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PARENTING STYLES AND FAMILY COMMUNICATION PATTERNS AS PREDICTORS OF SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE IN ENUGU STATE, NIGERIA

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Abstract

This paper focuses on parenting styles and family communication pattern as predictors of secondary school students' academic achievement in English language in Enugu state, Nigeria. Three research questions guided the study. Three null hypotheses were tested for study. Correlation survey research design was adopted for this study. The population for this study comprised 24456 senior secondary school two (SS II) students from over 300 secondary schools situated in the six education zones in Enugu state. The sample for this study comprised 2448 SS II secondary school students drawn from the six education zones in the state. The instruments adopted for data collection are: Parenting Style Inventory (PSI), Communication Pattern Questionnaire (CPQ) and Students Academic Achievement Scores in English language. In 1991, Buri developed parental authority questionnaire (PAQ) to assess Baumrind's (1966) permissive, authoritarian, and authoritative parenting styles consisting of 30 Likert type items. The test provides 30 items for each parent, and the children need to respond on a 5-point response options of Never to Always 1 - 6. The communication pattern questionnaire (CPQ) is developed by Christensen and Sullaway (1984). The questionnaire adopted for this study are standard questionnaires which have been adopted for use in Nigeria by other scholars and researchers to conduct studies in related study areas. The reliability of the scale was established by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control it is 0.83. The index of validity and index of reliability indicate that the scale has validity and reliability for measuring the parenting style of higher secondary school students (Gafoor and Kurukkan, 2014). The communication pattern questionnaire (CPQ) is developed by Christensen and Sullaway (1984). The reliability of this scale has been established and confirmed by many researchers. The average value of Cronbach alpha was 0.79 for conformity and 0.89 for conversation. In the same vein, Jokwar and Rahimi cited in Geetika (2019) had reported reliability of this scale for the dialogue orientation 0.93 and 0.88 for conformity orientation by using Cronbach alpha. The administration of the instrument was done through direct delivery approach. The research questions 1 to 2 was answered using linear regression analysis while research questions 3

with the null hypotheses was analyzed using multiple regression analysis. The findings of the study revealed that This indicates that authoritative parenting style had contributed to 62.5 percent for the student's academic achievements in English language. authoritative parenting style is a significant predictor of the secondary school student's academic achievements in English language in Enugu State. This indicates that authoritarian parenting style had contributed to 34.5 percent for the student's academic achievements in English language. authoritarian parenting style is a significant predictor of the student's academic achievements in English language in Enugu State. Permissive parenting style had contributed to 3.8 percent for the student's academic achievements in English language. Permissive parenting style is a significant predictor of the student's academic achievements in English language in Enugu State. Conversation communication pattern had contributed to 12.9 percent for the student's academic achievements in English language. Conversation communication pattern is a significant predictor of the secondary school student's academic achievements in English language in Enugu State. Conformity communication pattern had contributed to 4.6 percent for the student's academic achievements in English language. conformity communication pattern is a significant predictor of the secondary school student's academic achievements in English language in Enugu State. parenting styles and communication patterns had contributed to 54.1 percent on the student's academic achievements in English language in Enugu State. Parenting styles and communication patterns of secondary school students are significant predictors of their academic achievements in English language. Conclusions were drawn and recommendations made accordingly.

Keywords: parenting styles, family, communication pattern, secondary school, students, academic achievement, English language

Introduction

Secondary education is meant to prepare students towards useful living within the society and higher education for those willing and able to withstand it. Consequently, the secondary level of education is not only a bridge between the primary and the tertiary level of education; it is also a means of living and fitting well into society for those who may not aspire further, as it is the aim of most academic institutions. As opined by Muhammed, Muhammed, Muhammed, Asfa and Imtiaz (2021), students are the important assets of academic institutions because the social and financial development of a country is directly proportional with academic achievement of the students. Furthermore, students' well-being depends on their academic achievements.

Hence, one can conclude that, education basically provides a forum for human capital development (Muhammed *et al.,* 2021). In view of this assertion, the researchers states that in the Nigerian setting, secondary education is the basic or raw material provider for the desired future manpower resources. From this, it could be deduced that secondary education level is of great importance to the nation, because it is seen as source of mid-level manpower production that is necessary to sustain and improve the economy. Other importance of secondary education is embodied in its objectives which among others include equipping students to live effectively in our modern age of science and technology (FRN, 2014).

The degree to which secondary school students are equipped with knowledge and skills often examined through their academic achievement recorded in different school subjects offered. Hence academic achievement can be described as the extent to which students, teacher or institution has achieved their short or long-term educational goals (Idika, Onuoha, Nji & Eze, 2018). The authors further viewed academic achievement as measurable in a standardized series of tests and Achievement test is usually constructed and standardized in line with the set objectives to measure mastery in school subjects. According to Steinmayr, Meibner, Weidinger and Wirthwein (2015), academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that was the focus of activities in instructional environments, specifically in school, college, and university. Operationally, this study conceptualizes academic achievement as the overall grades (scores) of secondary school students in English language.

The present state of students' academic achievement in secondary schools have been emphasized by the researcher and academics like Akunne and Anyamene (2021), who reported in their study that, academic achievement among students has remained a source of concern to educators, the society and researchers, particularly as the academic achievement in Mathematics of secondary school students is deemed to be declining. They further reported in their study that less than 40 percent of the candidates who sat for public examination obtained up to credit passes in five subjects which are the minimum academic qualifications for admission into tertiary institutions.

Reacting to the prevailing poor academic achievement among secondary school students, Ozuome, Oguzie, Mokwelu and Anyamene (2020) emphasized the concern of every stakeholder about how best to improve the academic achievement of students. This probably is because educational attainment is highly fundamental to the realization of the scientific technological, socio-economic and political development of any nation as well as the total empowerment and transformation of the citizens. Other attributive factors to low academic achievement are not limited but include, school environment, home background, economic, political, and intellectual capability, social and entry qualification as well as personality traits. In the opinion of Anyamene, Nwokolo and Akunne (2017), academic achievement of students can be improved, if these factors are adequately addressed.

Additionally, Idika, Onuoha, Nji and Eze (2018) asserted that shortage of qualified teachers, insufficient basic facilities, community interferences, poor teaching methodology, parenting factors, family communication patterns and administrative related factors such as poor management of school resources have been noted as some of the factors that may affect students' achievement level in secondary schools. In the same vein, they noted that factors affecting academic achievement of students are usually teacher-students related. Contrary to this, previous studies by Muhammed, et al. (2021) indicated that, there are mainly three categories which influence academic achievement, and they are, family background, school environment and students' behaviours. These factors constantly are also contributing factors which can lead to poor academic achievement among secondary school students. This study examines factors such as parenting styles and family communication patterns as to determine the extent of prediction on academic achievement in English language in secondary schools in Enugu State.

In a similar note, parenting style is a psychological concept representing standard approaches and styles that parents adopt in child rearing. Parenting has an extensively reflected and an analytically significant area of effect with respect to early adolescents' change (Qamar and Majeed, 2020). In a study carried out, it focused on the relationship between parenting styles and academic achievement among university students. The study revealed that, neglect parenting style and academic achievement has significant association (Zahedani, Reazeeh, Yazdani, Bagheri, Nabeiei, 2016). It has been reported that, parenting styles play an important role in the personality development of the child. This implies that, healthy parenting styles can create an environment of

love and discipline that favourably dispose the children to overcome the challenges of career path to follow. They have been a growing interest in the role of parenting in a person's affective and social characteristics. The attention of educational researchers on the parenting styles and their effects on school relevant developmental outcomes including academic achievement of students are also on the rise. Similarly, several studies found that parenting style or parental behaviour has statistically significant relation with developmental outcomes such as performance, achievement strategies, self-regulated learning, academic achievement goals, self-efficacy and wellbeing of students (Aboh, 2018). Academic achievement of students no doubt falls as component part of these factors; hence the present state of parenting styles shows the connection between parenting styles and students. Nevertheless, the fluctuating state of secondary school students' academic achievement evident in the 2023 WAEC chief examiners report and reported by the researcher could be predicted by family communication pattern prevalent in the students' family.

Communication in the family system is a process in which the husband and wife exchanged emotions and thoughts through verbal and non-verbal forms of listening, pausing, facial expression and gestures. Communication patterns in relationships are defined as the styles of communication that people typically use to deal with problems in relationship (Akuezuilo and Nwanna, 2021). According to Awujo and Onwukwe (2019), communication in homes involves the ability of couples to share and examine their perceptions, feelings, ideas and thoughts to come to an accurate understanding of what is happening; with the aim of facilitating family growth including children academic achievement. In the context of this study, communication pattern is a process employed by parents to interact with their children at home. This interaction is said to verbal between children and parents.

Empirically, they have been documented evidence stating the influence of family communication pattern on students' academic achievement in various school subjects. This according to Nwokolo and Osemwegie (2021), family communication pattern provides a model of behaviour that shapes children's communication skills and behaviours. A growing body of research examining family communication patterns has provided support for the notion that the communication environment within the family influences the communicative behaviours of the individual family members as well as perceptions of the family unit. Family communication patterns as originally propounded by Mcleod and Chafee in the year 1972 include concept and

socio orientations. Although these terms were used to describe the different communication patterns in earlier years, it was later renamed by Ritchie in 1991 as conversation orientation and conformity orientation family communication patterns (Nwokolo & Osemwegie, 2021). These family communication patterns interact with each other to form other communication types: Pluralistic, Protective, Consensual and Lassiez-faire (Clarke, 2015).

Accordingly, Unugo (2021) opined that academic achievement is undoubtedly a research interest to many educationists. In an attempt to investigate what determines the academic outcome of learners, some educators have rather postulated more questions than answers. In recent times, prior literature has shown that learning outcomes (academic achievement) have been determined by such variable as family, school and motivational factors (Ozuome, Oguzie, Mokwelu & Anyamene, 2020). In a similar study Mohammadreza and Majid (2021 examined the role of family communication patterns and parenting styles in the self-esteem of students with learning disabilities in Ardabil high school. They found that the effect of communication patterns and parenting styles in explaining self-esteem is significant. The results further showed that parenting styles have the power to explain the variable of self-esteem more than communication patterns. This wider coverage informs the present study which determine the extent of prediction of parenting styles and family communication patterns on academic achievement of secondary school students in Enugu State.

Purpose of the study

The purpose of this study is to examine parenting styles and family communication pattern as predictors of secondary school students' academic achievement in English language in Enugu state, Nigeria. Specifically, this study

1. parenting styles as predictor of secondary school students' academic achievement in English language in Enugu State.
2. family communication patterns as predictor of secondary school students' academic achievement in English language in Enugu State.
3. parenting styles, communication patterns as joint predictors secondary school students' academic achievement in English language in Enugu State.

Research Questions

The following research questions guided the study.

1. What is the predictive value of parenting styles on secondary school students' academic achievement in English language in Enugu State?
2. What is the predictive value of family communication patterns on secondary school students' academic achievement in English language in Enugu State?
3. What are the predictive values of parenting styles, family communication patterns on secondary school students' academic achievement in English language in Enugu State?

Null hypotheses

The following null hypotheses was tested at .05 level of significance.

1. Parenting styles do not significantly predict secondary school students' academic achievement in English language in Enugu State.
2. Family communication patterns do not significantly predict secondary school students' academic achievement in English language in Enugu State.
3. Parenting styles and family communication patterns do not significantly predict secondary school students' academic achievement in English language in Enugu State.

Methods

Correlation survey research design was adopted for this study. According to Onah and Anamezie (2022), a correlational research design seeks to establish relationship between two or more variables. The population for this study comprised 24456 senior secondary school two (SS II) students from over 300 secondary schools situated in the six education zones in Enugu state (Agbani= 5476, Awgu = 4575, Enugu = 2899, Nsukka =2873, Obollo-Afor = 5674 and Udi = 2959) (Source: Post Primary Schools Management Board, Enugu School Directory, 2023/2024). The sample for this study comprised 2448 SS II secondary school students drawn from the six education zones in the state. This represents about 10% of the total population. The instruments adopted for data collection are: Parenting Style Inventory (PSI), Communication Pattern Questionnaire (CPQ) and Students Academic Achievement Scores in English language. In 1991, Buri developed parental authority questionnaire (PAQ) to assess Baumrind's (1966) permissive,

authoritarian, and authoritative parenting styles consisting of 30 Likert type items. The test provides 30 items for each parent, and the children need to respond on a 5-point response options of Never to Always 1 - 6. The communication pattern questionnaire (CPQ) is developed by Christensen and Sullaway (1984).

The 35-item scale is to assess spouse's behaviours when some problems in the relationship arise, during discussion of a relationship problem and after a discussion of a relationship problem. The questionnaire adopted for this study are standard questionnaires which have been adopted for use in Nigeria by other scholars and researchers to conduct studies in related study areas. The reliability of the scale was established by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control it is 0.83. The index of validity and index of reliability indicate that the scale has validity and reliability for measuring the parenting style of higher secondary school students (Gafoor & Kurukkan, 2014). The communication pattern questionnaire (CPQ) is developed by Christensen and Sullaway (1984). The reliability of this scale has been established and confirmed by many researchers. The average value of Cronbach alpha was 0.79 for conformity and 0,89 for conversation. In the same vein, Jokwar and Rahimi cited in Geetika (2019) had reported reliability of this scale for the dialogue orientation 0.93 and 0.88 for conformity orientation by using Cronbach alpha. The administration of the instrument was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher. The research questions 1 to 2 was answered using linear regression analysis while research questions 3 with the null hypotheses was analyzed using multiple regression analysis. The decision was that where the p-value is greater than the significant value 0.05, the null hypothesis is not rejected, otherwise, where the p-value is lesser than the significant value, the null hypothesis is rejected. Data collected was computed using the Statistical Package for Social Sciences Version 26 (SPSS 26).

Results

Research Question One: What is the predictive value of parenting styles on secondary school students' academic achievement in English language in Enugu State?

Hypothesis One: Parenting styles do not significantly predict secondary school students' academic achievement in English language in Enugu State.

Table 1: Regression analysis on the predictive value of parenting styles on secondary school students' academic achievement in English language in Enugu State

Variable	R	R^2	R^2adjusted	B	BETA	Fcal	Cal. t	df	Pvalue	Remark
Parenting styles	0.732	0.536	0.536			932.76		2421	.000	S
Authoritative					0.625		43.09	2423	.000	S
Authoritarian					0.345		24.89	2423	.000	S
Permissive					0.038		2.06	2423	.009	S

In table 1, it was observed that students with authoritative parenting style had Beta of 0.625. This indicates that authoritative parenting style had contributed to 62.5 percent for the student's academic achievements in English language.

Also, at 2423df and 0.05 level of significant, the calculated t 43.09 with Pvalue 0.000 which is less than the 0.05, the first aspect of the first null hypothesis is not accepted. Therefore, authoritative parenting style is a significant predictor of the secondary school student's academic achievements in English language in Enugu State.

Again table 1 shows that students with authoritarian parenting style had Beta of 0.345. This indicates that authoritarian parenting style had contributed to 34.5 percent for the student's academic achievements in English language.

Also, at 2423df and 0.05 level of significant, the calculated t 24.89 with Pvalue 0.000 which is less than the 0.05, the second aspect of the first null hypothesis is not accepted. Therefore, authoritarian parenting style is a significant predictor of the student's academic achievements in English language in Enugu State.

Table 1 further revealed that permissive parenting style had Beta of 0.038. This indicates that permissive parenting style had contributed to 3.8 percent for the student's academic achievements in English language.

Also, at 2423df and 0.05 level of significant, the calculated t 2.06 with Pvalue 0.009 which is less than the 0.05, the third aspect of the first null hypothesis is not accepted. Therefore, permissive parenting style is a significant predictor of the student's academic achievements in English language in Enugu State.

Research Question Two: What is the predictive value of family communication patterns on secondary school students' academic achievement in English language in Enugu State?

Hypotheses Two: Family communication patterns do not significantly predict secondary school students' academic achievement in English language in Enugu State.

Table 2: Regression analysis on the predictive values of parenting styles on secondary school students' academic achievement in English language in Enugu State

Variable	R	R^2	R^2adjusted	B	BETA	Fcal	Cal. t	df	Pvalue	Remark
Communication patterns	0.139	0.019	0.018				22.84	2422	.000	S
Conversation					-0.129		6.42	2423	.000	S
Conformity					0.046		2.31	2423	.021	S

Table 2 reveals that students with conversation communication pattern had Beta of -0.129. This indicates that conversation communication pattern had contributed to 12.9 percent for the student's academic achievements in English language.

Also, at 2423df and 0.05 level of significant, the calculated t 6.42 with Pvalue 0.000 which is less than the 0.05, the first aspect of the third null hypothesis is not accepted. Therefore, conversation communication pattern is a significant predictor of the secondary school student's academic achievements in English language in Enugu State.

Again table 2 indicates that students with conversation communication pattern had Beta of 0.046. This indicates that conformity communication pattern had contributed to 4.6 percent for the student's academic achievements in English language.

In addition, at 2423df and 0.05 level of significant, the calculated t 2.31 with Pvalue 0.021 which is less than the 0.05, the second aspect of the third null hypothesis is not accepted. Therefore, conformity communication pattern is a significant predictor of the secondary school student's academic achievements in English language in Enugu State.

Research Question Three: What are the predictive values of parenting styles, family communication patterns on secondary school students' academic achievement in English language in Enugu State?

Hypothesis Three: Parenting styles and family communication patterns do not significantly predict secondary school students' academic achievement in English language in Enugu State.

Table 3: Regression analysis on predictive value of parenting styles and communication patterns on secondary school students' academic achievement in English language in Enugu State

Variable	R	R^2	R^2adjusted	%	Fcal	df	Pvalue	Remark
Constructs	0.736	0.542	0.541	54.1	572.48	2419	.000	S

In table 3 it was observed that Parenting styles and communication patterns had R^2 adjusted of 0.541. This indicates that parenting styles and communication patterns had contributed to 54.1 percent on the student's academic achievements in English language in Enugu State.

Also, at 5df numerator, 2419df denominator and 0.05 level of significant, the calculated 572.48 with Pvalue 0.000 which is less than the 0.05, the fifth null hypothesis is not accepted. Therefore, parenting styles and communication patterns of secondary school students are significant predictors of their academic achievements in English language.

Discussion of findings

In the same vein, authoritative parenting style had contributed to 62.5 percent for the student's academic achievements in English language. More so, authoritative parenting style is a significant predictor of the secondary school student's academic achievements in English language in Enugu State. These findings conform with Imran, Kakar and Yousaf (2020), who reported that the authoritative parenting style was found to be positive parenting style. This finding also supports Bi, Yang, Li, Wang, Zhang and Deater-Deckard (2018) who found that the highest levels of cohesion with both parents were reported by adolescents with authoritative parents.

This study reported that authoritarian parenting style had contributed to 34.5 percent for the student's academic achievements in English language. In another findings, authoritarian parenting style is a significant predictor of the student's academic achievements in English language in Enugu State. These findings conform with Ekwok and Ndome (2020), who found that there is a significant relationship between authoritarian parenting style, democratic parenting style and students' academic performance in secondary school.

Similarly, most of the students 1397(57.6%) believe that their parents adopt permissive parenting style in Enugu State. Also, permissive parenting style had contributed to 3.8 percent for the student's academic achievements in English language. The findings also found that Permissive parenting style is a significant predictor of the student's academic achievements in English language in Enugu State.

It was also revealed that Parenting styles and communication patterns contributed to 54.1 percent on the student's academic achievements in English language in Enugu State. Parenting styles and communication patterns of secondary school students are significant predictors of their academic achievements in English language.

The study found that majority of the students 2313(95.4%) believed that their families use conversation communication pattern in their families in Enugu State. Similarly, conversation communication pattern had contributed to 12.9 percent for the student's academic achievements in English language. These findings is in agreement with Kumncho (2018), who found that the regular communication with children significantly influences the academic performance of secondary school students. This implies that parental participation plays a pivotal role in motivating children to improve their academic grades. Conversation communication pattern is a significant predictor of the secondary school student's academic achievements in English language in Enugu State.

Most of the students 1290(53.2%) believed that their families use conformity communication pattern in Enugu State. In the same vein, Conformity communication pattern had contributed to 4.6 percent for the student's academic achievements in English language. The study also reported that conformity communication pattern is a significant predictor of the secondary school student's academic achievements in English language in Enugu State. These finding aligns with Rousta, Bayat and Nia (2014) as they found that there is a statistically significant difference between students with academic achievement and those with academic failure in terms of family communication patterns (conversation and conformity orientation) and time management (Choosing the objectives, prioritization of objectives, time - scheduling, and commitment to the program).

Conclusion

Based on the findings of this study, it was concluded that, parenting styles and communication patterns contributed a moderate percent on the student's academic achievements in English language. In the same vein, parenting styles and communication patterns of secondary school students are significant predictors of their academic achievements in English language in Enugu state.

Recommendations

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

1. Teachers should be observant enough to identify students who achieve poorly academically and in turn encourage them to improve on themselves to enable them achieve high academically in English language and Mathematic subjects.
2. The society, most particularly parents should endeavour to work closely with schools in order to collaboratively understand their children's level of achievement academically the resultant cause of certain level of academic achievement.
3. Guidance counsellors at secondary school level should work together to structure stimulating and engaging activities in secondary schools. Bearing in mind the need for students to have a sense of belonging with parents at home.

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