

RELATIONSHIP BETWEEN STUDENTS PERCEIVED PARENTING STYLES AND THEIR ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN ADAMAWA STATE, NIGERIA

¹Theoder, Grace & ² Owonwami, I.T. (Ph.D)

¹Post Primary Management Board, Yola

²Department of Education Foundations,
Faculty of Education, MAU, Yola.

theoder262@gmail.com

Abstract

The study investigates relationship between Students Perceived Parenting Style and their Academic Achievement in English Language among Senior Secondary Schools in Adamawa State, Nigeria. Three research questions was raised, three hypotheses tested at 0.05 level of significance. The study was guided by one theory parenting style drawn from Diana Baumrind theoretical framework (1970). Design of the study was correlational design; the population of the study was 41,406 Senior Secondary School students (SS11) in Adamawa State. Taro- Yamane was used to determine the sample size of 398 students from multistage sampling technique which involved simple random sampling, two instruments used for data collection. Perceived Parenting style Questionnaire (PPSQ) and English Language Proforma (ELP) to collect students' academic achievement scores for 2023 – 2024 academic session. The instruments were subjected to content and validity by three experts. The instrument was tested for reliability, using Cronbach Alpha. The reliability was conducted on 40 students, coefficient of 0.77 was obtained. data collected was analyzed using descriptive statistics (mean and standard deviation) hypotheses 1- 4 Linear Regression, hypotheses 5 respectively multiple regression. the result of the study revealed that, there is positive relationship between authoritarian perceived parenting style and their academic achievement in English language with the $F = 3064.29$ (df 1, 395), $P < 0.05$. positive relationship between democratic perceived parenting style and their academic achievement with the $F = 4138.29$ (df 1, 395), $P < 0.05$. negative relationship between neglectful perceived parenting style and their academic achievement $F = 2492.20$ (df 1, 395), $P < 0.05$. There is negative relationship between permissive perceived parenting style and their academic achievement with the $F = 4800$ (df 1, 395), $P < 0.05$. significant relationship between authoritarian, democratic, permissive, neglectful perceived parenting style and their academic achievement in English language among Senior Secondary school's students in Adamawa state with the $F = 1354.269$ (df 1, 395), $P < 0.05$. Recommendations, parents should consider their children's opinion and allow them to consent their views while making some critical decisions, parent should get involve in their children daily activities.

Introduction.

Academic achievement in English Language, a crucial aspect of students' educational

success, is often influenced by various factors, including parenting styles. The way parents approach childrearing, communicate, and provide support can significantly impact their children's language development, academic motivation, and overall educational attainment. Parenting styles, which encompass a range of attitudes, behaviors, and practices, play a significant role in shaping students' academic achievement in English Language, particularly in Nigeria where English is the official language. This study aims to investigate the relationship between students perceived parenting styles and their academic achievement in English Language among Senior Secondary school students in Adamawa State, Nigeria, with a view to providing insights into the ways in which parents can support their children's language development and academic success.

Statement of the problem.

Students in Nigerian schools are expected to receive quality education, with a strong emphasis on mastering the English language, enabling them to communicate effectively, access global opportunities, and achieve academic success. Proficiency in English is crucial for personal and national development, as it facilitates effective communication, commerce, government, and formal education. However, the current situation in many Nigerian schools, particularly in rural areas, is concerning. Many students have limited exposure to the English language, as some subjects are taught in local languages. This restricts their ability to practice and master English effectively, leading to poor academic achievement and limited proficiency in the language. The lack of literacy skills in English hinders effective communication, commerce, government, and formal education. The consequences of this reality are evident in the high dropout rates,

substance abuse, criminal involvement, and other harmful activities among youths in Adamawa state. Poor English language proficiency also limits students' access to global opportunities, perpetuating poverty and inequality. The situation is further exacerbated by poor performance in public examinations, which is often attributed to weaknesses in English language skills. The limited exposure to and mastery of the English language among students in Nigerian schools, particularly in rural areas, poses a significant barrier to academic advancement, future opportunities, and national development, leading to a range of negative outcomes, including poor academic achievement, high dropout rates, and limited access to global opportunities.

Research Questions.

The following research questions were used to guide the study;

- 1.what is the level of democratic parenting styles and students' academic achievement in English Language Senior Secondary School in Adamawa State?
- 2.what is the level of authoritarian parenting styles and students' academic achievement in English Language among Senior Secondary Schools in Adamawa State?
- 3.what is the level of permissive parenting styles and students' academic achievement in English Language Senior Secondary Schools in Adamawa State?

Purpose of the study.

This study sought to examine the relationship between parenting styles and students' academic achievement in English language in Senior Secondary Schools in Adamawa State, Nigeria. Specifically, the study examined relationship between:

Democratic parenting style and students' academic achievement in English language in Senior Secondary Schools in Adamawa State, Nigeria.

Authoritarian parenting style and students' academic achievement in English language in Senior Secondary Schools in Adamawa State, Nigeria

Permissive parenting style and students' academic achievement in English language in Senior Secondary Schools in Adamawa State, Nigeria.

Hypothesis.

The null hypothesis was formulated and tested at 0.05 level of significance.

The reviewed studies highlight the significant impact of parenting styles on students' academic achievement, particularly in the context of English Language. Baumrind's (1971) parenting style theory provides a foundational framework for understanding the relationship between parenting styles and academic outcomes. According to Baumrind, parenting styles can be categorized into four distinct styles: authoritarian, democratic, permissive, and neglectful.

Theoretical Framework:

Baumrind's (1971) Parenting Style Theory:

Democratic: High demandingness, high responsiveness, Authoritarian: High demandingness, low responsiveness, Permissive: Low demandingness, high responsiveness

Literature Review.

Studies have consistently shown that democratic parenting styles are associated with positive academic outcomes, while authoritarian and permissive styles are linked to negative outcomes (Baumrind, 1991; Durisic & Bunijevac, 2017). The studies reviewed support this theoretical framework, highlighting the importance of parental responsiveness and demandingness in shaping students' academic achievement.

A study conducted by Mohanan and George (2022) in India, on the intermediary roles of adolescent attachment, emotional regulation, and academic self-efficacy in the relationship between parenting behavior, academic achievement, and school adaptation among high school students. The study explored whether the proposed structural relationships, both direct and indirect, varied based on the gender of the students' parents. The participants in this study were high school students from Nagaland, India; the research questionnaire included various assessment scales, such as the Parenting Authority Scale, Adolescent Attachment Questionnaire, and Academic Self-efficacy Scale, Difficulties in Emotion Regulation Scale, College Adjustment Test, and GPA. The study's objectives, three separate investigations were conducted to explore the direct and indirect effects of parenting behavior on academic achievement and school adaptation among high school students in Nagaland, India. The investigations focused on the mediating influences of attachment dimensions, academic self-efficacy, and emotional regulation. The study's findings revealed a direct association between authoritarian parenting behavior and academic achievement. Moreover, authoritarian and permissive parenting behaviors indirectly influenced school adaptation, with adolescent attachment and emotional regulation acting as mediators. The relationships proposed in the parenting behavior model were observed to operate differently for fathers and mothers. In this particular sample group, no correlations found between the predictors and outcomes in the case of fathers' parenting behavior. However, for mothers, authoritarian parenting behavior exhibited a significant direct correlation with academic achievement. The study encompassed an examination of its limitations, implications,

and potential directions for future research. Some gaps were identified in the reviewed study, including the absence of clear information regarding research design, sampling methods, and data analysis, the reviewed study did not specify the specific high school students who were part of the sample, whereas the present study has focus on Post basic students (SS11), who are still considered young and reliant on parental support for their academic endeavors, which the current studies had covered for its uniqueness.

Boateng, Ampofo, and Sefah (2020) conducted a study that examined the association between parenting behavior and the academic achievement of senior high school students in the Kumasi Metropolis, Ghana. The researchers employed convenience and simple random sampling techniques to select the schools and 376 respondents, respectively. To analyze the impact of parenting behavior on academic achievement, they utilized Pearson's Correlation Coefficient Matrix and multiple ordinary least square regressions. The study's findings indicated that democratic parenting behavior had the most significant positive influence on students' academic achievement, followed by the authoritarian behavior. However, the permissive behavior had no significant impact on students' academic achievement. In contrast, the neglectful parenting behavior had a significant negative impact on students' academic achievement. Several gaps were identified in the reviewed study. Notably, the study design and the validation and reliability testing of research instruments were not adequately explained. In contrast, the present study provides detailed explanations of these aspects. Furthermore, the reviewed study relied solely on one sampling method, whereas the current study employs stratified and simple random

sampling techniques to enhance data collection representativeness. Additionally, while Pearson correlation was used in the reviewed study to identify relationships, it could not offer a conclusive explanation for the existence of these connections. To address this gap, the current study also integrated descriptive data analysis into its methodology.

Similarly, a study by Omosehin, Sunday and Adetutu (2023), focused on impact of parental styles on student's academic performance in social studies at junior secondary schools in Lagos state, Nigeria. The study aimed to explore the influence of democratic parental styles on student's academic performance with relationship between autocratic and academic achievements. a survey design was employed simple random sampling technique were utilized to select participants of junior secondary schools in Ojo LGA. 350 respondents out of 332 responses were validated through self-constructed and validated questionnaire. Pearson Correlation statistical tool with SPSS 23.0. The study revealed that democratic parental style significantly affects student's academic performance in social studies at Lagos state secondary school. Autocratic leadership style was found to impact student's academic achievement in the same subject. Based on the findings, it is recommended that parents should try as much as possible to mediate between the two main parental style when dealing with their children in order not to be too hard on them to concentrate on their studies, enhance provision for basic educational needs of the children will contribute to the improvement of students' academic performance in social studies. In the reviewed study it didn't indicate its theory, level of the students; it could not offer a conclusive explanation for the existence of these connections. To

address this gap, the current study also integrates in the data analysis into its methodology.

Methodology

This study employed a correlational research design to investigate the relationship between students perceived parenting styles and their academic achievement in English Language among Senior Secondary school students in Adamawa State, Nigeria. The target population comprised 41,406 Senior Secondary school II (SS II) students studying English Language in Adamawa State, across 5 Education Zones, during the 2023/2024 academic session. SS II students were chosen because they are preparing for the Senior School Certificate Examination (SSCE) and have had significant exposure to the English language curriculum.

Sample Size and Sampling Technique

A sample of 398 SS II students was selected using a multistage sampling technique. The technique involved: Proportionate stratified random sampling to select schools from the 5 Education Zones. Simple random sampling to select schools within each zone. Random sampling to select students within the selected schools.

Instruments for Data Collection

Perceived Parenting Style Questionnaire (PPSQ): Adapted from Buri (1991), the PSQ

assesses students' perception of their parents' parenting styles. The questionnaire consists of 32 items, measured on a 4-point Likert scale: High Level (HL) = 4, Undecided Level (UDL) = 3, Low Level (LL) = 2, and Very Low Level (VLL) = 1. English Language Proforma (EPL): Used to collect students' English Language results for the 2023/2024 academic session.

Method of Data Analysis

Data were analyzed using SPSS 29.0 version. Descriptive statistics (mean and standard deviation) were used to answer research questions 1-4. Linear regression was employed to test hypotheses 1-4, and multiple regression was used to test hypothesis 5. The null hypotheses were rejected if the p-value was less than 0.05.

Results and Discussions

This study investigated the relationship between students perceived parenting styles and their academic achievement in English Language among Senior Secondary school students in Adamawa State, Nigeria. The results are presented below:

Research Question 1. What is the level of democratic parenting style and academic achievement on English language among Senior Secondary schools' students in Adamawa State?

Table 1. Mean and Standard Deviation of level of democratic parenting style and academic achievement in English language among Senior Secondary schools in Adamawa State.

	Mean	SD
1. My parents always help me with guidance to study hard.	3.9848	1.42306
2. My parents make decision which enhances my academic performance.	3.9672	1.41473
3. My parents value our input when making family meetings they don't make decisions solely base on our academic.	3.6010	1.50186
4. Whenever my parents tell me to do something, they expect me to do it immediately while I can ask any question.	4.1162	1.51169
5. If I have any conflicts with my friends in school my parents dialogue with us for solutions.	4.0884	1.53434
6. My parent teaches us early on how to acquire knowledge then encourage us to be focus in studies.	3.8258	1.53522

7. You are calmly advice corrected as a child with love to stop the bad habit at home and school.	3.8409	1.42933
8. My parents allow us to make our own choices, don't insist on their preference.	4.0884	1.41592
Grand Mean	3.93909	1.47077

The descriptive statistics in Table 2 indicated 396 students responded to the democratic parenting style instrument. The grand mean of 3.94 with standard deviation of 1.47 show the level of democratic parenting style and academic achievement in

English language among Senior Secondary schools in Adamawa State is high.

Research Question 2. What is the level of authoritarian parenting style and academic achievement on English language among Senior Secondary schools' student in Adamawa State?

Table 2. Mean and Standard Deviation of level of authoritarian parenting style and academic achievement in English language among Senior Secondary schools' student in Adamawa State.

	Mean	SD
1. My parents often command me to do domestic chores before going to school.	4.2247	1.40253
2. My parents get very angry, if i try to disagree with them.	4.1742	1.28966
3. Am authorize on the behaviors they expect in school, if i don't i will be punish.	4.1591	1.33215
4. I am not always honest to prevent myself from punishment whenever i make mistakes in school.	3.7803	1.47544
5. My parents sometimes tell me that am not bad when i fail exams that next time i will pass.	4.0152	1.38336
6. You are denied of meal, beaten so that next time you will sit up to read your books.	4.0884	1.39248
7. You were shouted on never to repeat those mistakes in school again.	3.9975	1.45567
8. My parents do not allow me to question any decision they make at home.	4.1919	1.43678
Grand Mean	4.0791	1.3960

The descriptive statistics in Table 1 indicated 396 students responded to the authoritarian parenting style instrument. The grand mean of 4.07 with standard deviation

of 1.39 show the level of authoritarian parenting style and academic achievement in English language among Senior Secondary schools' student in Adamawa State is high.

Research Question 3. What is the level of permissive parenting style and academic achievement on English language among Senior Secondary schools in Adamawa State?

Table 3. Mean and Standard Deviation of level of permissive parenting style and academic achievement in English language among Senior Secondary schools in Adamawa State.

	Mean	SD
1. My parents totally have no expectations when it comes to my school work.	4.0379	1.41102
2. My parents rarely give any duties for me to do at home.	3.6591	1.56300
3. I am permuted to certain things in the family and school.	3.8384	1.49739
4. My parents allow me to form my own point of view in the family matters no restriction.	3.5177	1.37507
5. My parents give us freedom to be part of the discussion making in the house while we have limits.	3.7020	1.63880
6. My parents are lenient without control of our behaviors they don't mind who we associate with me in school.	3.8763	1.54177
7 My parents are passive in their actions towards our daily activities even academic works.	4.1010	1.45651
8 My parents allow us to make our own choices they don't insist on their preference.	4.0859	1.46787
Grand Mean	3.8529	1.49393

The descriptive statistics in Table 3 indicated 396 students responded to the permissive parenting style instrument. The

grand mean of 3.85 with standard deviation of 1.49 show the level of permissive parenting style on academic achievement in

English language among Senior Secondary schools' students in Adamawa State is high.

Testing Hypotheses

The following hypotheses were tested at 0.05 level of significant in this study:

Ho1: There is no significant relationship among Senior Secondary schools' student in between democratic parenting styles and Adamawa State academic achievement in English language

Table 7. Regression of relationship between democratic parenting styles and academic achievement in English Language among Senior Secondary schools' students in Adamawa State.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	575.823	1	575.823	4138.190	.000 ^b
	Residual	54.825	394	.139		
	Total	630.647	395			

a. Dependent Variable: Students Academic Achievement

b. Predictors: (Constant), Democratic style and student academic achievement.

Table 8. Model summary of relationship between democratic parenting styles and academic achievement on English Language among Senior Secondary schools' students in Adamawa State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.956 ^a	.913	.913	.37303

a. Predictors: (Constant), Democratic style and student academic achievement.

The linear regression tables in Table 7 and 8 show significant differences between the various R values, $F = 4138.29$ (df 1, 395), $P < 0.05$. Since the computed p-value (0.00) is less than 0.05 level of significance, therefore the null hypothesis is concluded that, there is significant relationship between democratic parenting style and academic achievement in English language among post basic schools' students in Adamawa State. Furthermore, the adjusted R-square value (0.91) indicates

that, 91.3% of English Language students' academic achievement of Senior Secondary schools in Adamawa State in this study is accounted for with democratic parenting.

Ho2: There is no significant relationship between authoritarian parenting styles and academic achievement on English Language among Senior Secondary Schools student in Adamawa State.

Table 5. Regression of relationship between authoritarian parenting styles and academic achievement in English language among Senior Secondary Schools students in Adamawa State.

Model		Sum of Squares	Df	Mean Square	F	Sig.
Regression		558.793	1	558.793	3064.020	.000 ^b
Residual		71.855	394	.182		
Total		630.647	395			

a. Dependent Variable: Students Academic Achievement

b. Predictors: (Constant), Authoritarian style and students' academic achievement

Table 6. Model summary of relationship between authoritarian parenting styles and academic achievement on English language among Senior Secondary School's students in Adamawa State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.941 ^a	.886	.886	.42705

a. Predictors: (Constant), Authoritarian style and students' academic achievement

The linear regression tables in Table 5 and 6 show significant differences between the various R values, $F = 3064.29$ (df 1, 395), $P < 0.05$. Since the computed p-value (0.00) is less than 0.05 level of significance, therefore the null hypothesis is concluded that, there is significant relationship between authoritarian parenting style and academic achievement in English language among Senior Secondary Schools students in Adamawa State. Furthermore, the adjusted

R-square value (0.886) indicates that, 88.6% of English Language students' academic achievement of Senior Secondary schools in Adamawa State, in this study is accounted for with authoritarian parenting.

Ho3: There is no significant relationship between neglectful parenting style and academic achievement in English Language among Senior Secondary schools' students in Adamawa State.

Table 9. Regression of relationship between neglectful parenting style and academic achievement on English language among Senior Secondary schools' students in Adamawa State.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	544.557	1	544.557	2492.200	.000 ^b
	Residual	86.091	394	.219		
	Total	630.647	395			

a. Dependent Variable: Students Academic Achievement

b. Predictors: (Constant), neglectful style and student's academic achievement.

Table 10. Model summary of relationship between neglectful parenting style and academic achievement in English Language among Senior Secondary schools' students in Adamawa State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.929 ^a	.863	.863	.46744

a. Predictors: (Constant), neglectful style and student's academic achievement.

The linear regression tables in Table 9 and 10 show significant differences between the various R values, $F = 2492.20$ (df 1, 395), $P < 0.05$. Since the computed p-value (0.00) is less than 0.05 level of significance, therefore the null hypothesis is concluded that, there is significant relationship between neglectful

parenting style and academic achievement in English language among Senior Secondary schools' students in Adamawa State. Furthermore, the adjusted R-square value (0.86) indicates that, 86.3% of academic achievement in English language among Senior Secondary schools in Adamawa State in this study is accounted for with neglectful

parenting style negatively as indicated in the coefficient table.

Discussion of findings

The findings of the study were discussed based on the objectives of the study: 26 studies were reviewed, firstly, it was revealed that, there is positive relationship between authoritarian parenting style and academic achievement in English language among Senior Secondary Schools' students in Adamawa State. The findings align with that of Mohanan and George (2022) who conducted their research in India, on the intermediary roles of adolescent attachment, emotional regulation, and academic self-efficacy in the relationship between parenting style academic achievement, and school adjustment among high school students. The study's findings revealed a direct association between authoritarian parenting style and academic achievement. Similarly, Omosehin, Sunday and Adetutu (2023), focused on impact of parental styles on student's academic performance in social studies at junior secondary schools in Lagos state, Nigeria. The study revealed that democratic parental style significantly affects student's academic performance in social studies at Lagos state secondary school. Autocratic leadership style was found to impact student's academic achievement in the same subject. The findings were in line with the reviewed studies, the findings indicate that positive relationship in authoritarian parenting style and academic achievement in English language among Senior Secondary School students in Adamawa State

Secondly, the study revealed significant positive relationship between democratic parenting style and academic achievement in English language among Senior Secondary Schools' students in Adamawa State. Similarly, A study conducted by Boateng,

Ampofo, and Sefah (2020) conducted a study that examined the association between parenting style and the academic achievement of senior high school students in the Kumasi Metropolis, Ghana. The study's findings indicated that democratic parenting style had the most significant positive influence on students' academic achievement, followed by the authoritarian behavior. The findings the study indicate correlation with the reviewed results which shows that there is positive relationship in democratic parenting style and academic achievement in English language among Senior Secondary Schools students in Adamawa State.

Thirdly, significant negative relationship between neglectful parenting style and English Language students' academic achievement among Senior Secondary Schools in Adamawa State. Similarly, Echedom, Nwankwo, and Nwankwo (2018) in Nigeria, the aim was to investigate the impact of different parenting styles (democratic, authoritarian, permissive, and neglectful) on the reading attitudes of students. The findings of the study revealed that neglectful parenting style had a negative and discouraging impact on students' attitudes toward reading. The findings of the study on relationship between parenting style and academic achievement in English language among Senior Secondary School in Adamawa state shows correlations with the reviewed study by attributing to negative relationship in neglectful parenting style in the study.

Fourthly, the study shows negative relationship between permissive parenting style and academic achievement in English language among Senior Secondary Schools' students in Adamawa State. The finding is similar to that of Maugi (2019) conducted a study in Meru South, Kenya, to explore the

relationship between parenting practices and behavior outcomes among students in public secondary schools. The study's findings indicated that, there was a statistically significant negative relationship between neglectful parenting practices and students' psychosocial well-being, emotional regulation, academic performance, and high-risk health behaviors across all sub-counties in Meru South. Which the result aligns with the reviewed study.

Conclusion

This study's findings have identified parents, educators, and policymakers seeking to improve students' academic achievement in English Language. By adopting democratic and authoritarian parenting styles and providing a supportive learning environment, parents can play a critical role in promoting their children's academic success.

Recommendations

1. Based on the study's objectives, recommendations are made: Parents should adopt democratic parenting styles, characterized by warmth, responsiveness, and clear boundaries, to promote students' academic achievement in English Language.
2. Educators should provide a supportive learning environment that promotes students' academic achievement in English Language. Policymakers should develop support programs and policies that support parents and educators in promoting students' academic achievement in English Language, also should address socio-economic factors that may hinder students' academic achievement in English Language, such as poverty and lack of access to resources.
3. Parents should be involved in their children's academic activities, such as

monitoring their homework and providing guidance and support.

4. The community should be engaged in promoting education and supporting students' academic achievement in English Language.

References

- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4(1), 1-103.
- Bunijevac, M., & Durisic, M. (2017). Parenting styles and academic achievement among adolescents. *Journal of Child and Family Studies*, 26(12), 3426-3435.
- Boateng, S., Ampofo, E. T., & Sefah, E. A. (2020). *Pontificating the relationship between parenting styles and academic performance of senior high school students in the Kumasi Metropolis*. (Unpublished Ph.D. Thesis).
- Durisic, M., & Bunijevac, M. (2017). Parental Involvement as an Important Factor for Successful Education. *Center journal for educational policy studies*, 7(3)137 – 153. <https://doi.org/10.26529/j.291>.
- Echedom, A. U., Tochukwu, V. N. & Nwankwo, E. U (2018). Influence of authoritative, authoritarian, permissive, and the uninvolved parenting styles on the reading attitudes of students in Anambra State, Nigeria *Journal of Library and Information Sciences Vol. 6, No. 2*, pp. 1-25 ISSN 2374-2372 (Print) 2374-2364, Doi: 10.15640/jlis.v6n2a1 url: <https://doi.org/10.15640/jlis.v6n2a1>
- Mohanan, D., & George, P. (2022). The effects of parenting styles on academic achievement and school

adjustment among high school students in Nagaland, India: *The mediating effects of attachment dimensions, academic self-efficacy and emotional regulation*. scholar: human sciences, 14(1), 138. retrieved from [Http://Www.Assumptionjournal.Au.Edu/Index.Php/Scholar/Article/View/5843](http://Www.Assumptionjournal.Au.Edu/Index.Php/Scholar/Article/View/5843).

Maugi, T. (2019). *Relationship between parenting practices and behavior outcomes among students in public secondary schools In Meru South, Kenya*. Unpublished Med.Thesis

Omosehin, F. M., Fabode, S. O., & Adetutu, O. O. (2023). *Parenting styles and academic performance of junior secondary school students in social studies in Lagos State, Nigeria*. www.iosrjournals.org. vol28, 11 seriel 125-29.doi: 10.9790/0837-2811012529.