



Perceived Parenting Styles and Self-Concept On Self-Efficacy And Academic Performance Among Adolescents

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Abstract

This study examined influence of perceived parenting styles and self-concept on self-efficacy and academic performance among adolescents. One hundred and sixty-eight (168) secondary school students comprise 122 females and 46 males, the age range of 10-18 years old a mean age of 14.63, and an S.D of 1.271 were drawn as participants from private secondary schools in Enugu South and Enugu East local Government Area of Enugu State using purposive sampling techniques. Parental Care Scale; Self-esteem; Self-Efficacy Scale were used for data collections and student third-term result was used for academic performance. An ANOVA design was adopted while a 2-way MANOVA F- test was used as a statistical test for data analysis. The results indicated that that authoritarian parenting styles did not significantly influence both self-efficacy $f= 1.507^$ and academic performance $f= .124$ at $p < .05$. Permissive parenting style significantly influenced self-efficacy $f= 2.086^*$ and didn't influence academic performance $f= .838$ at $p < .05$. Authoritative parenting style did not influence both self-efficacy $f= .915$ and academic performance $f= .792$ at $p < .05$. Self-concept did not significantly influence self-efficacy $f= .515$ and academic performance $f= .400$ at $p < .05$.*

Keywords: perceived parenting styles, self-concept, self-efficacy, academic performance, adolescents

Introduction

According to the World Health Organization (2014), adolescence is the phase in human growth and development occurring after childhood and before adulthood, encompassing ages 10 to 17. This period signifies a critical transition in the lifespan, characterized by rapid growth and change, second only to infancy (World Health Organization, 2014). Adolescence denotes the developmental stage from puberty to the early 17s and involves profound physical, cognitive, social, and emotional changes (Bandura, 1997). Additionally, adolescents undergo significant adjustments in family relations, school environments, and peer group associations, which can influence the cultivation of self-efficacy and a belief in their abilities.

According to Ormrod (2006), self-efficacy refers to the extent or strength of one's belief in one's ability to complete tasks and goals. It reflects a person's perseverance and success with a given task. Whether someone will undertake a challenging task or consider it impossible is determined by their level of self-efficacy. Self-efficacy impacts every aspect of human endeavour by shaping an individual's beliefs about their ability to influence situations. It significantly influences both an individual's actual capacity to confront challenges and the decisions they are likely to make (Luszczynska & Schwarzer, 2005).

According to Bandura (1995), self-efficacy plays a crucial role in determining a person's ability to organize and carry out the necessary actions to achieve specific goals. It affects the decisions people make, the actions they take, and the amount of stress and anxiety they experience while engaging in an activity. High self-efficacy levels encourage individuals to perform well in various ways. They view challenging tasks as opportunities and remain strongly committed. If they encounter failure, they attribute it to inadequate effort and insufficient knowledge. Conversely, individuals with low self-efficacy tend to perceive tasks as difficult and often avoid engaging in them. In addition to self-efficacy, adolescents may also have a need to perform well academically based on their capabilities and confidence.

Academic performance refers to the extent to which a student has achieved educational goals. It is typically assessed through examinations or continuous evaluation. There is no consensus on the best way to test academic performance or which aspects are the most important (Ward et al., 1996). Academic performance encompasses various educational outcomes, which can differ among institutions. Performance indicators may include motivation, study skills, communication skills, creativity, writing, grades, work skills, self-realization, self-reliance, and attitude. Research indicates that differences in academic performance are associated with variations in capabilities and personality (Von Stumm et al., 2011). The study aims to explore the influence of parenting styles and self-concept on self-efficacy and academic performance. Parenting style refers to the attitudes and approaches that parents employ in raising their children (Darling & Steinberg, 1993). It represents the typical strategies used in child-rearing.

According to Christopher (2005), the quality of parenting is more important than the quantity of time spent with the child. For example, a parent may spend the entire afternoon with their child, but the parent may be engaged in a different activity without showing interest in the child. During adolescence, parents face new challenges as their children seek and desire freedom. Adolescence is known to be a challenging developmental stage for both adolescents and their parents. For instance, adolescents develop a strong desire to exercise their autonomy. They might begin to question the legitimacy of parental authority and supervision (Cumsille et al., 2009).

Baumrind (1971) identified two main dimensions of parenting styles: demandingness, which relates to the level of parental control exerted over children's activities and behaviour, and responsiveness, which is determined by the amount of warmth and nurturance displayed by parents toward their children. Building upon these two dimensions, Baumrind (1969) further categorized parenting styles into the following three categories: Authoritarian parenting style, Authoritative parenting style, and Permissive parenting style.

In this study, the focus is on the three of them, authoritative, permissive, and authoritarian parenting styles. The authoritative parenting style is characterized by a balanced approach of being responsive and demanding, guiding children in a rational and disciplined manner while explaining the reasons behind the rules (Baumrind, 1969). According to Maccoby (1992), authoritative parents acknowledge and support children's independence, promote open communication, involve children in family decision-making, and encourage children to take on increasing responsibility based on their abilities. This parenting style includes parental traits of setting high standards, providing emotional support and attachment to children, fostering

two-way communication between parents and children, and consistently enforcing established rules (Baumrind, 1991).

According to Baumrind (1971, 1991), the authoritative parenting style is positively correlated with various developmental outcomes, such as academic performance and social behaviors in children. Additionally, Holmbeck (1996) noted that the authoritative parenting style is most beneficial for children and adolescents because it is positively correlated with numerous positive factors, such as self-concept and self-esteem. It is a parenting style in which parents show love and discipline to their children. An open dialogue between parents and children is encouraged, and children are not punished for expressing their views or opinions, which is what adolescents want in relation to their subculture beliefs.

The authoritarian parenting style is characterized by highly restrictive and demanding parental behaviours. It involves high control and maturity demands, but low nurturance and bi-directional communication between parents and children. Authoritarian parents limit their children's independence and expect strict adherence to parental rules and orders without question, using severe punishment as a threat for non-compliance. According to Baumrind (1967, 1971), children raised by authoritarian parents tend to display anxious, socially withdrawn, and unhappy behaviours. This parenting style consists of strict and demanding parents who make most decisions for their children and expect unquestioning obedience. It is characterized by low parental responsiveness and high parental demands. Authoritarian parents tend to demand obedience without explanation, often resorting to corporal punishment and yelling for discipline. The parenting style can significantly influence adolescents' self-efficacy and academic performance, impacting their development in these areas.

Authoritative parents demonstrate nurturing behaviour and guide their adolescents through reasoning, valuing the individual's opinions. They grant the adolescents a degree of autonomy instead of monitoring their every action, fostering their belief in their capabilities and nurturing self-efficacy. Consequently, adolescents are more inclined to invest effort into excelling academically. In contrast, authoritarian parents dictate their adolescents' actions without considering their perspectives, thereby inhibiting their capacity for independent thought and belief in their abilities. This dynamic can significantly impact adolescents' academic performance, leading to a lack of self-belief.

Recent advancements in the realm of parenting and family studies have reignited interest in exploring the correlation between children's academic performance and parenting style. These advancements have underscored the necessity of delving into academic performance. As the family serves as the primary influence on the child, the impact of parenting style on adolescents has the potential to significantly shape their comprehension, attitudes, and academic performance (Prindle & Resinksi, 1989; Van Meter, 1994). Parental responsibilities begin as soon as a child is born. Adolescents' ability to resist engaging in misconduct is determined by their level of self-efficacy. The ability to exercise self-efficacy not only impacts adolescents' performance but also has a significant influence on their overall well-being. Self-efficacy enables adolescents to tackle tasks they believe they can succeed in and keeps them motivated. According to Bradley and Corwyn (2007), children's experiences in their home environment are associated with various aspects of their development, such as social behaviour and self-efficacy. Parents consistently play a crucial role in adolescents' lives. Therefore, it is important to examine the type of parenting style and its effect on adolescents' self-efficacy to gain valuable insights that can help nurture self-sufficient individuals with good academic performance. In addition to parenting styles, self-concept is another factor that could influence self-efficacy and academic performance among adolescents.

Coppersmith and Feldman (1974) defined self-concept as comprising an individual's beliefs, hypotheses, and assumptions about themselves. It represents the individual's internal perspective, encompassing their perception of their own identity, characteristics, and prominent traits, thereby providing structure, coherence, and significance to their being.

In general, self-concept addresses the question "Who am I" (Myers, 2009) and involves the cognitive assessment of one's expectations, descriptions, and beliefs (Hattie, 1992). Researchers have delineated seven essential features critical to comprehending self-concept: organization, multifaceted nature, hierarchy, stability, developmental aspect, evaluative component, and differentiability (Marsh & Shavelson, 1985;

Shavelson & Marsh, 1986). Self-concept becomes evident in the life of an adolescent striving to answer the question of their identity about ego.

Undoubtedly, human behaviour and performance are influenced by a multitude of complex factors. One significant predictor of behaviour is an individual's self-beliefs, especially when these beliefs align with factors such as their knowledge, skills, expected outcomes, the value of those outcomes, interests, and the self-regulatory strategies they employ, such as self-efficacy. Furthermore, the reasons underlying their behaviour also play a crucial role (Hattie, 1992; Schunk, 1991). The interactions among these various factors can lead to situations where neither self-confidence nor self-worth alone can reliably predict academic performance (Hattie, 1992; Schunk, 1991).

Additionally, the self-concept of adolescents can exert a significant influence on their academic performance. As indicated by Crawford (2013), students' academic performance is impacted by their self-concept. Nevertheless, the level of effort invested by students in their learning process plays a substantial role in shaping their self-concept, ultimately enhancing their academic performance. The self-evaluation of adolescents can be a determining factor in their academic performance. Those who perceive themselves as superior are inclined to strive and engage in comparisons with their peers since self-concept development often involves such comparisons. Conversely, individuals who perceive themselves as inferior tend to exhibit withdrawal tendencies and are less likely to engage in comparisons with their peers or classmates.

Bandura's Social Cognitive Theory (1977) serves as the theoretical framework because it proposes that human functioning is influenced by the interaction of personal factors (such as thoughts and emotions), behaviours, and environmental conditions. According to this theory, self-efficacy impacts an individual's choices, effort, persistence, and achievement. The theory also emphasizes that individuals actively seek and interpret information rather than simply responding to environmental influences, considering factors such as perceived parenting, self-concept, self-efficacy, and academic performance. Hence, a need to investigate the influence of perceived parenting styles and self-concept on self-efficacy and academic performance among adolescents which the following question will provide an answer to:

- Will parental styles influence self-efficacy?
- Will parental styles influence academic performance?
- Will self-concept influence self-efficacy?
- Will self-concept influence academic performance?

These hypotheses were tested:

- There will be no significant influence of parenting styles on adolescents' self-efficacy.
- There will be no significant influence of parenting styles on adolescents' academic performance.
- There will be no significant influence of self-concept on adolescents' self-efficacy.
- There will be no significant influence of self-concept on adolescents' academic performance.

Method

Participants

One hundred and sixty-eight (168) secondary school students comprise 122 females and 46 males, the age range of 10-18 years old a mean age of 14.63, and an S.D of. 1.271 were drawn as participants from private secondary schools in Enugu South and Enugu East local Government Area of Enugu State using purposive sampling techniques. Participants were drawn from: St. Vincent De Paul Secondary School Awkunanaw (35), Evangel Secondary School Uwani (31), Emmanuel Secondary School Achara layout (33), St Peter Secondary School, Garriki Awkunanaw (34) and thirty-five from St Cyprian's Secondary School Abakpa (35).

Instruments

Baumrid (1971) Parental Care Scale

Parental care scale (PCS); the 20-item instrument designed to measure styles of parenting .YES or NO response is expected from each statement in the questionnaire. The statement were categorized into 3 groups

of parenting styles (Authoritarian style, permissive style and authoritative style), and each participant gets scores in all the styles of parenting and the style with the highest score becomes dominant. The scale was administered individually after establishing adequate rapport with the participant. Baumrid (1970) provided the original psychometric properties for American samples while Tumasi & Ankrah (2002) provided the properties for African samples. The norms are as follows; males authoritarian style=7.87, permissive style=13.57, and Authoritative style= 7.40, female authoritarian style 7.72, permissive style =12.82 and authoritative authoritative= 7.48, and male and female are authoritative style =7.80 ,permissive style=7.44. Baumrid (1971) reported an interval consistency alpha coefficient of .86 on the reliability while omoluabi (2002) obtained a concurrent validity coefficient of .73 by correlating FCS and IFR (Hufson;1982). The norms scores were the basis for interpretation of the score of the participants, the scores higher than the norms indicates the dominance of the particular parenting style.

Index of Self-esteem Hudson (1982)

Index of Self-esteem Hudson (1982) is a 25-item inventory designed to measure the self-perceived and self-evaluative component of self-concept which is the total of the self-perceived and the other-perceived views of the self held by a person.

Administration: The ISE could be administered individually or in groups after establishing adequate rapport with the clients and a respondent is expected to rate his self-concept on a 5-point dimension of the scale.

Scoring: There is direct and reverse scoring of items. The scores for each participant were summed up to get the overall self-concept score. *Psychometric properties:* Hudson (1982) provided the original psychometric properties for American samples while Onighaiye (1996) provided the properties for Nigerian samples. The norms for the Nigerian sample are 30.89 M(n=80) and 32.04 F(n=80). *Reliability:* Hudson (1982) obtained a coefficient alpha of .93 and a two-hour test-retest coefficient of .92.

Validity: Onighaiye (1996) obtained the following coefficients of validity by correlating ISE with the stated tests: SCL by Derogatis, Lipman, and Covi (1973) in scale C- interpersonal sensitivity = .46; scale D- Depression = .38.

Self-Efficacy Scale (Sherer, 1982)

Self-Efficacy Scale (Sherer, 1982) is a 30-item inventory designed to measure the social component of self-efficacy from both interpersonal and intrapersonal perspectives. The concept of self-efficacy is predicated on the assumption that an individual's deep-rooted expectation of his or her capabilities directly affects the cognitive, affective, and psychomotor components of the individual's abilities and the outcome of performance. The self-efficacy scale emphasizes the outcome of the performance of the self and others within a social matrix. *Administration:* The self-efficacy scale will be administered individually or in groups after establishing rapport with the adolescents (students). They will be encouraged to read and follow the instructions at the top of the test form. There will be no time limit for completing the self-efficacy scale. *Scoring:* There are direct scoring, reverse scoring, and inert scoring of the items. *Psychometric properties:* Sherer et al. (1982) provided the original psychometric properties for American Samples while Ayodele (1998) provided the properties for Nigerian samples. *Reliability:* Sherer et al. (1982) reported Cronbach alpha internal consistency reliability coefficient of .86. *Validity:* Ayodele (1998) obtained a concurrent validity coefficient of .23 by correlating the self-efficacy scale with the mathematics anxiety rating. Scale – Revised (Plake & Parker 1982). *Interpretation:* The Nigerian norms or mean scores are the basis for interpreting the scores of clients.

Academic performance: Scores on students' third term exam were collected for academic performance.

Procedure:

Students were drawn as participants from five (5) different private schools in Enugu South and Enugu East local Government Area of Enugu using purposive sampling techniques. The participants were drawn based on the purposive sampling technique; the students must possess the characteristics of the inclusive criteria before they can participate in the study because the study was carried out at a time when schools were writing exams, which led to many principals turning down the request of using their institution, hence the use of the sampling technique. The researchers employed and trained research assistants from the selected private schools to help distribute and retrieve the instrument from students who will agreed to participate in the study. One hundred and seventy-seven (177) questionnaires were sent out; only one hundred and seventy-two (172) were returned. Among the returned ones, three (3) coping were wrongly responded to,

and two (2) copies were returned blank. This makes the numbers properly responded to be one hundred and sixty-eight, these were used for analysis.

Design Statistics:

ANOVA design was adopted because the research is investigating the influence of perceived parenting styles and self-concept on self-efficacy and academic performance (Kenton, 2024), hence a 2-way MANOVA *F*- test was used as statistical test for data analysis. This is because we have two independent variables parenting styles which has three levels (Permissive, Authoritarian and Authoritative parenting styles) and self-concepts which has two levels (high and low self-concepts) on two dependent variables self-efficacy and academic performance. MANOVA is merely an ANOVA that has been mathematically extended to apply to situations where there are two or more dependent variables (Stevens, 2002).

RESULTS

Table I: Summary table of Two-way MANOVA on the influence of parenting styles and self-concept on self-efficacy and academic performance among adolescents

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Authoritarian	Self-efficacy	168.548	6	28.091	1.507	.034
	Academic performance	137.690	6	22.948	.124	.989
Permissiveness	Self-efficacy	233.360	6	38.893	2.086*	.032
	Academic performance	927.514	6	154.586	.838	.582
Authoritative	Self-efficacy	68.219	4	17.055	.915	.512
	Academic performance	584.828	4	146.207	.792	.571
Permissive * authoritative	Self-efficacy	150.924	5	30.185	1.619	.286
	Academic performance	112.747	5	22.549	.122	.982
Authoritarian * permissive	Self-efficacy	177.508	7	25.358	1.360	.362
	Academic performance	1512.826	7	216.118	1.171	.432
Authoritarian * permissive * authoritative	Self-efficacy	118.246	3	39.415	2.114*	.023
	Academic performance	117.843	3	39.281	.213	.884
Age	Self-efficacy	6.926	1	6.926	.372	.565
	Academic performance	2.237	1	2.237	.012	.916
Self-concept	Self-efficacy	9.607	1	9.607	.515	.500
	Academic performance	73.851	1	73.851	.400	.550

a. R Squared = .921 (Adjusted R Squared = .433), b. R Squared = .752 (Adjusted R Squared = -.780). at $p < .05$

Table I above shows that authoritarian parenting style did not significantly influence both self-efficacy $f = 1.507^*$ and academic performance $f = .124$ at $p < .05$. Permissive parenting style significantly influenced self-efficacy $f = 2.086^*$ and academic didn't influence academic performance $f = .838$ at $p < .05$, this implies that permissive parenting style can cause the occurrence of self-efficacy among adolescent. Authoritative parenting style did not influence both self-efficacy $f = .915$ and academic performance $f = .792$ at $p < .05$. Self-concept did not significantly influence self-efficacy $f = .515$ and academic performance $f = .400$.

Perceived parenting styles jointly influence self-efficacy $f= 2.114^*$ and academic performance $f= .213$ at $p< .05$.

Summary of results

Authoritarian parenting style did not significantly influence both self-efficacy and academic performance.
 Permissive parenting style significantly influences self-efficacy and doesn't influence academic performance.
 Authoritative parenting style did not influence both self-efficacy and academic performance.
 Self-concept did not significantly influence self-efficacy and academic performance.
 Perceived parenting styles jointly influence self-efficacy and academic performance.

Discussion

The first hypothesis tested which stated that parenting styles will significantly influence self-efficacy was not confirmed, hence rejected. The findings indicate that none of the dimensions of parenting styles (authoritarian, permissive, and authoritative) can significantly influence self-efficacy. This suggests that adolescents' academic performance is not significantly correlated with the type of parental upbringing, but is rather dependent on the individual effort exerted by the adolescent. Success in academics appears to be contingent upon the level of dedication the adolescent applies to their studies, as well as their internal drive and motivation to excel in school. These results imply that perceived parenting styles are not associated with academic performance.

The second hypothesis tested which stated that perceived parenting styles will significantly influence self-efficacy was not confirmed. The results obtained indicate that the parenting styles perceived by adolescents, including authoritative, permissive, and authoritarian approaches, do not appear to have a significant impact on their self-efficacy. This suggests that self-efficacy is primarily an individual's perception of their abilities, rather than being heavily influenced by parental upbringing. It implies that an adolescent's belief in their capacity to tackle tasks is a result of their evaluation of their abilities. Even though the findings show that permissive significantly influences self-efficacy, this implies that adolescents are inclined to exhibit high levels of self-efficacy if they perceive their parents to be permissive. This perception may lead them to feel that they are their authority figures and are accountable to no one, thus prompting the development of a strong self-belief to accomplish tasks as a form of compensation for their parents' trust in their judgment.

The third hypothesis tested which stated that self-concept will significantly influence academic performance was not confirmed. The results indicate that there is no association between self-concept or worth and academic performance among adolescents. This suggests that an adolescent's self-concept is not linked to their academic activities. Instead, academic performance appears to depend on the level of effort the adolescent invests in their studies. Therefore, success or failure in academics is not connected to self-concept. This implies that achievement in the educational setting is primarily dependent on the amount of dedicated time the adolescent devotes to their educational pursuits.

The fourth hypothesis tested which stated that self-concept will significantly influence self-efficacy was not also confirmed. The findings indicate that the belief in one's capability to accomplish tasks is not a consequence of self-concept. This suggests that the ability to trust oneself to undertake a task is an individual interpretation that is not directly linked to self-concept. According to the results, self-concept and self-efficacy, both components of self-evaluation, are not intertwined. The data suggests that these variables are not associated and operate independently, serving distinct purposes and fulfilling different functions.

Implication of the findings

The findings were in congruity with Bandura's Social Cognitive Theory (1977) which served as the theoretical framework because it proposes that human functioning is influenced by the interaction of personal factors (such as thoughts and emotions), behaviors, and environmental conditions. According to this theory, self-efficacy impacts an individual's choices, effort, persistence, and achievement. The theory also emphasizes that individuals actively seek and interpret information rather than simply responding to environmental influences, considering factors such as perceived parenting, self-concept, self-efficacy, and academic performance. While each variable has the potential to support the other, the presence or absence of one does not necessarily impact their productivity.

The findings from this study have added to empirical studies that can be cited by future researchers. The findings suggest that the permissive parenting style significantly influences self-efficacy, and collectively, parenting styles impact self-efficacy among adolescents. Therefore, therapists should work to instill in adolescents the belief that freedom is a personal perception and that parental upbringing is a valuable tool for shaping their future. School authorities should educate parents on the importance of allowing adolescents to make their own decisions at times, guided by parental input, particularly during PTA (parents-teachers association) meetings. This approach can help build their confidence in decision-making for when they eventually live on their own. The government should conduct enlightenment campaigns to educate parents on the importance of granting adolescents partial autonomy to develop their decision-making abilities, as they will one day become adults responsible for their own choices.

Limitations of the study

Some factors worked against this study, one of such is the sampled population. Sampling participants from only private schools reduces the number of students who took part in this study. The numbers would have been more than this assuming public schools were also investigated. Schooling the timing of the study, this study was carried out during the exams period. This makes many of the schools visited acclaimed to be too busy to allow their schools to be part of the study, this reason reduces the number of schools that participated in the study. The numbers of participants would have increased assuming this study was carried out during normal school period. The adoption of the self-report instrument was also a factor, the instrument's response option led to the students trying to sound favorable.

Suggestions for further study

Future researchers should try and sample students from both the public and private sectors, this will increase the population of participants that can be drawn for the study. Researchers should carry out this study during normal school periods to give the school authorities room to apportion time for the study to take place in their institutions. An appropriate instrument that will not give the students room to try to look good should be adopted by future researchers.

Summary and conclusion

The study investigated the influence of perceived parenting styles and self-concept on self-efficacy and academic performance among adolescents, and findings revealed that only permissive parenting styles and perceived parenting styles collecting influence self-efficacy. Hence school authorities should enlighten parents during PTA meetings on the importance of partial autonomy among adolescents.

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