



PARENTING STYLES AND STUDENTS' PERFORMANCE IN SECONDARY SCHOOL BIOLOGY IN EDO STATE: IMPLICATIONS FOR COUNSELLING

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Abstract

This study investigated parenting styles and students' performance in secondary school Biology in Esan Central Local Government, Edo State. Three parenting styles - authoritative, authoritarian and permissive parenting styles and secondary school students' achievement were considered. This study adopted the ex-post facto research design. The population of this study covers all the 3,241 Senior Secondary School (SSS) one and two students in the 16 public secondary schools in Esan West Local Government Area of Edo State. The simple random sampling technique was adopted to select 20 Senior Secondary School Students from each of the 16 schools given a total of 320. The instrument Parenting Styles Scale (PSS) was adopted from the work of Gafoor and Kurukkan (2014). The test-retest method was used to determine the reliability of the instrument at 0.87 index. The Pearson Product Moment Correlation statistics was used to test the hypothesis. The test of hypotheses was conducted at 0.05 level of significance. Findings revealed that there is a significant positive relationship between authoritative, authoritarian, permissive and neglectful parenting styles and secondary school students' achievement in Esan Central Local Government, Edo State. It is thereby recommended that parents should know the value of reinforcement and motivation and apply those principles in a positive way to enhance better educational outcome for their children.

Keywords: Parenting Styles, Secondary, Counselling, Students and Achievement



Introduction

Nigeria like so many developing countries of the world has invested so much in education because it is believed that education is an instrument per excellence for effecting national development (Federal Republic of Nigeria, 2004).

In other to ensure that citizens benefit from formal education, some countries (Nigeria inclusive) make primary and secondary education free.

In Nigeria, education is said to be free, universal and compulsory through the Universal Basic Education (UBE) Scheme at the first 9 years of schooling or basic education. This 9 year of basic education covers six years of primary education and three years of Junior Secondary education. From the foregoing, it is evident that the government and stakeholders recognize the critical importance of secondary education in the promotion of learners' academic performance.

Academic performance refers to the learning outcome of a student on a subject or group of subjects after a period of class instructions. Duruji, Azuh and Oviasogie (2014) defined it as the degree of a student's accomplishment on his/her studies. They noted that the conventional approach for measuring level of academic performance of student on a subject or group of subjects within a period of instruction is often expressed in standard grades of percentages: 70-100% (Excellent/Distinction), 60-69% (Very Good), 50-59% (Good/Credit/Average), 40-49% (Pass), and below 40% (Fail). In this case, they argued that the level of a students' performance depends on how well a student meets standards set out by an institution itself, a teacher or an external examination body either set up by the government or an independent outfit signifies success or good performance. Hence, a student could be said to have passed or have a high level of performance if he/she made an average score of 70%, 60% or even 50% in an examination; depending on the examiner, educational institution or researcher.

Duruji, Azuh and Oviasogie (2014) reported that students' academic performance in the past few decades have recorded abysmal performance in both external and internal examinations. Poor academic performance can be very frustrating and its effects can be equally grave on the society. For instance, in August 2010, the West African Examination Council (WAEC) gave the outcome of the May/June 2010 exercise as achieving a 75 percent failure in English Language and mass failure in some major science subjects like Biology among others. Their report further showed that only 24.95 percent of the candidates who sat for the examinations, made five credits, including English Language, Mathematics and Biology.



Biology is one of the science subjects that senior secondary school students offer at the senior levels in the Nigerian secondary schools, (FRN, 2013). Biology is a very important science subject and a requirement for further learning of a number of science-related professional courses like medicine, agriculture, pharmacy, etc. In contemporary Nigeria, greater emphasis is placed on science and technological development. As a result, students are being encouraged to take up science-related subjects.

Today, Biology pervades literally every field of human endeavour, and plays a fundamental role in educational advancement. This is seen in all the technological advancement in the world today, which is because of scientific investigations. However, the issue remains that in most secondary schools in Nigeria, there is high rate of failure in the subject.

Folorunso (2020) noted that secondary school students are exhibiting low interest in Biology. This low interest of students in biology has been traced to poor performance in examinations. In our march towards scientific and technological advancement, we need nothing short of good performance in biology at all levels of schooling. Unfortunately, performance of students in biology at the end of the secondary school has not improved in the last decade. Folorunso (2020) has linked poor performance trend in biology particularly to the lack of instructional resources in schools due to poor funding of schools. The poor funding of schools has hindered the principals from providing the teachers with adequate instructional resources. Furthermore, the time of study for any child in school is not more than 5-6 hours out of 24 hours of the day. It therefore means that children spent more of their time at home than the school. In order to successfully achieve the National Policy of Education (NPE) at the primary school, the involvement of parents cannot be over emphasized. Consequently, the role of parents in the teaching-learning process cannot be undermined because what head teachers and teachers do to promote teaching at school; is just as important as what parents do to influence learning at home.

Therefore, a parent in the biological context refers to one (male or female) that begot or brought forth one or more offsprings in their own species while in a broader context, the term parents is used to describe a caregiver, a guardian or one that nurtures a child. In the learning process, the role of the home and parents as the first agent of a child's socialization holds a significant place in character formation of a child. From birth, a parent will mold and shape behaviours suitable to the norms of society through childrearing. Hence, learning acceptable behaviour is a part of socialization process of a child at home. Parenting styles may be affecting children's learning behaviour or performance. Parenting styles refers to the manner or approach used by one called "the parents" to influence a child or children positively in order to guide them into getting certain things done. It could also be seen as the style of leadership exercised by parents in the rearing or nurturing of their children. Within the context of leadership, the three common leadership styles are the democratic, autocratic and laissez faire style of leadership. Within the context of the



home/parenting, the four parenting styles that are commonly used and that also match the characteristics of the aforementioned leadership styles include: authoritative, authoritarian, permissive and neglectful/indifferent parenting styles (Akomolafe & Adesua, 2016).

Authoritative parenting styles is one that has features of: firm and consistent control, monitor and impart clear standards for their children's conduct, give priority to child's needs and abilities, implying age appropriate maturity demands, encourage children to be independent, attentive, forgiving, encouraging autonomy and offering democratic climate. The second -authoritarian style has some features that border on firm in control practices, expecting strict, unquestioned obedience to parental authority, not ready to accept individuality of child, disobedience is dealt by forceful and punitive discipline, relative neglect of child's needs, little communication between parent and child and high directive behaviour. The third -permissive style is one that is - frequent expression of warmth and affection, low enforcement of rules and authority, high acceptance, taking the role of friend rather than parent, allow the child to make their own decision and minimal punishment while neglectful/indifferent parenting styles is characterized by inattentive behavior, neglecting the child and little interaction with the child (Gafoor & Kurukkan, 2020).

From the foregoing, one could summarize that the four parenting styles have varying degree of responsiveness and control that could directly or indirectly affect a child. For instance, permissive parenting style is often recommended because it is characterized by frequent expression of affection and allowance for the child to make their own decision in other to promote their total wellbeing – social, physical and academic development. This is quite opposed to authoritative and authoritarian parenting styles which is characterized by coercion, force, firmness and consistent control in the upbringing of a child. Unfortunately, excessive use of authority in parenting a child could demoralize a child and lower their academic self-worth. For instance, frequently yelling at a child to study and compelling a child to do an academic task contrary to their will, ability and capability could make such child feel inadequate and unfulfilled academically. Nijohf and Engels (2007) has a contrary view that although authoritative parenting style his largely characterized by high responsiveness and control, it may play an influential role in the development of a child psychologically and socially. They noted that this is epically in light of the fact that authoritative parenting style may help the children to develop higher level of self-reliance, self-esteem and capacity to utilize effective coping strategies for improved academic performance.

One parenting style where the child does not get a sufficient measure of emotional support, physical time of the parent, basic needs such as food, shelter, health, care, childhood play and academic support is called “neglectful or uninvolved parents”. Baumrind (2015) noted that neglectful parenting or uninvolved parents have minimal amount of involvement or reaction towards their children's needs. They simply provide the most fundamental of facilities yet no room or opportunity for recreational and development activities. They make almost no request from their



children; this implies they do not bother their discipline. They are emotionally detached from their children; thereby make the child unaccountable to anyone. Neglectful parents are to a great degree dismissive, unconcerned or even oblivious to the child's need. These parents either do not supervise their children at all or keep them grounded continually. The first set of neglectful parent who do not supervise the children at all, are hardly aware of what their children do their children's timetable and activities. The second set of neglectful parent that keeps their child grounded under supervision or at home constantly, always want the children around them always, they do not bother asking the child about their everyday activities such as their assignment and study; consequently hindering any academic improvement the child may make. Neglectful parents do not express their love towards their children, they regularly disregard them with little or no involvement in their children educational affairs.

Omorogiuwa and Omorogiuwa (2016) argued that the abysmal or poor performances of students are not only traceable to the school system and their teachers - who are at the centre of curriculum implementation in the classroom level; but also to their parents who more often than not, leave the responsibility of training, instruction, and teaching to school teachers only. According to them, many parents fail to realize that what is taught at school is just like a seed planted that needs to be well nurtured at home by parents by creating a healthy home climate that promotes development of the child and their academic performance at school. This clearly explains that a home climate where parent-child separation is absent, children are likely to feel supported and encouraged to put in more effort for increased performance in their academics.

The importance of secondary education and its subsequent effect in successfully preparing learners for higher education has been questioned by stakeholders in recent times (Ibikunle, Owolabi & Agunbiade, 2021). It has been observed that parents and educators are in total agreement that their huge investment in education is not yielding the desired dividend while teachers complain of learners' declining academic performance in the secondary school certificate examination. This is because the desired education in Nigeria has been bedeviled with many challenges, prominent among which include: lack of infrastructure, lack of instructional materials, lack of uniform standard, lack of funds, and lack of qualified preschool teachers among others (Adewumi, Olojo & Falemu, 2012). Studies on parenting styles and students' academic achievement have been carried out recently. Azuka-Obieke (2022) investigated the influence of single-parenting on academic performance of adolescents in Lagos, Nigeria. The purpose of this study was to evaluate the growing phenomenon of single parenting and its impact on the psychological and academic well-being of adolescents. A sample of 100 participants randomly selected from 5 secondary schools was used. Questionnaire and performance test were employed to generate data for the study. Two research hypotheses were formulated to guide the study. The hypotheses were tested



using descriptive statistical technique and t-test. The study revealed that children appeared to profit psychologically and academically when both parents provide aspects of an orderly and nurturing home life. Teachers, counsellors, educational psychologist and administrators need to have knowledge of those factors that affect children from single parent homes to better understand the behaviours and attitudes of the children they are teaching. While many children in single parent

homes grow up into successful, mature adults, many children being raised in single parent homes may not reach their full potential due to inadequate family resources. School personnel also need to provide support to the mother or father who is parenting solo. The result further shows that single parenting significantly affects students' academic performance among adolescents in Lagos, Nigeria

Brown and Iyengar (2018) believe that parents are responsible for making sure that their children are happy. Psychologists explained that parents who practice indulgent parenting behaviors, had a rough time as children and therefore have decided that they will do everything they can to make their children happy. As a result, permissive indulgent parents tend to be highly responsive to their children's needs and desires, and display low levels of demandingness. In influence, these parents are extremely supportive, to the extent that the child winds up taking control of the situation. In many ways, this style is the opposite of the authoritarian style.

Adekeye, Alao, Adeusi, Odukoya and Chinemenma (2017) examined the influence of parenting styles on senior school students' academic performance in Lagos State, the commercial capital of Nigeria and a metropolitan city. Methods: Two hundred and fifty (250) students were randomly selected from five selected schools with age ranging from 15 to 19 years (mean age = 17 years) through stratified and systematic sampling techniques. The study being a survey research, made use of a questionnaire consisting of two validated subscales; the Trait Emotional Intelligence Questionnaire (TEIQue) and the Parenting Style Inventory (PSI). Three hypotheses were raised and tested. Hypotheses one and three were analyzed using Pearson's product moment correlation while regression analysis was employed to analyze hypothesis two. Result: In testing the relationship between parenting styles and emotional intelligence, result shows that father's authoritative parenting style ($r = 0.152, p < .005$) and mother's authoritative parenting style ($r = 0.227, p < .01$) contributed to the prediction of emotional intelligence. Regression analysis shows that of the six predictor variables, only mother's neglectful parenting style could significantly predict the emotional intelligence of senior school students

A number of studies have been carried out on parenting styles and academic performance in English Language and Mathematics among secondary school students (ignoring senior secondary school students' academic performance in Biology). Major of these studies were conducted outside Edo State. From the foregoing, it is not also to the researcher's knowledge that any study had been



carried out to investigate the influence of parenting styles on secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State. This is the gap this study intends to fill.

Hypotheses

The following hypotheses were formulated to guide the study:

- 1) There is no significant relationship between authoritative parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State;
- 2) There is no significant relationship between authoritarian parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State;
- 3) There is no significant relationship between permissive parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State; and
- 4) There is no significant relationship between neglectful parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State

Methodology

This study adopted the *ex-post facto* research design. The population of this study covers all the 3,241 Senior Secondary School (SSS) in the 16 public secondary schools in Esan West Local Government Area of Edo State. A sample size of 320 was selected for the study. The simple random sampling technique was used to select 10% of the total number of students across each of the 16 schools. Students in Senior Secondary School one (SS1) was drawn as sample for the study. One major instrument was used for the study. The instrument was the Parenting Styles Scale (PSS) developed by Gafoor and Kurukkan (2014). The scale was adapted by the researcher to measure parenting styles of students in Edo State. The original scale by Gafoor and Kurukkan (2014) was used to measure perceived parenting styles of higher secondary school students in Kerala, India. The original draft scale was developed on the basis of theories of Baumrind (1971) and the four dimensions of parenting – authoritative, authoritarian, permissive and negligent proposed by Maccoby and Martins (1983). Due to validity problems, the old scale of Baumrind (1971) and Maccoby and Martins (1983) were revised and the new Parenting Styles Scale developed by Gafoor and Kurukkan (2014) gave two major constructs. The two psychometric constructs and reliability alphas of the new scales are as follows: parental responsiveness ($\alpha = .80$) and parental control ($\alpha = .76$). The new scale of Gafoor and Kurukkan (2014) contained 38 items whereby all the odd number items such as items 1, 3, 5 to 37 measure parental responsiveness while the even numbered items (items 2, 4, 6 ...38) measure parental control. The instrument was designed for



students to rate the parenting style of their guardian/parents on a four point rating of: “Strongly Agree-1, Agree – 2, Disagree – 3 and Strongly Disagree -4. In order to domestic the scale to suite the context of the study, the response rating will be changes to a four point rating of: Always-4, Sometimes-3, Rarely 2, and Never-1. Secondly, some item statements such as item 5 and 11 with vocabulary such as “detrimental” and “confer” will be changed to increase the understanding of

pupils and avoid ambiguity. Similarly, item 1 which reads “*does whatever I tell*” was changed to “*listen to my suggestions*”

To collect data on students’ academic performance, students’ raw scores in their last promotion examination will becollected from students’ academic performance proforma (student performance broadsheet). The level of aggregate or cumulative performance of students in their last promotional examination; as conventionally reported in the school broad sheet: 70-100%(Excellent/Distinction), 60-69% (Very Good), 50-59% (Good/Credit/Average), 49-40% (Pass) and below 40% (Fail).Hence, the overall score or grade of each student will rated as shown below: 60 - 100% (Pass) - 4; 50 – 59% (Average) - 3; 45– 49% (Poor) - 2; 44% and below (Failed) –1.The test-retest method was used to determine the reliability of the instrument. The Pearson Product Moment Correlation statistics was used to test the hypothesis. The test of hypotheses was conducted at 0.05 level of significance.

Results

Hypothesis 1: There is no significant relationship between authoritative parenting style and secondary school students’ academic performance in Biology in Esan West Local Government Area of Edo State.

In analyzing hypothesis 1, the Bi-variate Pearson’s Product Moment Correlation coefficient (PPMCC) technique was used to determine the relationship between the independent variable (authoritative parenting style) and the dependent variable (students’ performance). The sign and magnitude of the coefficient further helped to determine the direction and strength of the relationship between the independent and dependent variable respectively. The results of the analysis are presented in Table 1.



Table 1: Relationship between Authoritative Parenting Style and Secondary School Students' Academic Performance in Biology in Esan West Local Government Area of Edo State

| Variables | n | \bar{X} | S.D | Pearson r-coefficient | p-value | Remarks |
|--------------------------------|-----|-----------|------|-----------------------|---------|-----------------------------------|
| Authoritative parenting style | 320 | 2.54 | .940 | 0.610** | 0.000 | Null hypothesis rejected (p<0.05) |
| Students' academic performance | | 2.31 | .537 | | | |

*. *Correlation is significant at the 0.05 level (2-tailed).*

Note: Pearson r- coefficient $\pm 0.00 - 0.39 =$ Weak relationship

Pearson r- coefficient $\pm 0.40 - 0.69 =$ Moderate relationship

Pearson r- coefficient $\pm 0.70 - 1.00 =$ Strong relationship

The data in Table 1 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=320) were 2.54 and 0.940 for authoritative parenting style and 2.31 and 0.537 for students performance in Biology respectively while the Pearson correlation coefficient of 0.610 was statistically significant (p<0.05). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated that there is a significant relationship between authoritative parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State.

Hypothesis 2: There is no significant relationship between authoritarian parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State.

In analyzing hypothesis 2, the Bi-variate Pearson's Product Moment Correlation coefficient (PPMCC) technique was used to determine the relationship between the independent variable (authoritarian parenting style) and the dependent variable (students' academic performance). The sign and magnitude of the coefficient further helped to determine the direction and strength of the relationship between the independent and dependent variable respectively. The results of the analysis are presented in Table 2



Table 2: Relationship between Authoritarian Parenting Style and Secondary School Students' Academic Performance in Biology in Esan West Local Government Area of Edo State

| Variables | n | \bar{X} | S.D | Pearson r-coefficient | p-value | Remarks |
|--------------------------------|-----|-----------|------|-----------------------|---------|-----------------------------------|
| Authoritarian parenting style | 320 | 2.50 | .881 | .546** | 0.000 | Null hypothesis rejected (p<0.05) |
| Students' academic performance | | 2.31 | .537 | | | |

*. *Correlation is significant at the 0.05 level (2-tailed).*

Note: Pearson r- coefficient $\pm 0.00 - 0.39 =$ Weak relationship

Pearson r- coefficient $\pm 0.40 - 0.69 =$ Moderate relationship

Pearson r- coefficient $\pm 0.70 - 1.00 =$ Strong relationship

The data in Table 2 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=320) were 2.50 and 0.881 for authoritarian parenting style and 2.31 and 0.537 for students' achievement respectively while the Pearson correlation coefficient of 0.546 was statistically significant (p<0.05). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated that there was a significant relationship between authoritarian parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State.

Hypothesis 3: There is no significant relationship between permissive parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State.

In analyzing hypothesis 3, the Bi-variate Pearson's Product Moment Correlation Coefficient (PPMCC) technique was used to determine the relationship between the independent variable (permissive parenting style) and the dependent variable (students' performance). The sign and magnitude of the coefficient further helped to determine the direction and strength of the relationship between the independent and dependent variable respectively. The results of the analysis are presented in Table 3 below:



Table 3: Relationship between Permissive Parenting Style and Secondary School Students' Academic Performance in Biology in Esan West Local Government Area of Edo State

| Variables | n | \bar{X} | S.D | Pearson r-coefficient | p-value | Remarks |
|--------------------------------|-----|-----------|------|-----------------------|---------|-----------------------------------|
| Permissive parenting style | 320 | 1.86 | .902 | .480** | 0.000 | Null hypothesis rejected (p<0.05) |
| Students' academic performance | | 2.31 | .537 | | | |

*. *Correlation is significant at the 0.05 level (2-tailed).*

Note: Pearson r- coefficient $\pm 0.00 - 0.39 =$ Weak relationship

Pearson r- coefficient $\pm 0.40 - 0.69 =$ Moderate relationship

Pearson r- coefficient $\pm 0.70 - 1.00 =$ Strong relationship

The data in Table 3 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=320) were 1.86 and 0.902 for permissive parenting style and 2.31 and 0.537 for students' achievement respectively while the Pearson correlation coefficient of 0.480 was statistically significant (p<0.05). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated that there was a significant relationship between permissive parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State.

Hypothesis 4: There is no significant relationship between neglectful parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State.

In analyzing hypothesis 4, the Bi-variate Pearson's Product Moment Correlation Coefficient (PPMCC) technique was used to determine the relationship between the independent variable (neglectful parenting style) and the dependent variable (students' achievement). The sign and magnitude of the coefficient further helped to determine the direction and strength of the relationship between the independent and dependent variable respectively. The results of the analysis are presented in Table 4



Table 4: Relationship between Neglectful Parenting Style and secondary school Students' Academic Performance in Biology in Esan West Local Government Area of Edo State

| Variables | n | \bar{X} | S.D | Pearson r-coefficient | p-value | Remarks |
|--------------------------------|-----|-----------|------|-----------------------|---------|-----------------------------------|
| Neglectful parenting style | 320 | 2.47 | .881 | .397** | 0.000 | Null hypothesis rejected (p<0.05) |
| Students' academic performance | | 2.31 | .537 | | | |

*. *Correlation is significant at the 0.05 level (2-tailed).*

Note: Pearson r- coefficient $\pm 0.00 - 0.39 =$ Weak relationship

Pearson r- coefficient $\pm 0.40 - 0.69 =$ Moderate relationship

Pearson r- coefficient $\pm 0.70 - 1.00 =$ Strong relationship

The data in Table 4 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=320) were 2.47 and 0.881 for neglectful parenting style and 2.31 and 0.537 for students' achievement respectively while the Pearson correlation coefficient of 0.397 was statistically significant (p<0.05). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated that there was a weak, positive between neglectful parenting style and secondary school students' academic performance in Biology in Esan West Local Government Area of Edo State.

Discussion

The result shows that there was a significant relationship between authoritative parenting style and secondary school students' academic performance in Biology in Esan West Local Government, Edo State. The result is in line with that of Azuka-Obieke (2022) who stated that single parenting significantly affects students' academic performance among adolescents in Lagos, Nigeria.

The result shows that there was a significant relationship between authoritarian parenting style and secondary school students' academic performance in Biology in Esan West Local Government, Edo State. The result is in consonance with that of Brown and Iyengar (2018) who stated that permissive indulgent parents tend to be highly responsive to their children's needs and desires, and display low levels of demandingness.



The result shows that there was a significant relationship between neglectful parenting style and secondary school students' academic performance in Esan West Local Government, Edo State. The result agrees with that of Adekeye, Alao, Adeusi, Odukoya and Chinemenma (2017) who stated that of the six predictor variables, only mother's neglectful parenting style could significantly predict the emotional intelligence of senior school students.

Conclusion

The poor funding of schools has hindered the principals from providing the teachers with adequate instructional resources. Furthermore, the time of study for any child in school is not more than 5-6 hours out of 24 hours of the day. It therefore means that children spent more of their time at home than the school. In order to successfully achieve the National Policy of Education (NPE) at the primary school, the involvement of parents cannot be emphasized. Based on findings it was concluded that there is a significant relationship between authoritative, authoritarian, permissive and neglectful parenting styles and secondary school students' academic performance in Biology in Esan West Local Government, Edo State.

Implications for Counselling

Counselling is a helping relationship which assists in proper personal, social and academic adjustment. It is a psychological process of helping individuals, or couple or group to cope with various life situations and worries. Olayinka and Omoegun (2006) described counselling as a process whereby an individual is assisted to outline his/her own resources, environmental opportunities and capabilities relative to developmental need, social personal, educational and vocational aspiration. Similarly, Akinboye (2003) defined counselling as an interpersonal relationship through which a professional counsellor assist counselees to improve their well-being, alleviate distress resolve crisis and increase their ability to be creative and make successful and focused decisions. The counsellor plays an important role in contributing to the adolescents and student's own self-understanding and growth (Fashina, 2002). The counsellor's task is not to attempt to change the parent directly, but to facilitate their own efforts towards more productive behaviour. It is generally better to prevent a problem than allow the problem to occur before searching for a solution. This is more so in the management of problems and any other issues relation to parenting. Many of the adjustment behaviours are highly refractory in the sense that once they are learned, they are difficult to change.

It might be a better counselling strategy therefore, if helpers (counsellors) will find ways of preventing those socially undesirable behavioural patterns wherever they are likely to occur. One



other technique for preventing the socially undesirable behaviour is to counsel the adolescent in creativity strategies. Counselling and psychological services must be made in such a way that the repercussion of unsafe behaviour might be used as aspect of group counselling and health talk. The poor funding of schools has hindered the principals from providing the teachers with adequate instructional resources. Furthermore, the time of study for any child in school is not more than 5-6 hours out of 24 hours of the day. It therefore means that children spent more of their time at home than the school. In order to successfully achieve the National Policy of Education (NPE) at the primary school, the involvement of parents cannot be emphasized. Based on findings it was concluded that there is a significant relationship between authoritative, authoritarian, permissive and neglectful parenting styles and secondary school students' academic performance in Biology in Esan West Local Government, Edo State.

The finding has implications for counselling practices, thus, counsellors should employ the extensive use of individual and group counselling to help parents increase knowledge of parenting. The counsellor must possess certain qualities and characteristics which will make parent and teachers gravitate to him or her. He must have empathic understanding. That is the ability to transpose oneself imaginatively into the feeling of another. Counsellors should offer rapport in order to establish an open line of communication between them and their clients. This implies building and maintains a counsellor-counsee working relationship. This allows the two of them to function in an association of mutual respect and trust.

Guidance counsellors must be thoroughly aware of and sensitive to the fact of specific population and the setting they serve. Without detailed knowledge gained through personal concern and constant examination of the best factual data available, counsellors have no sure foundation upon which to base their actions. It is within a helping relationship that appropriate, self destructive attitudes are changed into self-enhancing ones. The counsellor should help keeping parent and teachers' records and anecdotal records of significant behaviour for the purpose of counselling.

Also, the finding of this study will enable guidance counselors to understand the need to encourage teachers' and parents' to undergo voluntary counselling by helping them develop more awareness, self - understanding, confidence which is essential in voluntary counselling.

Recommendations

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

1. Parents should interact more with their children and show concern for their children's activities in school. The point is that they should play a more active role in their academic activities.



2. Parents should know the value of reinforcement and motivation and apply those principles in a positive way to enhance better educational outcome for their children.
3. Parents should sometimes allow their children to use their initiatives. The child should be allowed to have an opinion in some certain matters and be guided properly by parents on taking final decisions.
4. The educational administrators should be able to structure the curriculum to meet the needs of each individual student to enable them perform excellently well academically.
5. Teachers should employ different teaching methods because children come from different homes, some are withdrawn, timid others are hyperactive. This will help achieve healthy learning in classroom situations.

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