emotional responsiveness, whereas authoritative parents combine high demands with open communication and responsiveness (Baumrind, 1991). In contrast, permissive parents are responsive but do not enforce firm boundaries while neglectful parenting is characterized by a deficiency in emotional support and minimal control as noted by Pinquart (2016). The approach parents take in raising their children can influence their academic success. Research has indicated that parenting styles associated with authoritative practices are the most closely related to student achievement among the four styles mentioned (Carlo et al. 2018). Moreover, the effect of parenting style on educational success appears to be consistent across various cultures. A meta-analysis by Pinquart and Kauser (2018) indicated that children globally may achieve academic benefits from authoritative parenting. Despite substantial evidence supporting this correlation, a meta-analysis by Pinquart (2016) revealed a small size, suggesting the link between authoritative parenting and academic success is not very strong. Nonetheless, the way parents interact with their children affects numerous faces of child development, including their educational achievements.

Method

This study employed a correlational research design. The population comprised all undergraduate students in tertiary institutions within the state. A multi-stage sampling technique was used in the selection of sample figure. The instrument for data collection was the questionnaire validated by expert reviews. Reliability was confirmed at an index of 0.88. Data generated were analyzed using the correlation and regression statistics respectively.

Results

Table 1: Descriptive Statistics and Alpha Coefficients for Student Achievement Variables

Variable	M	SD	Min	Range	Max	Correlation with GPA
Parent Involvement	96.48	13.41	15		99	.36*
Suspensions	.22	.51	0		2	-.51**
Discipline Referrals	.30	.54	0		2	-.21
Homework	97.64	5.26	75		99	.51**
GPA	3.66	.57	2		4.29	
Note. *p < .05; **p < .001	.001					

Table 2: Summary of Multiple Regression Analysis for Variables Predicting Authoritative Parenting Style

Variable	B	SE(B)	β	T	Sig. (<i>p</i>)
Rational Beliefs (RB)	.25	.9	.37	2.82	.01
Global Evaluation (GE)	-.54	.9	-.24	-1.81	.07
Irrational Beliefs (IB)	.40	.9	.45	4.10	.00

Discussion

Findings suggested that authoritative parenting is significantly linked to relationship building, internalizing behaviour and growth. Further finding shows that while authoritative parenting correlates with students' achievement, it seems contradictory that both rational beliefs and irrational beliefs have positive associations with authoritative behaviour. Irrational belief usually leads to negative outcomes rather than constructive results like student success (Terjesen & Kurasaki, 2009). Nevertheless, research by Reitman et al (2002) indicates that authoritative parents maintain high demands while being supportive. The stringent expectations typical of this style could stem from irrational thought patterns as shown by the notable role of irrational beliefs observed. Bernard (1990) posits that parents who impose strict demands may exhibit lower level of support and that effective communication might vary. It is likely that a proper balance of reasonable expectations, devoid of unrealistic pressures, alongside support, is most beneficial concerning how authoritative parenting influences students' achievement. While excessive or unrealistic demands might enhance educational performance, they can adversely affect the parent-child relationship and mental health, potentially hindering success both at home and in school (Warren, 2017).

Findings also show that there exists a noteworthy positive correlation between authoritative parenting and student achievement. However, based on the analyzed data set, this hypothesis was not validated. This result contradicts an earlier study which indicates that the authoritative parenting style is associated with better students' outcomes. In a study by Pinquart, a small effect size was identified between authoritativeness and students' achievement. It is possible that a meaningful relationship does exist, yet was not detected in this study due to a limited sample size. Alternatively, it may also be true that authoritative parenting has no connection to students' success, which would go against the findings of Pinquart (2016). Also, demographic factors such as the race of participants were not considered in this research and may also influence the results.

Conclusively, this study provided intriguing insights regarding authoritative parenting styles, beliefs and students' academic achievement. The paper discovered that factors like homework completion and parental involvement were positively linked to grade point average, while school suspensions negatively affect grade point average. Although these results are not groundbreaking, examining the connections amongst authoritativeness, parental belief, styles and students' achievement in this study is noteworthy. The variables of the study offer a unique perspective on how authoritativeness relates to

parenting beliefs, which in turn seem to impact homework completion, which is an important factor in achieving positive long-term students' success.

Implications for School Counselors

Experts in education and school counselors are urged to involve parents, teachers, administrators and students in on-going discussion about the connection between factors related to student achievement with regards to grade point average. Opportunities such as classroom guidance, staff development sessions and parent workshops are effective means to share this knowledge and engage stakeholders. School counselors can facilitate dialogue with teachers and administrators about classroom and school policies that influence homework completion, suspension and parent participation in their children schooling. Utilizing students and school data in this discussion is more likely to result in adjustments to classroom and school policies that benefit all students and their families. Through collaboration with teachers and administrators, school counselors can develop innovative and creative strategies and support systems to enhance homework completion and explore alternatives to suspension.

Additionally, the findings from this study can help school counselors better understand the beliefs and value of parents. Within the context of culture, these findings can provide school counselors with further insights beneficial for working with parents. For instance, when engaging with respective families, counselors should reflect on how cultural traditions and customs might affect parental interaction with their children (Castagno & Brayboy, 2008). By recognizing the cultural backgrounds of students and taking into account different parenting styles and beliefs, school counselors can collaborate with parents in targeted ways to foster student performance. It is particularly crucial to consider avenues for engaging parents who face challenges in visiting the school. Counselors can explore community resources and partnerships to enhancing parenting involvement.

Conclusion

School counselors are essential in contemporary educational settings. They act as leaders, advocates, consultants with a view to enhancing students' success. Counselors engage with various stakeholders like teachers, students, administrators and their families. This paper explores how factors like suspension, parental engagement sway students' performance. It also examines the connections between parental beliefs, level of authority and learners' performance. The study sue for awareness and encouraging school counselors to reflecting more deeply on the influence the variable has on students' performance outcomes. By understanding the variable under review and its effects on academic success, school counselors can create specific programmes that boost parental involvement, reinforce the school-parent connection and facilitate academic performance.

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