

Relationship Between Parenting Styles And Academic Performance Among Adolescents In Public Secondary Schools In Kasarani Sub-County Nairobi, Kenya

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Abstract: Parenting styles are crucial as they may possibly be connected to several aspects of adolescent's intellectual, academic and social relation capabilities. Parents play a role in the development and also the academic outcome of their children which may be as a result of the style they adopt in raising their children. This study examined the relationship between parenting styles and academic performance among adolescents in public secondary schools in Kasarani Sub-County Nairobi, Kenya.

Materials and Methods: This study adopted a correlation survey design in order to establish the possible link between parenting styles and academic performance. The target population of the study was 14 public secondary schools in Kasarani Sub County, with a total population of 10,157 students. With the utilization of Krejcie and Morgan (1970) formula on the target population, the study achieved a sample size of 378 students. This study was based on probability sampling, and 378 students who formed the sample size were selected using simple random sampling technique. Cluster sampling was used to select the schools. Quantitative data was gathered using a researcher-developed socio-demographic questionnaire which comprised of gender, school type, age and who students live with at home. The parenting style scale and academic performance scale were used for data collection. The Statistical Package for the Social Sciences; SPSS version 26 was used for data analysis.

Results: Demographic findings indicated that 205 (55.1%) of the adolescents were female while 167 (44.9%) were male. It was found that 93% of the adolescents were in public day school while 7% were in boarding schools. also, 261(70.2%) of the adolescents were within the age bracket of 16-17 years. 29(7.8%) were within the age bracket of 14-15 years while only 5(1.3%) of the students were found to be aged more than 19 years. it was further found that 183 (49.2%) of the adolescents were raised by both parents, 129 (34.7%) were raised by single parents, 53 (14.2%) were raised by guardians, while 1.9% did not respond. more findings revealed that authoritative parenting style was the most prevalent among parents of adolescents in public secondary schools in Kasarani sub-county, with a frequency of 240 respondents (64.5%), this was followed by authoritarian parenting style at 52(14.0%), uninvolved parenting style with a frequency of 35 (9.4%), while the permissive style had the lowest prevalence rate of 5.1% (n = 19 respondent. there was no significant difference (sig. > 0.05) between parenting styles employed for the male adolescents and those employed for the female adolescents. there was a significant difference (sig. < 0.05) in the parenting styles employed across the various age sets of respondents.

Conclusion: This study established that there was a very weak negative and insignificant relationship ($r = -0.017$, $p = \geq 0.743$) between parenting styles and academic performance among adolescents in public secondary schools in Kasarani Sub-County Nairobi, Kenya. The study recommends that the government of Kenya may allocate more resources to finance research on the contextual factors which contribute to poor academic performance among adolescents in secondary schools, in order to develop mitigation policies for better educational productivity.

Keyword; Parenting Styles, Academic Performance.

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I. INTRODUCTION

Educational institution is a vital human learning institution through which knowledge and skilled are acquired by students that possibly contribute in the edification of their minds and their holistic development (Afen et al., 2022). Several factors could prevent students from attaining knowledge and skill that may help in the development of students and the growth of a nation. These factors may include negative peer influences, incompetent teachers, mental illnesses, chronic sicknesses, economic poverty, lack of interest and motivation, unconducive home environment, and parenting styles (Orluwene & David, 2020). Parenting styles are crucial as they may be connected to students' academic performance in the educational institution. Parenting is perceived as a complex activity that entails a variety of parental behaviors that work to influence a child's outcomes.

According to Nyaga (2019), parenting styles are the standard practices and strategies adopted by parents in raising their children. It is considered an important determinant of several aspects of children's outcome. Parents therefore play a crucial role in the development and academic performance of their children. There are various styles which parents adopt in raising their children which might have positive or negative outcome on their children's academic performance. These parenting styles include the authoritative, authoritarian, permissive, and the uninvolved or neglectful parenting styles.

Researches have demonstrated that parenting styles may directly or indirectly be related to student's academic activities. In the USA, Trishala and Kiran (2015) conducted a study on the impact of perceived parenting styles on the emotional maturity among adolescents. They established that parents' presence, attitudes and behaviours had a great influence in a child's life. They further pointed that children who lacked guidance, nurturance, and support from parents experienced social, emotional and cognitive impairments in their own development. Similarly in Turkey, Altay et al. (2020) carried out a study which was focused on the relationship between self-esteem and perceived parenting styles of adolescents. Findings indicated that 85.5% of the adolescents scored high self-esteem, 58.2% of the parents of adolescents exhibited democratic/authoritarian behavior and 41.8% showed permissive behavior. This suggests that authoritative parenting may be particularly beneficial for adolescents' holistic growth.

In Ghana, Nyarko (2015) carried out a study on parental school involvement. It was found that parenting styles was connected to students' academic performance. The researcher indicated that parental authoritativeness contributed to higher academic standards. The authoritative style was featured by a child-centered approach where the parent gave reasonable demands. Such parents also validated their children's feelings while they remained more involved in the lives of their children. The study concluded that children who experienced authoritative parenting style developed better emotional adjustments, independent, confident and performed well in school. Equally in Nigeria, Obiunu (2018) conducted a study to examine the influence of parenting styles on the academic performance of high school students in Delta State. This research revealed that permissive style of parenting was not significantly related to academic performance ($p = 0.096$). There was no significant relationship between authoritarian parenting style and academic performance of secondary school students (0.195). However, the study concluded that academic performance was greatly related to authoritative parenting style ($p = 0.05$). The research confirmed that children who were given freedom to exercise their creative potentials excel in academic performance. It was further revealed that in Nigeria, parents were becoming more withdrawn from their children and also found it challenging to monitor their academic progress. This attitude among parents resulted to poor academic performance among students.

In Kenya, a study was conducted by Changalwa et al. (2012) and was focused on relationship between parenting styles and academic performance of secondary school students in public and private schools in Lamu County. A sample of 247 students and 8 teachers, using convenience sampling. The findings of the research pointed that authoritarian style of parenting was the dominant style use by parents of students, and much emphasis was put on corporal punishment. It was also shown that teachers and parents in Kenya put emphasis on the use of corporal punishment and enforcing strict rules. The study made some recommendations that schools may organize forums for parents to be enlightened on "parenting" so as to address the gap showing in parenting. Such forums may educate parents to be warm, responsive, present, and supportive and being responsible to their children and in this way, embrace authoritative parenting which could heighten their children's academic performance. Limited studies have been carried out in Kenya focusing on the relationship between parenting styles and academic performance among adolescents in public secondary schools. No such study has been conducted among adolescents in public secondary school in Kasarani Sub-County in Nairobi, Kenya, hence the justification for this current study.

II. THEORETICAL FRAMEWORK – DIANA BAUMRIND'S PARENTING THEORY

The parenting theory was developed by Diana Baumrind in 1966. According to this theory, parenting is perceived as a complex activity that entails a variety of parental behaviors that work to influence a child's outcomes. Parenting style comprises of two essential elements of parenting: warmth and control (Nyaga, 2019). This theory focuses on four basic style that parents make use of in the act of child raising. These are authoritative parenting style, authoritarian parenting style, the permissive parenting style and the uninvolved or neglectful parenting style.

Baumrind (1966) postulates that authoritative style provides rules and directives and expect their children to follow. This style is democratic since the parent listens to the child's point of view, expresses warmth and affection but also puts limits to a child's demands. Authoritative parents encourage children to be more responsible and independent. These parents are more supportive and there is open communication with the child. The children of authoritative parents tend to be well behaved, accomplished at school, emotionally healthy, resourceful, develop high self-esteem, and are socially well adjusted (Muzaki, 2018). The authoritarian parenting style is a strict type of parenting where children are expected to follow strict set of rules and expectations. Such parents rely on

punishment and tightly monitor their children. This excessive control result to children who are unhappy, withdrawn, fearful, low self-esteem, and shy. Children who are products of authoritarian parenting have difficulties handling social situations and they misbehave outside parental care (Aremu et al., 2018).

In the permissive parenting style, there is manifestation of high warmth accompanied by low parental control. Parents make very few demands for responsibility and rarely punish or discipline their children. Permissive parenting results into children with poor emotional regulation, rebellion, antisocial behaviour, poor social skills, poor academic performance from lack of motivation and self-centeredness. Such children are also likely to engage in risky behaviours later in life such as substance abuse or irresponsible sexual behaviours (Kiama, 2018). In the uninvolved or neglectful parenting style, very little attention is given to the child. The parent is indifferent to the child's emotional needs and makes very few demands. The children of neglectful parents have no trust foundation with their parents and feel detached from them. This is the most harmful style of parenting for a child. Children of such parents feel rejected and they end up becoming withdrawn, fearful, poor performers in school and are in high risk for substance abuse (Obiunu, 2018). The strength of Baumrind's theory is that it suggests that styles of parenting impact on all dimensions of a child's development, including intellectual and psychosocial development. However, this theory fails to acknowledge that parents can use a mixture of parenting styles in raising their children

III. METHODOLOGY

This study adopted quantitative research methods of data collection and analysis. The made use of the correlation survey design in order to establish the possible link between parenting styles and academic performance. This approach was chosen because the study aimed at finding out whether parenting styles have any connection with academic performance among adolescents in public secondary schools in Kasarani Sub County in Nairobi, Kenya. The target population of the study was 14 public secondary schools in Kasarani Sub County, with a total population of 10,157 students. In this population 4,571 students were male while 5,586 were female. After the application of Krejcie and Morgan (1970) formula on the target population, the study achieved a sample size of 378 students. This study was based on probability sampling approach where the participants had an equal chance to participate in the study, and 378 students who formed the sample were selected using simple random sampling technique. Cluster sampling was used to select schools based on the cluster profiles by dividing the sub county into different educational zones, and 5 schools were selected. Quantitative data was gathered using a researcher-developed socio-demographic questionnaire which comprised of gender, school type, age and who students live with at home. The parenting style scale and academic performance scale were used for data collection. The Statistical Package for the Social Sciences; SPSS version 26 was used for data analysis. The quantitative data were analyzed using descriptive (frequency, percentage mean and standard deviation) and inferential statistics (Spearman's rho correlation tests, ANOVA test). The participants were diverse in terms of gender, with 205 (55.1%) of the adolescents being female while 167 (44.9%) were male. Also, demographic information pointed that 93% of the adolescents were in public day school while 7% were in boarding schools. In addition, 261 (70.2%) of the adolescents were within the age bracket of 16-17 years. 29 (7.8%) were within the age bracket of 14-15 years, while 5 (1.3%) of the students were found to be aged more than 19 years. It was further found that 183 (49.2%) of the adolescents were raised by both parents, 129 (34.7%) were raised by single parents, 53 (14.2%) were raised by guardians, while 1.9% did not respond.

IV. FINDINGS

Perceived Parenting Styles among Parents of Adolescents

The first objective of the study was to determine the most prevalent perceived parenting style among parents of adolescents in public secondary schools in Kasarani Sub- County in Nairobi, Kenya. Findings are tabulated in Table 1.

Table 1
Perceived parenting styles among parents of adolescents

Parenting Styles	Frequency	Percent
Authoritarian or Power asserting disciplinarians	52	14.0
Authoritative or Warm giving protectors	240	64.5
Permissive or Lenient freedom givers	19	5.1
Uninvolved or Selfish autonomy givers	35	9.4
Mixed styles	26	7.0
Total	372	100.0

As seen in Table 1, authoritative parenting style was found to be the most prevalent among parents of adolescents in public secondary schools in Kasarani Sub-County, with a frequency of 240 respondents (64.5%). Authoritarian parenting style was the second in relation to prevalence with a frequency of 52(14.0%) followed by uninvolved style which assumes the third position with a frequency of 35 (9.4%), while the permissive style had the lowest prevalence rate of 5.1% (n = 19 respondents).

Parenting Styles and Gender

Data were analyzed to determine whether the parenting styles were significantly different between the male and female adolescents. The results are summarized in Table 2.

Table 2
Cross tabulation: Parenting style and gender of the adolescent

Parenting style	Gender of the adolescent					
	Male		Female		Total	
	n	%	n	%	n	%
Authoritarian or Power asserting disciplinarians	26	13%	26	16%	52	14%
Authoritative or Warm giving protectors	127	62%	113	68%	240	65%
Permissive or Lenient freedom givers	13	6%	6	4%	19	5%
Uninvolved or Selfish autonomy givers	23	11%	12	7%	35	9%
Not Sure	16	8%	10	6%	26	7%
Total	205	100%	167	100%	372	100%

With regard to the male adolescents, findings in Table 2 revealed that 13% of the parents were authoritarian, 62% were authoritative, 6% were permissive, and 11% were uninvolved, while 8% were of mixed parenting styles. Regarding female adolescents, results pointed that 16% of the parents were authoritarian, 68% were authoritative, 4% were permissive, 7% were un-involved, while 6% were not sure.

Analysis of variance (ANOVA) test was conducted to determine whether the differences across the parenting styles were significant between the two genders (males and females). The results are presented in Table 3.

Table 3
ANOVA Results on Parenting Styles and Gender

Test item		Sum of Squares	df	Mean Square	F	Sig.
Parenting Style	Between Groups	3.376	1	3.376	3.076	.080
	Within Groups	406.073	370	1.097		
	Total	409.449	371			
Gender	Between Groups	1.089	4	.272	1.099	.357
	Within Groups	90.941	367	.248		
	Total	92.030	371			

Findings in Table 3 showed that the F statistic between the parenting style and gender was 3.076 which was associated with a significance of 0.080. Therefore, there was no significant difference (sig. > 0.05) between parenting styles employed for the male adolescents and those employed for the female adolescents. The p value (p=0.080) was greater than 0.05 in the ANOVA results on parenting styles and gender and the implication is that the gender of the parent does not determine the parenting style to be adopted among the respondents' parents.

Parenting Styles and Age

Data were also analyzed to determine whether the parenting styles were significantly different across the various age sets. The results were as summarized in Table 4

Table 4
Cross Tabulation for Parenting style and Age of the Adolescent

	Age of the adolescent									
	14-15 yrs		16 -17yrs		18-19yrs		>19 yrs		Total	
	n	%	n	%	n	%	n	%	n	%
Authoritarian or Power asserting disciplinarians	6	21	40	15	5	7	1	20	52	14
Authoritative or Warm giving protectors	20	69	172	66	47	61	1	20	240	65

Permissive or Lenient freedom givers	1	3	11	4	6	8	1	20	19	5
Uninvolved or Selfish autonomy givers	1	3	22	8	10	13	2	40	35	9
Mixed	1	3	16	6	9	12	0	0	26	7
Total	29	100	261	100	77	100	5	100	372	100

From the analysis in Table 4, findings revealed that 21% of adolescents between 14-15 years experienced authoritarian style, 69% experienced authoritative style, 3% experienced either permissive, uninvolved or mixed styles. Furthermore, 15% of the adolescents between 16-17 years experienced authoritarian style, 66% experienced authoritative style, 4% experienced permissive style, 8% experienced uninvolved style while 6% experienced mixed styles. In addition, 61% of adolescents between the ages of 18-19 years experienced the authoritative style while at the same time 7% of respondents in this age bracket revealed that their parents adopted the authoritarian style. For the respondents whose age was above 19 years, 20% experienced either the authoritarian, authoritative or permissive styles, while 40% experienced the uninvolved style of parenting.

Analysis of variance (ANOVA) test was conducted to determine whether there were any significant differences between the parenting styles across the various age sets. The results were as summarized in Table 5

Table 5
ANOVA Results on Parenting Styles and Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.778	4	3.194	2.956	.020
Within Groups	396.671	367	1.081		
Total	409.449	371			

According to Table 5, results indicated that the F statistic between the parenting styles and age was 2.956 which was associated with a significance of 0.020. Therefore, there was a significant difference (sig. < 0.05) in the parenting styles employed across the various age sets of respondents

V. DISCUSSION

Perceived Parenting Styles among Parents of Adolescents

The first objective of the study was to determine the most prevalent perceived parenting style among parents of adolescents in public secondary schools in Kasarani Sub- County. Authoritative parenting style was found to be the most prevalent among parents of adolescents in public secondary schools in Kasarani Sub-County, with a frequency of 240 respondents (64.5%). Authoritarian parenting style was at 52 (14.0%) followed by uninvolved style at 35 (9.4%), while the permissive style had the lowest prevalence rate of 5.1% (n = 19) respondents. From the results, it can be stated that most of the parents of the students sampled are inclined towards authoritative parenting style which features high degree of control and maturity within the context of open communication and warmth (Nyaga, 2019). This is a confirmation of the findings of previous studies conducted by researchers such as Nyaga (2019), and Manyama and Lema (2017) whose findings revealed that parents of adolescents used authoritative style of parenting more than authoritarian, permissive and uninvolved styles.

Furthermore, the findings of the present study corroborated with the observation by Nicolette et al. (2016), who carried out a study in South Africa on the perceptions of parenting styles, and they revealed that authoritative parenting style was the most prevalent across ethnic groups in South Africa. The authoritative style provides rules and directives that parents expect their children to follow. Children are encouraged to be more responsible and independent and there is open communication with the children in an authoritative parenting style. The responses from the majority of the respondents whose parents employed authoritative style showed that such parents consistently gave guidance and direction to their children on matters relating to educational outcomes, discipline, career and other important aspects of an adolescent's life. However, the present study findings were not consistent with some other previous research findings. Changalwa et al. (2012) who conducted a study in Kaimosi Kenya, revealed that authoritarian style of parenting was the most dominant style among parents of adolescents. The above study revealed that majority of the parents of adolescents in Kenya put emphasis on the use of corporal punishment and enforcing strict rules.

Boateng et al. (2022) in Ghana, showed that the authoritarian style was commonly experienced among adolescents in high school while the uninvolved style was the least experienced. The findings of the present study, therefore, contradict those from some empirical studies that the most prevalent style is authoritarian parenting style and rather shows that it is the authoritative style which is more prevalent among adolescents in public secondary school in Kasarani Sub-County Nairobi, Kenya.

Parenting Styles and Gender.

The research findings indicated that authoritative parenting style was the most dominant parenting style across the genders. This was followed by the authoritarian, the uninvolved, and permissive and the mixed parenting styles respectively across the genders (males and females). Findings in ANOVA results on parenting styles and gender showed that there was no significant difference (sig. > 0.05) between parenting styles employed for the male adolescents and those employed for the female adolescents. This implied that the parenting style adopted by parents of adolescents in public secondary schools in Kasarani Sub-County was not related to gender of the adolescents.

This study therefore did not find evidence that parents of male adolescents adopt different parenting styles compared to parents of female respondents. These findings are incongruent with the findings of a study involving junior secondary school learners in Ethiopia which showed that parents exhibited authoritative style for their daughters but authoritarian style while raising their sons (Munyi, 2013). The implication here is that the most prevalent style in Ethiopian families is dependent on a child's gender.

Parenting Styles and Age

Findings on age pointed that there was a significant difference (sig. < 0.05) in the parenting styles employed across the various age sets of respondents. Statistics showed that 21% of adolescents between 14-15 years experienced authoritarian style, 69% experienced authoritative style, 3% experienced either permissive, uninvolved or mixed styles. Furthermore, 15% of the adolescents between 16-17 years experienced authoritarian style, 66% experienced authoritative style, 4% experienced permissive style, 8% experienced uninvolved style, 6% experienced mixed styles. In addition, 61% of adolescents between the ages of 18-19 years experienced the authoritative style while at the same time 7% of respondents in this age bracket revealed that their parents adopted the authoritarian style. For the respondents whose age was above 19 years, 20% experienced either the authoritarian, authoritative or permissive styles, while 40% experienced the uninvolved style of parenting.

The findings implied that as adolescents mature and progress with age, parents tend to adopt a rather lenient or easy going approach in parenting accompanied by low parental control. Apparently this happens as parents make an attempt to give their children more autonomy and freedom as they make their own choices. This position is supported by the family systems theory which implies that as children go through developmental stages, parenting styles become dynamic to accommodate changes in cognitive, behavioral and emotional changes in a child (Hammond et al., 2015).

VI. CONCLUSION

This study concluded that parenting styles are not related to adolescents' academic performance in the location of this study. It is possible that students exposed to different styles of parenting can equally perform well or perform poorly in school despite the unique parenting styles they experience at home. Students with authoritarian, permissive, authoritative and uninvolved parents may experience either poor or good academic outcome regardless of parental attitudes they encounter at home. It can therefore be concluded that the poor academic performance levels among adolescents in public secondary schools in Kasarani Sub-County are not directly linked to the parenting styles. The poor performances could be connected to other probable factors which could pave way for poor academic outcomes. It can be implied that the important factor of intellectual development and academic excellence is the possibility for the adolescents' needs to be met, regardless of the parenting style they experience.

VII. RECOMMENDATIONS

This study recommends that the government of Kenya may allocate more resources to finance research on the contextual factors which contribute to poor academic performance among adolescents in secondary schools, in order to develop mitigation policies for better educational productivity. Also, parents may be given in-service training courses on the effects of parenting on adolescents' integral growth. Parents may provide a conducive environment at home that allows children to develop abilities that could influence and edify their intellectual growth.

In addition, further studies can be carried out to determine whether other parental factors such as their economic status, educational levels, family stability and psychological factors have relationship with adolescents' academic performance.

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