**Correlation Between Parenting Styles and Academic Achievement of Senior Secondary School Students in Federal Capital Territory, Abuja, Nigeria**

**ABSTRACT**

*The study examined the correlation between parenting styles and academic achievement of senior secondary school students in Federal Capital Territory, Abuja, Nigeria. Five research questions and two hypotheses were formulated to guide the study. The research employed correlational survey design. The population comprised 85,495 students in FCT, Abuja, Nigeria. The sample was three hundred and ninety eight (398) students using Krejcie and Morgan (1970) table. A self-design questionnaire was used for the study. The questionnaire was titled: Parenting Styles Questionnaire (PSQ). The reliability coefficient index of 0.87 was obtained using test-retest. The data collected were analyzed using mean scores, standard deviation, t-test and Pearson Product Moment Correlation Coefficient (PPMCC). The findings showed there is significant correlation between authoritative parenting style and students' academic achievement in senior secondary schools in FCT, Abuja; There is significant correlation between authoritarian parenting style and students' academic achievement in FCT, Abuja; There is no significant correlation between permissive parenting style and students' academic achievement in FCT, Abuja; There is no significant correlation between permissive parenting style and students' academic achievement in FCT, Abuja; and there is no significant correlation between neglectful parenting style and students' academic achievement in FCT, Abuja. Based on their findings the study recommended that parents should adopt an authoritative parenting style which balances warmth and responsiveness which could go a long way in improving students academic achievement in senior secondary schools in the Federal Capital Territory.*

***Key Words:*** *Parenting styles, academic achievement, secondary school, school location*

**Introduction**

 Family as the primary unit of society is the first agent of socialization. It is the first place where a child learns the norms and values of the society. Parental values and behaviour patterns profoundly influence those of their children. This indicates that parents play a vital role in the total development of the child. The success or failure of a child depends on the type of parenting he/she received from parents. Therefore, parents are seen as the architects or the conductors of a child's character development. The central tasks of parenting includes actions and behaviours of caregivers to raise and socialize children during a specific stage of development through the use of time, talent and treasure. The home is the cradle and arbiter of every child irrespective of their sociocultural environment (Onwunyili & Obi, 2023). They continued that children’s home background has massive and tremendous influence on their behavioural characteristics including some of their psychological dispositions. Many children are what they are because of their family background, since the family is the first agent of socialization and some children could symbolize the embodiment of their immediate family. A child is a precursor of his home background, since every individual is from a family which in most cases influences their behavioural conducts (Gidado & Diffang, 2024)

Parenting styles are techniques employed by parents to raise or nurture their children to acquire necessary skills needed to function properly as a good citizens of a giving society. According to Masud et al., (2016) “parenting styles captures two important elements of parenting known as demandingness and responsiveness, consulting the consistent behavioural patterns and attitudes with which parents interact and deal with their children and adolescents. The first dimension, demandingness, represents the claim of parents from their children to get mature through parental supervision and disciplining children, and controlling the behavioural problems of their children while the second dimension, responsiveness is the number of autonomy parents give for their children to be independent, self-regulated and self-assertion through acknowledging and supporting of children's interest, needs, and demands”. “Each parenting style varies in at least four areas of discipline style, communication, nurturance and expectations. The authoritarian parents are often thought of as disciplinarians. Parents have low responsiveness or acceptance and high demandingness. This kind of parenting is characterized by adherence to rules that are usually not explained to the child. It is a dominating style that involves a lot of control. Such parents believe in corporal punishments and are typically less nurturing. However, to be successful in their education and life children trusting, supporting, and caring relationships with their families, especially with their parents” (Ojolabi, 2014).

“Authoritative parenting is one of several means through which parents can have positive influence on their children’ academic achievement through their direct involvement and support in school activities, such as helping with homework and assignments or course selection or attending parent teacher meetings, and through the encouragement of school success, both directly and indirectly, by establishing and implementing high performance standards” (Steinberg et al., 2022). Adolescents who are reared in an authoritative environment consistently score higher on measures academic achievement, higher problem behaviour and lower on measures of internal distress than adolescents from non-authoritative families.

Researchers in recent times have identified several factors as the causes of poor academic achievement of students. Among such factors identified include; students home background, school environment, society and psychosocial factors. Ishaq (2015) revealed that authoritative parenting style comprehends children affection, verbal give and take, and inculcates the spirit of self-control in them. He believes parents tend to inspire children to be self-sufficient and yet set bounds and regulate their conduct and academic achievement. Leung and Lam (2018) discovered that “an authoritative parenting style, which emphasizes both responsiveness and demandingness, is superior in fostering higher academic performance”. Studies have equally shown authoritative parenting styles could influence students’ academic achievement. Ishak, et al., (2012) revealed that “authoritative parents have high responsiveness and high demandingness. They are reasonable and nurturing and set high, clear expectations. Children with parents who demonstrate this style have highly developed social skills, self-control, are self-reliant, and tend to be self-disciplined and think for themselves. This style is thought to be most beneficial to children”. While the permissive style of parenting which is characterized by high levels of warmth and nurturance with moderate levels of communication styles, and low levels of disciplinary strategies and expectations of maturity and control has a tendency to lead children toward lower academic performances.

Rohaizad et al., (2018) revealed that shown no relationship between authoritarian parenting styles and academic performance in children. Yang et al., (2014) found “a significant relationship between authoritarian style of parenting and academic performance of children in school. This style of parenting which is characterized by high levels of disciplinary strategies and expectations of maturity and control, but low on warmth and communication skills is considered as being not conducive for the effective development of a child’s cognitive skills and consequently academic performance. For instance, due to authoritarianism’s high control over children, numerous studies have found the parenting style to be negatively associated with academic performance”. Rohaizad et al., (2018) revealed that “authoritarian parenting was negatively related to academic performance in Hong Kong. There, authoritarian parenting was related positively to academic performance”. Simangunsong and Sihotang (2022) found that “high authoritarian parental control was positively associated with school performance of Chinese adolescents. That is, high parental control which is characteristic of authoritarian style of parenting was found to be positively associated with high academic performance. Further argued that the Chinese Chinese authoritarian parents have closer relationships to their children and closeness predictor of higher school achievement”.

Munyi, (2013) shows that parents who are permissive in raising their children refrain from necessitating them to self-control. Mensah and Kurancie (2018) found that permissive parenting styles had the most noticeable effect on children's conduct, with the mother's parenting style having a greater impact on the children's school performance as compared to the father's parenting style. The lesser fair attitude of parents in relation to children’s conduct is echoed by Gidado and Diffang (2023) whose research show that home background of students has a high probability of influencing students conduct. Mumina et al., (2022)’s study shows that permissive parenting practices and problem solving and academic engagement of their children’s development are not simply related. Mihret, et al., (2019) revealed that parents, who permits their children to accomplish whatever they desire. It is also a type of parenting that parents are not much concern about their children, order little control or demand on children. Permissive parenting tolerate and also delay to respond to the needs of their children’s aspirations in school.

Meremu and Idoko, (2021) noted that children raised in neglectful homes are negatively impacted on academically while also showing less conduct disorder than children raised in authoritative environments. Omosehin et al., (2023) stated that students found no indication of a beneficial impact of neglectful parenting style. Ibukunolu (2014) found that “neglectful parenting is negatively associated with higher academic performance, which is most likely the result of the parents’ lack of control and discipline over their children”. Gidado and Anyio (2025) found that “there is significant difference in parenting styles exist in relation to aggression, hostility, deceitfulness and school violations among secondary school students in North-Central Nigeria”. They further highlighted that students raised under different parenting styles exhibit varying degrees of aggression, hostility and deceitfulness in school.

In view of the conflicting research efforts and their attendant conclusion, the need to constantly interrogate on the influence of parenting styles on students’ academic achievement will continue to generate interest among researchers and educationists especially in a setting like the FCT, where there is a huge influx of people from all Nigerian ethnic groups, tribes and religion into the city. It is a setting where children of different backgrounds come together so frequently and will continue to generate interest.

**Statement of the Problem**

Over the years, there has been an outcry of declining academic achievement of students in public senior secondary schools in FCT (WAEC, 2022). Available statistics from West African Examination Council yearly analysis for public senior secondary schools in FCT (2011-2022), shows that less than 50% of students obtained five (5) credits and above including maths and English in WAEC. More so, only 74.1% and 78.5% obtained 5 credits and above in 2020 and 2021 respectively.

It has been observed by the researchers that children who are easily distracted and lack focus in class run the risk of failing or performing poorly academically. Some of these students who have poor academic performance sometime find it difficult to withstand academic stress due to their parenting support during and after school hours.

Despite the importance of education in shaping the future of individuals and society, many SSS students in FCT continue to underperform academically. Research Gidado and Anyio (2025), Mumina et al., (2022) and Ishaq (2015) has shown that parenting styles play a significant role in influencing student’s academic achievement. However, there are paucity of research on the specific parenting styles employed by parents of SSS students in FCT and their impact on academic achievements. The knowledge gap necessitates an investigation into the relationship between parenting styles and academic achievement of senior secondary school students in FCT with a view to identifying effective parenting strategies that can enhance academic achievement.

 **Research Questions**

The following research questions were raised to guide the study.

1. What are the parenting styles of senior secondary school students in Federal Capital Territory Abuja?
2. What is the academic achievement of senior secondary school students in Federal Capital Territory Abuja?
3. What is the correlation between authoritative parenting style and academic achievement of senior secondary school students in Federal Capital Territory Abuja?
4. What is the correlation between authoritarian parenting style and academic achievement of senior secondary school students in Federal Capital Territory Abuja?
5. What is the correlation between neglectful parenting style and academic achievement of senior secondary school students in Federal Capital Territory Abuja?
6. What is the correlation between permissive parenting style and academic achievement of senior secondary school students in Federal Capital Territory Abuja?
7. What is the difference in the parenting styles for male and female students in senior secondary schools in Federal Capital Territory Abuja?
8. What is the difference in the parenting styles for urban and rural students in senior secondary schools in Federal Capital Territory Abuja**?**

**Hypotheses**

The following null hypotheses were formulated for this study:

**H01:** There is no significant correlation between Authoritative parenting style and students' academic achievement in Federal Capital Territory Abuja.

**H02:** There is no significant correlation between Authoritarian parenting style and students' academic achievement in Federal Capital Territory Abuja.

**H03:** There is no significant correlation between Permissive parenting style and students' academic achievement in Federal Capital Territory Abuja.

**H04:** There is no significant correlation between Neglectful parenting style and students' academic achievement in Federal Capital Territory Abuja.

**H05:** There is no significant difference in the parenting styles for male and female students in senior secondary schools in Federal Capital Territory Abuja.

**H06:** There is no significant difference in the parenting styles for urban and rural students in senior secondary schools in Federal Capital Territory Abuja.

**Methods**

**Research Design**

The study employed a correlational survey design. Correlation survey design aimed at identifying predictive relationship among two or more variables. According to Creswell (2012), a correlational research design is a type of research design that predicts scores and explain the relationship among variables using correlational statistics test to describe and measure the degree of association (or relationship) between two or more variables or set scores. This research design is considered appropriate for this study because, this work is aimed at finding the correlation between parenting styles and academic achievement of senior secondary schools in Federal Capital Territory Abuja.

**Population of the Study**

The population of the study was 85,495 students in public senior secondary schools (SEB Students Enrolment 2021/2022) from 88 public senior secondary schools located in the six (6) area councils of Federal Capital Territory Abuja, Nigeria (FCT Secondary Education Board School Directories 2023).

**Sample Size and Sampling Procedure**

The sample size for this study was 398 students from twelve (12) senior secondary schools in the six Area Councils of FCT which include Abaji, Bwari, Gwagwalada, Kuje, Kwali and Abuja Municipal that constituted the study area. The sample size was determined using Krejcie and Morgan (1970) table. Also, proportionate sampling was used to determine the number of students who participated in each Area Council.

**Instrumentation**

The research instrument for this study was self-structured questionnaire. The questionnaire was titled Parenting Styles Questionnaire (PSQ). Responses to the items on the questionnaire were structured using four (4) point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The data collected was analyzed using descriptive and inferential statistics. Mean scores were used to analyzed all research questions, Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyzed hypotheses one to four while t-test was used to analyzed hypothesis five to six.

**Validity and Reliability of the Instrument**

To ascertain the validity of the instrument the questionnaire was presented to experts in educational measurement and evaluation, and language expert for scrutiny to ensure that the instrument measure what it is supposed to measure. The comments and suggestions made were incorporated into the instrument after which a final copy of the questionnaire was produced. The name of the validity was content and construct validity.

The reliability of the instruments was determined by conducting a pilot study with 50 respondents in two schools but outside the main study area. A test-retest method was employed to determine the reliability coefficient. Test-retest method of reliability is a statistical measurement administering the same test twice over a period of time to a group of individuals. The first test was administered to the students, two weeks later the same test was administered to the same students. Students’ responses were collated after which data collected was subjected to Pearson Product Moment Correlation Coefficient (PPMCC) which yielded reliability index of 0.87. The method used in computing the reliability coefficient was properly explained.

**Results**

**Research Question One:** What are the parenting styles of senior secondary school students in Federal Capital Territory Abuja?

**Table 1: Parenting styles of senior secondary school students in Federal Capital Territory**

**N398**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **S/N** | **Statement** | **Mean** | **Std Dev.** | **Decision** |
|  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15   16 17 18 19 20 | **Authoritarian**My parents had clear standards of behaviour for the children in our homeOnce my family policy is established, they ensure such is adhered toMy parents encourage me to talk to them about my challenges in schoolMy parents punish me by taking away privileges from meMy parents take opinions of children into consideration**Sectional Mean****Authoritative**My parents rarely praise me for doing wellMy parents make most of the decisions about what I’m allowed to doOnce my parents set goals and expectations, it must be appliedMy parents shout at me each time I misbehaveMy parents feel I should not be allow to take decisions my own**Sectional Mean****Permissive**My parents give expectations and guidelines for my behaviour once in a whileMy parents feel it’s ok if I do not follow rulesMy parents allow me to do what I want without questioning my decisionMy parents always threaten to punish me when I misbehave but they end up not punish meMy parents felt that most of the problems in society would be solved if parents would not restrict their children’s activities, decisions and desires**Sectional Mean****Neglectful**My parents did not really care about what was going on in my lifeMy parents rarely assign any duties for me to do while at homeMy parents have never check my school results ever since I started schoolingWhenever I misbehave, my parents will ignore the mishaviour and say nothing about itMy parents have minimal involvement in my activities**Sectional Mean** | 2.572.782.602.472.59**2.60**3.802.813.322.612.22**2.95**1.192.551.282.642.66**2.06**2.672.502.932.352.33**2.55** | 0.770.870.800.690.87**0.92**0.910.981.061.031.05**1.01**1.001.110.921.041.05**1.32**0.660.920.710.900.70**0.77** | AgreeAgreeAgreeDisagreeAgree**Agree**AgreeAgreeAgreeAgreeDisagree**Agree**DisagreeAgreeDisagreeAgreeAgree**Disagree**AgreeAgreeAgreeDisagreeDisagree**Agree** |

As shown in table 1, parenting styles of senior secondary school students in Federal Capital Territory Abuja was presented. Authoritarian parenting style has a mean score of 2.60. This indicates agreement of authoritarian parenting style items. The table further shows that parents in the study area exhibit authoritarian parenting style to their child education.

The mean score of secondary school students with authoritative parenting style is 2.95 which indicate agreement with most of the items. This shows that parents exhibit authoritative parenting style to their child education.

On the issue of permissive parenting style has mean score of 2.06 which means disagreement with the items. Also, indicates that parents always threaten to punish their children if they misbehave but end up not punish them.

Neglectful parenting style has a mean score of 2.55. This indicates agreement of neglectful parenting style items. The table further shows that parents in the study area exhibit neglectful parenting style to their child education.

The parenting styles in senior secondary schools in FCT, Abuja show that the sectional means of 2.60, 2.95, 2.06 and 2.55 respectively indicated that parents exhibits more authoritative, authoritarian and less neglectful parenting style and not permissive parenting style.

**Research Question Two:** What is the academic achievement of senior secondary school students in Federal Capital Territory Abuja?

**Table 2: Academic achievement of senior secondary school students in Federal Capital Territory Abuja**

| **Subject** | **Minimum** | **Maximum** | **Average Score** |
| --- | --- | --- | --- |
| Mathematics | 36.00 | 73.00 | 57.14 |
| English Language | 29.00 | 55.00 | 60.17 |
|  |  |  |  |

As shown in table 2, academic achievement of senior secondary school students was carried out. The minimum score in Mathematics was 36.00, while the maximum score was 73.00 with an average score of 60.14. The minimum student score in English Language was 29.00, and the maximum score was 55.00 with an average score of 60.17. The average score of 60.17 is above the 50 midpoint which indicates that the overall academic achievement of students' scores in Mathematics and English Language is above average.

**Testing of Hypotheses**

The null hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPCC) and t-test analysis conducted at 0.05 level of significance.

**H01:** There is no significant correlation between authoritative parenting style and students' academic achievement in senior secondary schools in FCT, Abuja.

**Table 3: Correlational Test between Authoritative Parenting Style and Academic Achievement**

|  |
| --- |
|  **Variables N X SD r-cal p-value Decision** |
|  Authoritative Parenting Style 108 3.07 .70 .867 .000 Rejected and Academic Achievement |

*Correlation is significant at 0.05 level of Significance (2-tailed) PPMC*

As shown in table 3, a correlational test between authoritative parenting style and academic achievement was presented. The table revealed a mean of 3.07 with standard deviation of 0.70. The table further revealed a calculated r value of .867 with a table value of .000 with p < 0.05. The null hypothesis was therefore rejected and the alternative adopted.

**H02:** There is no significant correlation between authoritarian parenting style and students' academic achievement in FCT, Abuja.

**Table 4: Correlational Test between Authoritarian Parenting Style and Students’ Academic Achievement**

|  |
| --- |
|  **Variables N X SD r-cal p-value Decision** |
|  Authoritarian Parenting Style 131 2.44 .97 .883 .021 Rejected and Academic Achievement |

*Correlation is significant at 0.05 level of Significance (2-tailed) PPMC*

As shown in table 4, a correlational test between authoritarian parenting style and students’ academic achievement was carried out. The table revealed that mean of 2.44, standard deviation of 0.97 and the r value of .883. The p-value as shown in the table is .021 with p < 0.05. Therefore, the null hypothesis was rejected. This implies that there is significant correlation between authoritarian parenting style and students' academic achievement in FCT, Abuja.

**H03:** There is no significant correlation between permissive parenting style and students' academic achievement in FCT, Abuja.

**Table 5: Correlational Test between Permissive Parenting Style and Students’ Academic Achievement**

|  |
| --- |
|  **Variables N X SD r-cal p-value Decision** |
|  Permissive Parenting Style 129 3.07 .70 .913 .121 Accepted and Academic Achievement |

*Correlation is significant at 0.05 level of Significance (2-tailed) PPMC*

As shown in table 5, a correlational test between permissive parenting style and students’ academic achievement was presented. The table revealed that mean of 3.07, standard deviation of 0.70 and the r value of .913. The table also indicates that the p-value as shown in the table is .121 with p > 0.05. This implies that the null hypothesis was accepted. There is no significant correlation between permissive parenting style and students' academic achievement in FCT, Abuja.

**H04:** There is no significant correlation between neglectful parenting style and students' academic achievement in FCT, Abuja.

**Table 6: Correlational Test between Neglectful Parenting Style and Students’ Academic Achievement**

|  |
| --- |
|  **Variables N X SD r-cal p-value Decision** |
|  Neglectful Parenting Style 30 2.44 .97 .862 .071 Accepted and Academic Achievement |

*Correlation is significant at 0.05 level of Significance (2-tailed) PPMC*

As shown in table 6, a correlational analysis between neglectful parenting style and students’ academic achievement was carried out. A significant value of .000 less than 0.05 level of significance. The table revealed a mean of 2.44 with standard deviation of .97 and the r calculated value of .862. The table further shows a p-value of 0.071, with p > 0.05. Therefore, indicated that the null hypothesis was accepted. This implies that there is no significant correlation between neglectful parenting style and students' academic achievement in FCT, Abuja.

**H05:** There is no significant difference in the parenting styles for male and female students in senior secondary schools in FCT, Abuja.

**Table 7: t-test Analysis on Difference in Parenting Styles for Male and Female Students’ in Senior Secondary Schools in FCT, Abuja**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Parenting Styles** | **Gender** | **Mean** | **S.D.** | **t-value** |  **df** | **Sig(2tailed)** | **Decision** |
| AuthoritativeAuthoritarianPermissiveNeglectful | MaleFemaleMaleFemaleMaleFemaleMaleFemale | 3.493.113.453.773.233.922.413.74 | 0.490.420.500.440.560.400.730.68 | -3.14-1.61-1.49-1.84  | 396396396396 |  .002 .109 .136 .067 | RejectedAcceptedAcceptedAccepted |

As shown in table 7, a t-test analysis on difference in parenting styles for male and female students in senior secondary schools was presented. The table revealed that a t-value of -3.14 and the table value of .002 with p < 0.05, indicates that male and female students differ in authoritative parenting style. The table further indicated that a t-value of -1.61, -1.49 and 1.84 and the table value of .109, .136 and .067 with p > 0.05. Therefore, there is no significant difference in authoritarian, permissive and neglectful parenting styles for male and female students.

**H06:** There is no significant correlation in the parenting styles for urban and rural students in senior secondary schools in FCT, Abuja.

**Table 8: t-test Analysis on Difference in Urban and Rural Students’ Parenting Styles in Senior Secondary Schools in FCT, Abuja**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Parenting Styles** | **Location** | **Mean** | **S.D.** | **t-value** |  **df** | **Sig(2tailed)** | **Decision** |
| AuthoritativeAuthoritarianPermissiveNeglectful | UrbanRuralUrbanRuralUrbanRuralUrbanRural | 3.223.422.883.263.643.112.752.69 | 1.140.870.221.460.920.540.530.80 |  -2.07-2.02-1.86-1.23  | 396396396396 |  .000 .000 .078 .100 | RejectedRejectedAcceptedAccepted |

As shown in table 8, a t-test analysis on difference in parenting styles for urban and rural students’ parenting styles was carried out. The table revealed that a t-value of -2.07 and -2.02 and the table value of .000 and .000 with p < 0.05. Indicates that there is significant difference in male and female students in authoritative and authoritarian parenting styles. Also, the table further revealed that a t-value of -1.86 and -1.23 and table value of .078 and .100 with p > 0.05. Therefore, this implies that there is no significant difference in the permissive and neglectful parenting styles between urban and rural students.

**Discussion of Findings**

The study revealed that there is significant correlational test between authoritative parenting style and academic achievement of senior secondary school students in FCT, Abuja. This finding is in agreement with Perween and Dewan (2017) who showed that authoritative parenting style have high impact on students' disruptive behaviour and academic achievement in Garoua Northern, Cameroun. This finding is at variance with the finding of Janius et al., (2024) who revealed that “there was no significant relationship between authoritative parenting style and students’ academic performance in senior secondary schools”.

On the issue of authoritarian parenting style, the finding revealed that there is significant relationship between authoritarian parenting style and academic achievement of senior secondary schools in FCT, Abuja. The finding is consisted with the earlier finding by Obiunu (2018) found that “authoritarian parenting style have a significance influence on students’ academic performance of secondary school students”. The finding contradicts Kurt (2023) reveals that “there is no significant relationship between authoritarian parenting style and academic performance of students”.

The study found that there is no significant relationship between permissive parenting style and students' academic achievement of senior secondary schools in FCT, Abuja. This study is in agreement with the findings of Baji and Mohammed (2018) found that “there is a relationship between permissive parental practice and students academic achievement of secondary schools in Awka South”. Also, the finding is contradicts with the finding of Ballenas (2024) revealed that students from permissive parenting style exhibit deviant acts such as smoking Indian hemp, fighting, cultism, assassinations, kidnapping, destruction of individual/government properties, militancy and drug abuse which result to poor academic achievement.

Finding shows that there is no significant relationship between neglectful parenting style and students' academic achievement of senior secondary schools in FCT, Abuja. This finding is at consistent with the finding of Capaldi (2019) which reveals that there is no significant relationship between neglectful parenting style and students’ academic achievement in secondary schools in South Africa. Also, the finding against finding of Obiunu (2018) findings reveal that “there is significant relationship between neglectful parenting styles and students' academic achievement”, with the correlation coefficients represented as: neglectful  (r =.102, p 0.05), permissive (r =.066, p>0.05) and Authoritative parenting style (r = .154, p< 0.05).

On the issue of gender, there is no significant difference in authoritarian, permissive and neglectful of male and female students. This finding is in line with the finding of Ishola and Taiwo (2015) there was no significant difference in male and female students authoritative parenting style. The finding contradict finding of Rohaizad et al., (2018) shows that there is significant relationship among authoritarian, permissive and neglectful parenting style of male and female students. The finding at variance with the finding of Perween and Dewan (2017) found that there is significant relationship among authoritarian, permissive and neglectful parenting styles of boys and girls students.

On the basis of location, urban and rural students differ in authoritative and authoritarian parenting styles. For permissive and neglectful parenting styles, there is no significant difference in urban and rural students. This finding is consisted with the finding of Mensah and Kuranchie (2013) who found that authoritarian, permissive and neglectful parenting styles influence disruptive behaviour in urban schools than rural schools. The finding is at variance with the finding of Yang et al., (2014) revealed that there is no significant difference in the parenting styles between urban and rural students. These results further demonstrated how parenting styles influence their academic performance on the basis of school location.

**Conclusion**

The study provides an insight and understanding on the correlation between parenting styles and academic achievement of senior secondary school students in Federal Capital Territory, Abuja based on the objectives. The study highlights the critical role parenting styles could play in shaping and impacting academic achievement which underscores the need for parents, guidance, educators and policy makers to work together to create a supportive learning environment that promotes exploration and academic success for all students.

**Recommendations**

Based on the findings the following recommendations were made from the findings of the research.

1. Parents should adopt an authoritative parenting style which balances warmth and responsiveness which could go a long way in improving students academic achievement in senior secondary schools in the Federal Capital Territory.
2. Parents should set high but realistic expectations and standards for their children while equally setting clear boundaries which could positively influence their academic achievement.
3. Parents in the Federal Capital Territory should utilize different parenting strategies such as reward and avoid saying no which could prioritize and encourage happiness and self-esteem among their children.
4. Parents in the Federal Capital Territory should be kindly involve in their child’s life while showing kin interest in their children’s activities, feelings and general well-bing. This could go a long way in improving academic achievement.
5. Parents in the Federal Capital Territory should endeavour to use the different parenting styles in the parenting of their children while considering the gender. Parents should be more authoritative and authoritarian to their male children than female children most especially parents in urban area.
6. Educators and policy makers should promote academic achievement in students by providing resources and support for parents to develop their parenting skills and create a supportive learning environment.

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1.

2.

3.

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