

**Parenting Styles and Socioeconomic Status as
Determinants of Secondary School Students'
Achievement in English Studies in Ibeju Lekki, Lagos
State**

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Abstract

This study investigates the impact of parenting styles and socioeconomic status on the academic achievement of Junior Secondary School One (JSSI) students in English Studies within the Ibeju-Lekki Local Government Area of Lagos State. The study employs a survey research design, with a sample of 500 students from 15 selected schools. A questionnaire serves as the research instrument. Data analysis involves Multiple Regression Analysis, Pearson Product Moment Correlation (PPMC), t-test, and analysis of variance statistical methods. The study reveals that authoritative parenting styles are highly rated by respondents, significantly influencing students' achievement with a grand mean score of 3.312. The socioeconomic status of parents is identified as having a high-level impact on academic achievements, with a grand mean score of 3.259. The joint influence of independent variables is found to be significant ($F_{(4, 47)} = 87.652$; $R = .939$, $R^2 = .882$, Adj. $R^2 = .872$, $P < .05$), explaining 87.2% of the variation. It is recommended that public schools should enlighten parents on the significance of their involvement in their children's academic achievements, particularly in English Language.

Keywords: Parenting Styles, Socioeconomic Status, Achievement, English Studies.

Introduction

The academic achievement of any child is measured through the ability to express him or herself very well in English Language because it is the official language of the country. Every subject is taught in English except French. If a child wants to write what he or she has learnt in any subject, it must be in English. This understanding is gradually coming to play in the country where every parent wants their children to go to Private Nursery and Primary schools where the child gets to learn the basics of English Language so that they can express themselves very well in any situation before going to public or private secondary school. It is of a fact that whosoever cannot speak English is seen as a 'stupid illiterate.' The involvement of parents in teaching, learning and correcting of English Language of their children at home is far from gainsaying (Eden, Chisom & Adeniyi, 2024) It is a necessity and should be embraced by all parents notwithstanding their styles of parenting and financial backgrounds and make academic achievements enhanced in schools in Nigeria. Academic achievement, socio- economic status and parenting styles are issues that need to be addressed in the school system in order to get better outputs from students. Academic achievement which is the successful disposition of students to learning after the completion of a course needs to be supported by their parents so that students can learn without stress and schools can teach and upgrade their learning standard because academic performance is the extent to which a student, teacher or institution has attained their short- or long-term educational goals (Alhadabi,& Karpinski, 2020). Without the support of parents, academic achievements will not be easily achieved. There are different benchmarks of academic achievements in the country. The category deals with how far parents can assist their children. The completion of educational benchmark such as primary leaving certificate, secondary school leaving certificate, diplomas and bachelor's degrees and so on are how far parents can help their children while considering their socio-economic status.

Literature Review

The concept of Parenting Styles

Parenting style is defined as a constellation of parents' attitudes and behaviours toward children and an emotional climate in which the parents' behaviors are expressed (Abrar, Zeshan, & Iqbal, 2023). The concept of parenting style was coined out by a clinical and developmental psychologist called Diana Baumrind in America in 1966 (Baumrind, 2013). She developed four basic parenting styles which are authoritative, democratic, authoritarian, and permissive/indulgent. Another two psychologists, Eleanor Emmons Maccoby and John Martin later came up with uninvolved neglectful style in 1983 (Ahmed, 2020). All these styles are used today by all child psychologists in the world to proffer solutions to all problems relating to parenting styles and children behaviours. The five types of parenting styles are: Authoritative, Democratic, Authoritarian or Disciplinary, Permissive or Indulgent, Neglectful or Uninvolved.

i. Authoritarian Parenting Style

According to Obey, (2024), it is a parenting practice described by such term as “restrictive”, “controlling” and “autocratic. This type of parenting style is characterized by the parent’s use of power in achieving compliance as well as paramount valuing of obedience in their children. According to Yengo, (2023), these parents play a domineering role in establishing conduct of behaviour that are to be adhered to without providing only explanation, and engage in severe and arbitrary punishment. Ozpehriz, (2020) also stated that such parents are more likely to be either over protective of their children or to pressure them excessively for achievement. The frequent respect for authority and reservation of order and traditional structure are emphasized in this style.

ii. Authoritative Parenting Style

Authoritative parenting is a parenting style characterised by high responsiveness and high demands to the child's emotional needs while having high standards (Arafat, Akter, Islam, Shah, & Kabir, 2020). They set limits and are very consistent in enforcing boundaries. They attempt to control children's behavior by explaining rules, discussing, and reasoning (Hasanah, Haryadi, Ulfa, & Oktaviana, 2022). They listen to children's viewpoints but do not always accept them. After decades of research, child development experts recognize that authoritative parenting is the best parenting style (Febiyanti, & Rachmawati, 2021). While authoritative parents might have high expectations for their children, they also give their kids the resources and support they need to succeed.

iii. Permissive Parenting Style

Indulgent parents are also referred to as "permissive" or non-directive". They are more responsive than they are demanding. They are non-traditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation (Michelle, 2022). The permissive parenting style has been identified as other end of the restrictive type, described as a lack of control, neglectful and a passive approach to child rearing (Marciano, 2022). This type of parenting is often characterised by parents who appear disorganised, inconsistent and unsure of themselves. They do not usually demand much from their children or discourage immature behaviors. According to Steinberg and Silk, (2002), they hardly exercise any parental control or show enough interest in whatever decision adolescents try to make

iv. Democratic Parenting Style

The democratic parenting theory advocates parents sharing power with their children and including them in family decision making. This style known as "democratic parenting is rather than the parent running the show (authoritarian) or the child steering the family (permissive), democratic households are based on respect for both the

parent and the child. This may also be regarded as authoritative parenting style because authoritative parents are both demanding and responsive. “They monitor and impart clear standards for their children’s conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive, they want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative (Oryan, & Gastil, 2013).

v. Uninvolved Parenting Style

Uninvolved parenting is also called neglectful parenting, which obviously carries more negative connotations. It is a style of parenting where parents do not respond to their children’s needs or desires beyond the basics of food, clothing, and shelter (Thwal, 2022). The children receive little guidance, discipline, and nurturing from their parents and often-times, kids are left to raise themselves and make decisions on their own. It is a controversial parenting style, and because of this, it is very easy to pass judgement on these parents. This parenting style is not always intentional and the reason why some parents end up raising their kids this way varies.

Socio-Economic Status of Parents

Hanafin, and Lynch, (2002) revealed that children from different social classes achieve different degree of academic success and that there was a cumulative disadvantage for the children from low working-class homes. The report further revealed that children from upper socio-economic status have 60% greater chance of completing education than children from low working homes. Values and attitudes have been associated with different social classes and quite notable is the way these values and attitude influence parent’s behaviors towards their children. Lamont, (1992), believed that middle class people value freedom and emphasize orderliness and security. According to Gupta, (2020), middle class parents tend to provide a good environment for their children academically than those of poor parents. According to the same

researcher, rich parents can provide books and materials for their children, but the poor man may not be able to provide it.

Academic Achievement

Wilder (2023), defined academic achievement as the measures of amount a student has achieved in one or more subject fields in general aspects of schooling. In the same vein, Suna, Tanberkan, Gür, Perc, & Özer, (2020) defined academic achievement as one, which compare the achievement of one with those of students in other schools. It is that which measures the extent to which a person has achieved something or has acquired certain information or mastered certain skills, usually as a result of specific instruction.

Research Questions

1. What level will Authoritative Parenting style affect students' academic achievements in English Language?
2. What level will parental socio-economic status affect the academic achievement of the students in English Language?

Hypotheses

Ho1: There will be no significant joint influence of socio- economic status (occupation and income) on students' academic achievement in English Language.

Ho2: There will be no significant relative influence of socio- economic status (occupation and income) on students' academic achievement in English Language.

Methodology

This study adopted a descriptive survey research design. This gave a comprehensive, thorough, and in-depth understanding of the variables under investigation in the study. Two research questions guided the inquiry, framed within the theoretical frameworks of Baumrind's Parenting Styles (authoritarian, authoritative, and permissive) and Maccoby and Martin's Parenting Style (uninvolved). The study

employs a survey research design utilising past data, with a sample of 500 students from 15 selected major schools. A questionnaire serves as the research instrument. Data analysis involves Multiple Regression Analysis, Pearson Product Moment Correlation (PPMC), t-test, and analysis of variance statistical methods.

Answers to Research Questions

Research Question One: What level will Authoritative Parenting style affect students' academic achievements in English Language?

Table 1: Descriptive Statistics on Authoritative Parenting Style on Students' academic achievements in English Language.

S/N	ITEMS	N	Mean	Std.V
1.	Parents that have great interest in their children's educational achievements, sponsored their children to standard schools, participates in all schools' activities for them, always make them attend school punctually, corrects mistakes in their assignments and spoken English are good parents.	5.00	2.4020	.87517
2.	A student that always get attention from parents when in difficulty of pronouncing English words or during any assignments	5.00	2.8680	.63512

	will always pass his or her English examinations.			
3.	Parents that attend school programmes have better edge to information to assist their children and have academics achievements	5.00	2.9160	.86628
4.	Children that are always getting good remarks from their parents when they behave well and corrected in love are usually stable emotionally.	5.00	2.9460	.59312
5.	A child that his or her parents are always checking the progress report will always be cautious of breaking rules at school and will active in his or her studies.	5.00	3.0260	.70592
6.	Parents that allow their children do anything they like will often regret their actions on them.	5.00	3.0520	.65991
7.	Parents that do not require mature behaviors from their children would always be disgraced outside by them.	5.00	3.1100	.73415

8.	Children are often attached to parents that don't expect too much from them and don't often punish them.	5.00	3.1580	.54187
9.	Children of parents that are not given guidance by them often seek advice and learn things from friends at school	5.00	3.1680	.73543
10.	Some parents who cannot say "No" to their children give them reasons to behave anyhow in and out of the house.	5.00	3.1940	.70239
11.	Parents that see their children as equal and don't force their opinions on them are often disregarded.	5.00	3.2340	.70159
12.	Children often love parents that encourage choice making and discuss rules.	5.00	3.3100	.62505
13.	Children love parents that allow them to be independent	5.00	3.3280	.51861
14.	Parents that allow their children decide to attend one school programme or not, wish to read or watch television, they may attend	5.00	3.1280	5.9693

	PTA or school party are using democratic parenting style.			
15.	The parents that nurture their children with understanding and always seek their opinions will always be seen as friends.	5.00	3.3320	.59874
16.	My parents don't always give me listening ears. They are fond of saying "do what I say"!	5.00	3.3380	.77521
17.	I always feel empty because my parents don't listen to me.	5.00	3.4060	.64962
18.	A child that cannot choose between what he or she likes apart from what his or her parent says will not have a mind of him or herself.	5.00	3.4460	.53634
19.	Many times children with very strict parents don't get answers to many troubling questions they have because their parents always ignore answering them.	5.00	3.4960	.50048

20.	Parents that always punish their children because they go against their laid down rules are often seen as wicked and abusive by their children.	5.00	3.5580	.55791
Total Average		5.00	3.312	.8621

R: Remarks; VHL: Very High Level (3.50-above); HL: High Level (3.00- 3.49); ML; Moderate Extent (2.50-2.99); LL: Low Extent (Below 2.50)

Table 1 showed that each of the items 1 to 20 on parenting styles obtained a mean score above 2.50. The result shows that the respondents rated parenting styles in authoritative, permissive and democratic styles as high. The grand mean score was 3.312, which was above the criterion of 2.50 set for the study while the standard deviation was 0.8621 indicating that the respondents were not far from the mean and one another in their responses. Also, the table above showed that item 20 had the highest mean of 3.558 while the least mean was that of item 1 with the mean score of 2.402. This result implies that the grand mean score of 3.312 indicated that parenting in authoritative parenting style, permissive and democratic styles in secondary school students 'academic achievements in English Language are on the High Level. Therefore, the level of extent parenting styles affect secondary school students' academic achievement in English Language is at a High Level with grand mean score of 3.3212.

Research Question Two: What level will parental socio-economic status affect the academic achievement of the students in English Language?

To answer the research question above Table 6 below is used.

Table 2: Descriptive Statistics on Socio-Economic Status Effect

S/N	ITEMS	N	Mean	Std. Dev. R
1.	The nonchalant attitude of my parents to my education has made it impossible for me to meet up with my peers.	500	2.3740	.92295
2.	My emotion is always down when I need assistance of my parents that is not always there.	500	2.9780	.76334
3.	I struggle to make ends meet and it is affecting my education	500	2.9840	.97037
4.	The low level of education of my parents has negative impact on my achievement in English Language examination.	500	3.0860	.76142
5.	Parents that have no money to send their children to acquire good education often make them to hustle to go to school.	500	3.0880	.83285
6.	My parents don't always give me listening ears. They	500	3.1400	.79351

	are fond of saying do what I say!			
7.	I always feel empty because my parents don't listen to me.	500	3.1920	.87902
8.	A child that cannot choose between what he or she likes apart from what his or her parent says will not have a mind of him or herself.	500	3.2840	.77753
9.	Many times children with very strict parents don't get answers to many troubling questions they have because their parents always ignore answering them.	500	3.3660	.72739
10.	Parents that always punish their children because they go against their laid down rules are often seen as wicked and abusive by their children.	500	3.3860	6.6775
11	Parents that always assist their children with all their financial status always go far in their education.	500	3.4800	.75015

12	I always envy my friends because my friends are not buoyant enough to help me in my education.	500	3.5180	.69760
13	My parents status is really on the low side and that affected my education, most especially in English Language.	500	3.6140	.67075
Total Average		500	3.259	.6221

R: Remarks; VHL: Very High Level (3.50-above); HL: High Level (3.00- 3.49); ML; Moderate Extent (2.50-2.99); LL: Low Extent (Below 2.50)

Table 2 showed that each of the items 1 to 13 on principals' professional competencies in financial resources management obtained a mean score above 2.50. The above results implied that the respondents rated principals' professional competencies in financial resources management as high. The grand means core was 3.259(which fell within the range score of 2.50 and 3.49 was a High Level), which was above the criterion of 2.50 set for the study while the standard deviation was .6221 indicating that the respondents were not far from the mean and one another in their responses. Also, the table above revealed that item 13 had the highest mean of 3. 614 while the least mean was that of item 1 with a mean score of 2.374. This result implies that the grand mean score of 3. 259 indicated that socio-economic statuses of parents on secondary school students' academic achievement in English Language are at High Level. Therefore, the level of extent of socio-economic status of parents affect secondary school students 'academic achievements is at High Level with a grand mean score of 3.259.

Analysis of Research Hypotheses

Hypotheses 1:

H₀₁: There will be no significant joint influence of socio- economic status (occupation and income) on students' academic achievement in English Language.

Table3: Joint effect of independent variables on Academic Achievement in English Language.

Model	Sum of Squares	DF	Mean Squares	P	Sig
Regression	945.741	4	236.435	87.652	.000
Residual	126.779	47	2.697		
Total	1072.519	51			

R = .939

R² = .882

Adj. R² = .872

It was shown in table 3 that the joint effect of independence variables (Authoritarian, Authoritative, Permissive and Uninvolved) on academic achievement in English Language was significant ($F, 47 = 87.652$; $R = .939$, $R^2 = .882$, Adj. $R^2 = .872 < .05$)

About 87.2% of the variation was accounted for by the independence variables.

H₀₁: There will be no significant joint influence of socio- economic status (occupation and income) on students' academic achievement in English Language.

Table1 shows that the entire dependent variables occupation and income have significant effect on academic achievements of students in English Language because our socio-economic status and our family education have impact on acquisition of initial learning of vocabulary, syntax, and literacy. The deficiency of good socioeconomic background of parents in terms of occupation and income will reduce the exposure of

vocabulary acquisitions of their children at early age which will not happen with children whose parents are highly comfortable with good occupation and income who usually have exposures to more vocabulary acquisition at an early age.

This prediction is in accordance with what was discovered among students of private and public schools around Ibeju-Lekki areas of Lagos State where this study employed a mixed – methods design, comprising a survey, English Language proficiency assessments, and semi- structured interviews with students, parents, and teachers.

The initial results indicated that socio-economic status is a notable predictor of English Language acquisition outcomes, wherein students from lower socio-economic background exhibit inferior performance compared to their counterparts of higher socio-economic status.

According to the results of the research, factors like limited resource availability, diminished parental involvement in their care, and decrease levels of motivation have great impact on the achievement gap.¹ The study emphasized the necessity of implementing interventions and policies to tackle socio-economic inequalities and negative parenting styles hindering understanding of English Language among the secondary school students of Ibeju-Lekki Lagos.

Hypotheses 2

H₀₂: There will be no significant influence of parenting styles (Authoritarian, Authoritative, Permissive and Uninvolved) and socio-economic status on junior academic achievements in English Language.

Table 4: Significant influence of independence variables and socio-economic status on Academic Achievement in English Language.

	Unstandardised Coefficient		Standardised Coefficient	T	Sig.
	B	Std. Error			
Model Constant	.351	1.097		.302	.750
Authoritative Style	.506	.086	.402	5.882	.000
Authoritarian Style	.5431	.119	.345	.4.558	.000
Permissive Style	.296	.116	.203	2.5382	.015
Uninvolved Style	.207	.091	.163	.2.2732	0.28

Table 4 reveals that the level of extent parenting styles affect secondary school students' academic achievement in English Language is at a High Level with grand mean score of 3.3212.

Therefore, the level of extent of socio-economic status of parents affect secondary school students 'academic achievements is at High Level with a grand mean score of 3.259. It was shown in the table that the joint

effect of independence variables (Authoritarian, Authoritative, Permissive and Uninvolved) on academic achievement in English Language was significant ($F, 47 = 87.652$; $R = .939$, $R^2 = .882$, Adj. $R^2 = .872 < .05$).

The result above shows the relative contribution of each of the independent variables on the dependent. Authoritative Style ($B = .402$, $P < .05$), Authoritarian Style ($B = .3$, $P < .05$), Permissive Style ($B = .203$, $P < .05$) Uninvolved Style ($B = .163$, $P < .05$) respectively.

Table 2 shows that there will be no significant influence of parenting styles (Authoritarian, Authoritative, Permissive, and Uninvolved) and socio-economic status on Junior Secondary School students' academic achievements in English Language.

This analysis simply explains the impact of the four independent variables on academic achievement. From the analysis, one is able to identify the most preferred Parenting Style or the most constant parenting style identified by the students of both private and public schools around Ibeju Lekki, Lagos. This parenting style is Authoritative Style. The frequency this shows is quite high than others. ($.402 = 40.2\%$) This prediction is in accordance to research understanding that disciplinary methods are supportive rather than punitive.² Parents want their children to be assertive as well as socially responsible and self-regulated as well as cooperative.³ It is worth noting that, parental responsiveness also referred to as parental warmth or supportiveness refers to "extent to which parents intentionally foster individually self-regulation and self-assertion by being attained, supportive and acquiescent to children's special needs and demands."⁴

The second parenting style with high frequency is Authoritarian Style. Authoritarian Style parents have high demands, but are not responsive to their children.⁵ These parents are obedience and statuses oriented, and expect their orders to be obeyed without explanations; because of the fear already inserted into the children by them. Their children do all

things to make their parents happy, including performing well at school to avoid their wrought. The frequency generated is (.345 = 34.5%).

The third parenting style recognized by the students is Permissive Style. This is a style where parents allow their children to do whatever they like so long it has negative impact on them. The permissive parents are non-traditional and lenient. They don't require mature behaviour from their children and allow considerable self-regulation and always avoid confrontations from their children. The frequency shows that students recognised that there is a permissive parenting style, but because of some happenings that opened their eyes that the style will not pave way for good academic achievement they refused to give enough relevance to it. The frequency showed that Permissive style got (.203 = 20.3%) recognitions.

The fourth parenting style that is less preferred by all the students of thirty secondary schools around Ibeju –Lekki is Uninvolved Style. This showed that students believe that the support of their parents in their academic achievements is quite necessary. This is in accordance to some findings that a positive family climate favours the development of well adapted mature, stable and integrated subjects, and an unfavoured family climate promotes non-adaptation immaturity, lack of balance and insecurity.⁶

Conclusion

The crucial role played by various parenting approaches in shaping students' academic success is underscored. Similarly, the socioeconomic status of parents emerges as a potent factor, characterised at a high level within the specified geographic area. Furthermore, the findings presented in the study highlight the collective influence of independent variables, namely Authoritarian, Authoritative, Permissive, and Uninvolved styles, on academic achievement in English Studies. The analysis underscores a substantial joint effect of these parenting styles in the context of the Ibeju-Lekki

axis. Upon thorough examination, it becomes evident that each independent variable makes a distinctive contribution to academic achievement. This comprehensive understanding reinforces the importance of considering diverse parenting styles and socioeconomic factors in educational interventions aimed at enhancing academic outcomes among Secondary School Students in English Studies in the specified region of Lagos State.

Recommendations

1. Implement parenting workshops and educational programs for parents within the Ibeju-Lekki axis to raise awareness about the influence of parenting styles on academic achievement. Encourage the adoption of authoritative parenting styles, which has been identified as positively contributing to students' success in English Studies.
2. Develop initiatives to address socioeconomic disparities within the community. Establish scholarship programs, financial aid, or mentorship programs to support students from economically disadvantaged backgrounds. Collaborate with local organisations to provide resources that can bridge the gap in socioeconomic status and create a more equitable learning environment.
3. Create community-based forums or support groups for parents to share experiences and learn effective parenting strategies. Promote a holistic approach that considers the combined impact of various parenting styles on academic achievement. These forums can serve as platforms for dialogue and mutual learning among parents.
4. Tailor interventions based on the specific contributions of each parenting style. For instance, for parents demonstrating authoritarian styles, provide resources on fostering a more supportive and communicative environment. Emphasise the

importance of involvement for uninvolved parents. Implement targeted strategies that align with the strengths and weaknesses identified for each parenting style.

5. Develop and implement educational programs in collaboration with schools and community organisations. These programs should encompass not only parenting styles but also socioeconomic factors. Promote inclusive and culturally sensitive interventions that consider the unique context of the Ibeju-Lekki axis, aiming to enhance academic outcomes for students in English Studies.

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