

Academic Self-Efficacy, Parenting Styles and Academic Performance of Secondary School Students in Ibadan Metropolis, Nigeria

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Abstract

This study was designed to investigate the academic self-efficacy, parenting styles and academic performance of secondary school students in Ibadan Metropolis, Oyo State, Nigeria. The study adopted descriptive survey design. The respondents consisted of three hundred male and female secondary school students who were randomly selected from six secondary schools in Ibadan. Academic Self-Efficacy Form for Learning (SELF), Parental Authority Questionnaire and an Achievement Test were used for gathering information. Three research questions were answered at 0.05 level of significance. Data were analysed using Correlation and Multiple Regression statistical methods. The findings of the study revealed that the independent variables (Academic Self-Efficacy and Parenting Styles) jointly accounted for (73.2%) variance on academic performance. Academic Self-Efficacy contributed more to academic performance with a relative contribution of $\alpha = .151$, followed by Parenting Styles with relative contribution of $\alpha = .106$. Based on the findings of this study, it was recommended that high academic performance should be encouraged by helping in students by helping them set academic goals which they believe they can achieve and providing a conducive home and school environment.

Keywords: Academic, Efficacy performance, -self-, parenting styles

Introduction

The academic performance of secondary school students is a major concern to parents, teachers and all major stake holders. The academic success of a student is measured by academic performance, which is how well a student meets standards set by the government and schools. Parents care about how well their children perform in school, because they believe good academic results will provide more career choices and job security. Schools though invest in fostering good academic success for same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the performance of the school. Narad and Abdullah (2016) mentioned in their research, that at the basic level, the success or failure of any academic institution depends largely upon the academic performance of its students. They also reiterated the general belief that good academic performance signals better career prospects and thus a secure future. States and federal departments of education are charged with improving schools, and so device methods of measuring success in order to create plans for improvement.

Academic performance has therefore become a national issue since students consistently do poorly in the Senior and Junior School Certificate Examinations. In order to solve the issue, the Federal Ministry of Education held Examination Summits in 2010 and 2021. The poor performance syndrome still exists in the public secondary school system despite efforts by governments, parents, teachers, students, researchers, school administrators, alumni associations, international development

partners like the UNESCO, non-governmental organizations (NGOs), and other stakeholders in education.

In light of the importance attached to academic performance, it becomes necessary to consider factors affecting academic performance. Therefore, this study considered two factors that influence the academic performance of students, these include: academic self-efficacy and parenting styles. Self-efficacy, according to Erel (2020) is the belief or perception in an individual to perform a specific task successfully. Also, the author reports that self-efficacy is a central element in Bandura's social cognitive theory. According to Bandura as cited in Erel (2020), Bandura's social cognitive theory accepts the collaboration of an individual, environment and cognitive processes in understanding relationships among human beings and in discovering the task of human behaviour. To scaffold this assertion firmly, Koseoghi (2016) rightly affirms that successor failure is related to strong or weak levels of self-efficacy and these relationships can determine the performance of an individual. Students with high self-efficacy generally performed better academically than those with low self-efficacy. The students with high self-efficacy were typically able to control their learning behaviours, participate in class more actively, and choose more positive learning experiences. Conversely, the students with low self-efficacy commonly avoided various forms of academic interaction, especially if the academic interaction concerned a high level of difficulty (Wilma 2018). One of the self-efficacy acquisition sources is the cognitive process, which is considered as the processes involved in acquiring, organizing, and using information (Bandura 2016). The influence of self-efficacy on cognitive processes takes various forms. The self-assessment of abilities influences the formulation of individual personal goals. The stronger one's self-efficacy perception within himself, the higher the challenges the individual goals are formulated for him and the higher his commitment to realizing these goals (Asroriand & Tjalla, 2024).

Parenting styles is another factor that influence students' academic performance. It is a psychological construct that describes the methods parents use in raising their children. There are different opinions on the best way to raise children, as well as different levels of time and effort that parents are willing to invest. Many parents create their own style from a combination of factors, and these may evolve overtime as the children develop their own personalities and move through life's stages. Parenting style is affected by both the parents' and children's temperaments, and is largely based on the influence of one's own parents and culture. According to Baumrind, parenting styles include authoritative, authoritarian, indulgent, and neglectful. Authoritative parents are frequently engaged in teenagers' development, such as academic achievements, interests, and behaviours. They are rigid but also show a great amount of love and guidance. Children raised in authoritative households outperform their peers raised in authoritarian, indulgent, or neglectful homes on an extensive range of capability, success, social development, self-cognition, and mental health measurement (McCoby 1983). Young adolescents in either the authoritarian or indulgent groups exhibited a combination of positive and negative characteristics. Adolescents who come from authoritarian homes have area son ably good score on school achievement and deviance assessment but low on evaluation of self-reliance and self-concepts. Adolescents from indulgent households performed severely in terms of school involvement, drug and alcohol usage, and school misbehaviour but performed well regarding social competence and self-confidence (Steinberg, et. al., 1994) In other words, authoritarian parents will give higher standards to their children while setting clear rules and expectations with strictness and seldom spoiling them. In contrast, children raised in indulgent homes can choose what they want to do, for which they are rarely given rules and less control. The last

parenting style is neglectful, describing parents who are under-involved with their children and respond minimally to their needs or behaviour (Brenner & Fox, 1999)

Purpose of the Study

The purpose of this study was to examine the influence of academic self-efficacy and parenting styles on academic performance of secondary school students in Ibadan Metropolis, Oyo State. This study therefore investigated the influence of the independent variable, that is, academic self-efficacy and parenting styles on academic performance of secondary school students in Ibadan Metropolis. The study also examined the significant relationship in the academic performance of secondary school students based on academic self-efficacy and parenting styles.

Research Questions

1. What is the relationship between the independent variables (academic self-efficacy and parenting styles) and the dependent variable (academic performance) of the participants?
2. What is the joint contribution of the independent variables (academic self-efficacy and parenting styles) to the dependent variable (academic performance) of the participants?
3. What is the relative contribution of the independent variables (academic self-efficacy and parenting styles) to the dependent variable (academic performance) of the participants?

Methodology

The study adopted the descriptive survey design, which involved gathering data from a representative sample of the population to obtain results that could be applied to the entire population. The study population consists of all the secondary school students in Ibadan North Local Government Area of Ibadan Metropolis.

Simple random technique was employed to select six secondary schools from Ibadan Metropolis. A total number of three hundred (300) students randomly selected from six secondary schools in Ibadan Metropolis; sample drawn includes male and female students living with one or both parents. The Self-Efficacy Form for Learning (SELF) by Zimmerman, Kisantas and Campillo (2005) was used to measure academic self-efficacy. The Parental Authority Questionnaire (PAQ) Buri, 1991 was used to measure the style of parenting by fathers and mothers. Academic performance was measured using an achievement test consisting of Mathematics, English language, Basic science and Social studies. The adapted instrument was re-validated and a Cronbach alpha value of .83 was reached following the testing of 30 students.

Correlation and Multiple regression statistical tools were used to analyse data. Multiple regression analysis was employed to find the joint contribution and relative effects of the independent variables in the dependent variable.

Results

Research Question 1: What is the relationship between the independent variables (academic self-efficacy and parenting styles) and the dependent variable (academic performance) of the participants?

Table 1: Summary of Test of Significant Correlations among Independent Variables and Academic Performance of the respondents

Variable	1	2	3
Academic self-efficacy	1.000		
Parenting styles	0.317**	1.000	
Academic performance	0.140*	0.492**	1.000
Mean			
Standard deviation	63.544	41.874	38.422
	13.090	8.684	7.296

NB: ** Significant at $P < 0.05$; *Significant at $P < 0.05$.

The results from Table 1 showed that there were significant relationships between academic self-efficacy and parenting styles on academic performance of the respondents. Academic performance had significant correlation with academic self-efficacy ($r = 0.140$, $p < 0.05$) and parenting styles ($r = 0.492$, $p < 0.05$) of the respondents.

Research Question 2: What is the joint contribution of the independent variables (academic self-efficacy and parenting styles) to the dependent variable (academic performance) of the participants?

Table 2: Summary of Regression Analysis of the combined prediction of Academic Performance by the Two independent variables

R = 0.859						
R Square= 0.737						
Adjusted R= 0.732						
Std. Error= 7.29654						
	Sum of squares	Df	Mean squares	F	F	Remark
Regression	37451.46	2	18725.73	416.22	0.000	Sig
Residual	13363.10	297	44.99			
Total	50814.56	299				

Table 2 shows the prediction of the two independent variables to the dependent variable. That is, academic performance correlated positively with academic self-efficacy and parenting styles. The table also shows a coefficient of multiple correlations (R) of 0.859 and a multiple adjusted R square of 0.732. This means that (73.2%) of the variance in academic performance of secondary school students is accounted for by all the two predictor variables, when taken together. The significance of the composite contribution was tested at $p < 0.05$ using F- ratio at the degree of freedom ($df = 2/297$). The table also shows that the analysis of variance for regression yielded an F-ratio of 416.22 (significant at 0.05 level). This implies that the contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance

Research Question 3: What is the relative contribution of the independent variables (academic self-efficacy and parenting styles) to the dependent variable (academic performance) of the participants?

Table 3: Relative contribution of the independent variables to the dependent variable. (Test of significance of the Regression coefficients).

Model	Unstandardised Coefficients		Standardised coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-9.887	2.597	.106	-3.807	.000
Parenting styles	1.203	.375		3.305	.002
Academic self- efficacy	.312	.110	.151	2.832	.005

Table 3 reveals the relative contribution of the two independent variables to the dependent variable expressed as beta weight. The partial correlation coefficients of parenting styles and academic self-efficacy have positive relationship with the academic performance of secondary school students. The positive value of the effects of parenting styles and academic self-efficacy implies that the psychosocial wellbeing of secondary school students is actually enhanced by positive reinforcement of these two variables. Using the unstandardised regression coefficients to determine the relative contributions of the independent variables to the explanation of the dependent variable: academic self-efficacy ($B = 0.151$, $t=832$, $p < 0.05$) is the most potent contributor to the prediction and followed by parenting styles ($B = 0.106$, $t= 3.205$, $p<0.05$) in that order.

Discussion of Findings

Research question one states that What is the relationship between the independent variables (academic self-efficacy and parenting styles) and the dependent variable (academic performance) of the participants? The result revealed that there were significant relationships between academic self-efficacy, parenting styles and academic performance of secondary school students. Academic performance had significant correlation with the academic self-efficacy and parenting styles of the respondents. This indicates that academic self-efficacy and parenting styles are significantly related to academic performance. This finding is corroborated by Liorca, Cristina and Malonda (2017), who analysed the relation between authoritative and permissive parenting styles with the kinds of adolescent peer relationships (attachment, victimization, or aggression), and of the latter ones, in turn, with academic self-efficacy, and academic performance, in three waves that range from the early-mid adolescence to late adolescence. Five hundred Spanish adolescents, of both sexes, participated in a three-wave longitudinal study in Valencia, Spain. The results indicated that parenting styles relate to the way the adolescents develop attachments to their peers and to academic self-efficacy. The mother's permissive style is an important positive predictor of aggressive behaviour and a negative predictor of attachment to their peers. At the end, peer relations and academic self-efficacy are mediator variables between parenting styles and academic performance. Similarly, Ahmad, et. al., (2024) determined the association between self-efficacy, parenting style and academic performance among dental students at a Malaysian institution, the result revealed that Students' academic performance and self-efficacy were significantly associated with academic year. There was a significant correlation between: (1) students' academic performance and fathers' parenting style; (2) students' self-efficacy and parenting style of both parents; and (3) students' self-efficacy and their academic performance. Parenting style and self-efficacy are significant factors that determine students' academic performance

Research question two states that: what is the joint contribution of the independent variables (academic self-efficacy and parenting styles) to the dependent variable (academic performance) of the participants? The result revealed that 73.2% of the variance in academic performance of secondary school students was accounted for by the predictor variables when taken together. The results show that academic performance had significant correlation with the predictor variables (academic self-efficacy and parenting styles). This means that the two variables are potent predictors of academic performance. This is supported by Carel and Sandueta, (2020) who examined the influence of parenting styles and self-efficacy on students' academic performance. Results indicated that there was no significant association between parenting styles and academic performance, although there was a meaningful relationship between self-efficacy and academic performance, particularly in Mathematics. The most commonly practiced parenting style among the parents of Grade 11 students was authoritative, and the students themselves reported high levels of academic self-efficacy, which had a significant impact on their academic performance.

The result of the third research question reveals that academic self-efficacy is the more potent contributor to the prediction of academic performance, followed by parenting styles. This implies that participants' academic performance can best be enhanced by academic self-efficacy, students' belief in their ability to achieve academic goals should be encouraged. Individuals with high self-efficacy assign higher academic goals to themselves and exercise more effort and willingness to accomplish them. Additionally, Skaalvik and Skaalvik, (2008) studies also supported this result that students' beliefs about their abilities to achieve academic tasks successfully, that is self-efficacy beliefs are strong predictors of their ability to perform well. Parenting styles also contributed to the academic performance of the study participants. This result is supported by Obiunu (2018) investigated the influence of parenting styles on academic performance of students in Ethiopie East Local Government Area of Delta State, Nigeria. Based on the findings, it was concluded that parenting styles have some measure of influence on the academic performance of secondary school children. This is because parents set goals and dictate the pace at which such children should go in most cases in the sampled population.

Conclusion

Based on the findings of this study, the study concluded that academic self-efficacy and parenting styles significantly predict academic performance of secondary school students in Ibadan Metropolis. A drop in the level of academic self-efficacy would significantly cause a decrease in the level of academic performance among secondary school students, and this will have a significant effect on the student, parents, and the society.

Recommendations

1. Secondary school students who aspire to excel or achieve success in life require encouragement and assistance in setting realistic goals which they believe they can attain. This will increase self-interest in their life pursue.
2. Parents should provide a home environment filled with love, warmth and appropriate disciplinary measure, as this will build the child's confidence in his/her ability to perform well in school.

3. Counselling psychologists and school personnel should encourage good academic performance among secondary school students through appropriate counselling intervention programmes and incentives.

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