



Parenting Styles and Students Academic Performance in Civil Education among Senior Secondary Schools in Port Harcourt Metropolis

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ABSTRACT

This study examined parenting styles and students' academic performance in civil education among senior secondary schools in Port Harcourt Metropolis. To achieve the purpose of the study, the researcher developed four objectives of the study, four research questions and four hypotheses that guided the conduct of the study. The research used a correlational design to examine relationships among variables, without manipulation or control of the variables being studied. The population of the study comprised of 63,155 students in senior public secondary schools in Port Harcourt Metropolis. The study utilized a sample of 400 senior secondary school students drawn from public schools within Port Harcourt Metropolis. The sample size was determined using Taro Yamane's formula for sample size calculation, which produced a value of 397.5 and was rounded up to 400 for ease of representation. A multi-stage sampling technique was employed to select the participants. The instruments used for data collection was a self-structured questionnaires. To analyse the research questions and hypotheses and determine the nature and strength of the relationships between parenting styles and students' academic performance in Civic Education, the Pearson Product Moment Correlation Coefficient (r) was employed at a 0.05 level of significance. Based on the data analysis, the finding of the study revealed that authoritarian parenting style, permissive parenting style, and neglectful parenting style relate significantly to students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis. Based on the findings, the study recommended that, parents should adopt authoritative parenting practices that balance warmth with reasonable control to enhance students' academic performance in Civic Education, schools and counselors should sensitize parents on the limitations of authoritarian discipline, encouraging more communicative and supportive approaches and awareness programs should be introduced to discourage permissive parenting, guiding parents to combine emotional support with consistent boundaries.

Keywords: Parenting Styles, Students, Academic Performance, Civil Education

INTRODUCTION

Education is universally acknowledged as one of the most powerful tools for human development and national transformation. It equips individuals with intellectual, technical, moral, and social skills necessary for survival and meaningful participation in society. More importantly, education fosters the cultivation of values, attitudes, and competencies that promote national integration, peace, and socio-economic advancement. In Nigeria, successive governments and policymakers have consistently emphasized the centrality of education in building a united and prosperous nation (Zhao, 2025). Within this framework, secondary education plays a vital role in preparing young people for higher learning, responsible citizenship, and future leadership.

Civic Education has emerged as one of the core subjects in the Nigerian secondary school curriculum because it directly addresses the preparation of students for democratic citizenship. The subject equips learners with knowledge of their rights and responsibilities, fosters respect for diversity, and encourages active participation in governance. It also instills values such as tolerance, justice, equity, and patriotism, which are essential for sustaining Nigeria's pluralistic democracy (Yoon, 2024). With the

introduction of Civic Education, students develop not only cognitive skills but also moral reasoning and social responsibility. The importance of Civic Education is particularly pronounced in Nigeria, a country characterized by ethnic, cultural, and religious diversity, as well as recurrent challenges of political instability, corruption, and weak democratic institutions.

Students' academic performance is influenced by numerous factors, including school resources, teacher competence, peer influence, socio-economic status, and family background. Among these, the family environment remains one of the most significant. The family is the primary socializing agent, and parental practices strongly influence the academic outcomes of adolescents. In particular, parenting styles is defined as the consistent patterns of behavior, discipline, warmth, and expectations parents apply in raising their children. Parenting styles have been shown to significantly affect students' academic motivation, engagement, and achievement (Zhou, 2022).

Scholars generally identify four major parenting styles: authoritative, authoritarian, permissive, and neglectful or uninvolved. Each style operates along two key dimensions (parental warmth and control) which determine the nature of parent-child interactions and significantly shape students' academic performance. In the context of Civic Education, where reasoning, participation, and moral judgment are essential, the type of parenting a student experience at home can profoundly influence motivation, self-regulation, and overall achievement.

Authoritative parenting is widely regarded as the most effective and balanced style, combining warmth, responsiveness, and firm expectations. Parents adopting this approach provide clear academic and behavioral standards while maintaining open communication and emotional support. They encourage reasoning and autonomy, fostering confidence and self-discipline—qualities crucial for success in Civic Education. Studies consistently show that students raised by authoritative parents exhibit higher academic performance, stronger problem-solving skills, and greater perseverance. In Nigeria, Zhao (2024) reported that adolescents from democratic households perform better academically because they are motivated to take responsibility for their learning. The supportive yet structured nature of authoritative parenting creates an environment that cultivates intrinsic motivation, effective study habits, and civic responsibility, all of which enhance academic achievement.

Permissive parenting, on the other hand, reflects high emotional warmth but minimal behavioral control. Permissive parents are nurturing and communicative but impose few boundaries or academic expectations. While this may promote openness and creativity, it often results in poor self-discipline and weak academic focus. Study by Wang (2024) revealed that permissive parenting correlates with low academic achievement due to a lack of structure and accountability. Adolescents raised in permissive environments may struggle with persistence, time management, and goal orientation—skills essential for success in Civic Education. Without consistent guidance and expectations, these students tend to prioritize comfort over effort, leading to underachievement despite their potential.

Neglectful or uninvolved parenting represents the lowest levels of both warmth and control, often resulting from parental stress, disinterest, or socioeconomic challenges. Such parents provide minimal supervision, emotional support, or encouragement, leaving students to navigate academic challenges independently. Numerous studies have demonstrated that neglectful parenting is strongly associated with poor academic performance, low self-esteem, and behavioral problems (Adegboyega, 2023). Adolescents raised in neglectful homes often exhibit apathy toward schoolwork, irregular attendance, and weak motivation to succeed.

Concept of Parenting Styles

Parenting styles describe consistent patterns of attitudes and behaviours that shape the emotional and developmental environment in which children are raised. They influence children's social adjustment, academic achievement, and emotional wellbeing. Recent literature emphasizes that parenting is multidimensional, encompassing warmth, communication, discipline, and expectations, all of which interact to affect outcomes (Adegboyega, 2023).

Authoritative Parenting Style

Authoritative parenting, marked by a balance of warmth and structure, is consistently associated with favourable developmental outcomes, while authoritarian parenting tends to emphasize obedience at the expense of emotional connection. Permissive parents provide affection with little structure, and

neglectful parents often exhibit low control and low responsiveness. Parenting style significantly predicts children's academic performance and psychosocial outcomes. Authoritative parents typically foster independence, resilience, and strong academic skills by combining high responsiveness with clear rules. In contrast, authoritarian or neglectful approaches may hinder emotional growth or motivation. Importantly, parenting style creates an overall emotional climate that exerts more influence than isolated behaviours like homework assistance (Agbor, 2022).

Another key factor is autonomy support, often embedded within authoritative parenting. Autonomy support involves encouraging children to make independent choices and engage in self-regulation. Studies show that autonomy support predicts stronger academic performance, motivation, and socio-emotional adjustment. Unlike merely avoiding psychological control, autonomy support actively promotes confidence and critical thinking. Cultural context strongly shapes how parenting behaviours are interpreted. For example, strict discipline may be viewed as authoritarian in some societies but as a sign of care and responsibility in others.

Authoritarian Parenting Style

The authoritarian parenting style, sometimes referred to as autocratic, is defined by rigid rule-setting, high expectations, and minimal emotional responsiveness. Parents adopting this approach often demand strict obedience and enforce rules without explanation, valuing compliance over autonomy. They emphasize authority and discipline while discouraging open dialogue, thereby creating an emotionally distant climate. In such households, parental control dominates, often based on inflexible standards. Warmth and trust between parent and child are limited, undermining emotional security. Children exposed to this environment may develop low self-esteem, reduced spontaneity, and are more vulnerable to internalizing and externalizing problems such as withdrawal, anxiety, or aggression (Olatunji, 2025).

In contrast, the authoritative parenting style—previously referred to as democratic—is characterized by rational guidance, open dialogue, and a balance of warmth and discipline. Parents adopting this approach combine responsiveness with demandingness: they set clear expectations while remaining receptive to their children's needs and opinions (Olowu, 2022). This balance fosters mutual respect and cooperation, creating a supportive yet structured family environment. Authoritative parents prioritize communication and reasoning over punitive measures. They encourage autonomy by engaging children in decision-making and explaining the rationale behind rules. Such practices promote responsibility through understanding rather than fear. Importantly, authoritative parents maintain authority but exercise it in a confrontive rather than coercive manner, emphasizing collaboration and mutual respect.

Recent Nigerian studies confirm that authoritative parenting correlates with stronger academic outcomes, particularly in subjects requiring problem-solving, reasoning, and independent thought, such as mathematics and Civic Education (Olukoya, 2025). Adolescents in these families are more likely to voice opinions, negotiate respectfully, and develop confidence in their decision-making abilities. These skills not only enhance classroom engagement but also translate into stronger peer relationships and greater civic responsibility. Furthermore, authoritative parenting provides a protective factor against psychological distress.

The authoritative style also demonstrates cultural adaptability. In Nigeria, where communal values and respect for authority are highly emphasized, authoritative parenting enables parents to uphold cultural norms while still promoting dialogue and independence. This dual approach equips adolescents with the skills needed to navigate both traditional expectations and modern societal demands (Onongha, 2024). By fostering autonomy, communication, and emotional support, authoritative parenting promotes academic success, emotional wellbeing, and social competence. Unlike the authoritarian style, which suppresses independence, authoritative parenting nurtures self-reliance and resilience, preparing adolescents for both academic success and responsible adulthood in a complex and dynamic society.

Permissive Parenting Style

Permissive or indulgent parenting is defined by high responsiveness but low expectations regarding discipline and maturity. Parents adopting this style are affectionate and supportive but rarely

enforce rules or establish consistent boundaries. They often avoid conflict, encourage self-regulation, and act more like peers than authority figures. Such leniency can stem from personal experiences, where parents prioritize their child's happiness over discipline. Although permissive parents may involve children in decision-making, their inconsistency in enforcing rules often undermines behavioural structure, while emotionally nurturing, permissive parenting can result in role reversals within families, where children exert dominance over decision-making. This lack of boundaries often fosters poor self-regulation, impulsivity, and risk-taking, despite the presence of love and support. Phrases such as "If that's what you want" or "It's fine, don't do it if you don't want to" illustrate the reluctance of permissive parents to impose limits (Onongha, 2024).

In contrast, neglectful parenting—though also low in control—differs in its lack of emotional engagement. Whereas permissive parents provide affection without structure, neglectful parents are disengaged both emotionally and behaviourally. Research shows that adolescents raised under permissive parenting enjoy autonomy but often struggle with peer relationships due to self-centered or undisciplined behaviours (Adegbite, Yusuf & Oladipo, 2023). Moreover, inconsistent discipline is linked to heightened risks of antisocial behaviour and poor academic outcomes (Onongha, 2024). Particularly among boys, permissive environments may exacerbate aggression and impulsivity, while limiting emotional maturity and responsibility.

Neglectful Parenting Style

Neglectful parenting is characterized by minimal expectations, weak emotional bonds, and limited parent-child communication. These parents may meet physical needs but often fail to provide the emotional or psychological support necessary for development. Two main types have been identified: rejecting-neglecting, marked by both low responsiveness and demands, and non-directive neglect, where emotional warmth exists but without structure. Neglectful parents are often distracted by personal or socioeconomic stressors, leaving them emotionally unavailable and inconsistent in guidance. This disengagement can create an emotionally barren environment where children perceive neglect as rejection, resulting in feelings of worthlessness or emotional deprivation. Adolescents exposed to such dynamics often experience long-term risks such as depression, substance abuse, and suicidal ideation, with some evidence suggesting stronger effects among females (Onyekwere, 2024).

Olowu (2022) emphasize that neglectful parenting is more frequent during adolescence, when parents may incorrectly assume teenagers can self-regulate. This reduces supervision and fosters autonomy without appropriate boundaries. Adolescents in such families frequently internalize rejection, leading to impulsivity, low self-esteem, and difficulty forming secure relationships. Uninvolved parenting, a close variant, is similarly marked by disengagement and low investment in the child's daily life. Statements such as "Do whatever you want" reflect the withdrawal of guidance and accountability. Parents in this category may be emotionally overwhelmed or exhausted, compounding their detachment. Children raised in such households often mirror outcomes seen in permissive homes—struggles with self-regulation, impulsive decision-making, and poor academic persistence.

Concept of Academic performance

Academic performance refers to the measurable outcomes of students' learning, often expressed through test scores, grades, and other indicators of scholastic achievement. It is a multifaceted construct influenced by cognitive ability, motivation, emotional wellbeing, and environmental support. According to Onongha (2024), performance reflects not only intellectual competence but also how effectively learners apply knowledge and skills to meet academic demands. Within the educational context, academic performance plays important roles in shaping personal values, social mobility, and self-esteem, while also serving as a key determinant of national development.

Educational psychologists emphasize that academic performance is shaped by both internal and external factors. Onyekwere (2024) argue that instructional strategies, reinforcement, and classroom climate can significantly affect learning outcomes. Drawing on Bandura's social cognitive theory, academic performance is influenced by personal factors (such as self-efficacy), behavioural patterns (such as persistence and effort), and environmental supports (such as family and school context). This highlights the interplay between student characteristics and external influences in determining academic success. Scholars commonly describe academic performance as an evaluative outcome. Orji (2024)

explain that it reflects the judgments made about students' mastery of tasks, often measured through standardized assessments or teacher evaluations. Performance is shaped by three broad domains: cognitive (knowledge and problem-solving), affective (motivation and confidence), and behavioural (participation and consistency). For instance, completing assignments regularly indicates behavioural engagement, while confidence in one's ability demonstrates the affective dimension. In practical terms, academic performance is not directly observable in its entirety but is inferred through repeated behaviours, test results, and learning products. Strong performance requires a combination of conceptual understanding, emotional resilience, and behavioural commitment. For example, consistent participation in class discussions and punctual completion of homework often correlate with better grades and deeper comprehension.

Statement of the Problem

Parental involvement and the styles of parenting have long been identified as significant factors influencing students' academic performance. In particular, the relationship between parental styles and students' performance in civic education has not been extensively explored in the context of senior secondary school students in Port Harcourt Metropolis. Civic education, a crucial subject aimed at fostering civic awareness, social responsibility, and good governance among students, is critical for shaping the future citizens of the nation.

Despite its importance, there have been concerns about the underperformance of students in this subject, particularly in the Port Harcourt Metropolis. Some educators and stakeholders have speculated that parental styles, such as authoritative, authoritarian, permissive, or neglectful approaches, could play a role in shaping students' attitudes toward learning, study habits, motivation, and overall academic achievement in civic education.

Despite the existing literature on the role of parental involvement in general academic performance, there remains a gap in understanding how specific parental styles directly impact the academic performance of students in civic education. Factors such as the level of parental support, monitoring, communication, and involvement in the educational process are often thought to affect students' understanding of civic principles and their ability to apply them. However, it is unclear whether particular parental approaches correlate with higher or lower performance in civic education within this specific context.

This study, therefore, seeks to investigate the relationship between parental styles and the academic performance of senior secondary school students in civic education within the Port Harcourt Metropolis. By examining the influence of various parental styles on students' engagement, attitudes, and academic performance in this subject, the study aims to provide insights that could inform educational policies, parental engagement strategies, and teaching methods to improve students' performance in civic education.

Purpose of the Study

The aim of this study is to examine parenting styles and students' academic performance in Civic Education among senior secondary school in Port Harcourt Metropolis. Specifically, the study seeks to:

1. ascertain the relationship between authoritarian parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.
2. investigate how permissive parenting style relates to students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.
3. examine the relationship between authoritative parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.
4. determine how neglectful parenting style relates to students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.

Research Questions

The following research questions were formulated to guide the study:

1. What is the relationship between authoritarian parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis?

2. How does permissive parenting style relate to students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis?
3. What is the relationship between authoritative parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis?
4. How does neglectful parenting style relate to students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

- 1:** There is no significant relationship between authoritarian parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.
- 2:** There is no significant relationship between permissive parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.
- 3:** There is no significant relationship between authoritative parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.
- 4:** There is no significant relationship between neglectful parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.

RESEARCH METHOD

The research used a correlational design to examine relationships among variables, without manipulation or control of the variables being studied. Recent sources define correlational research as a non-experimental quantitative approach that measures the strength and direction of associations between two or more variables as they naturally occur. The population of the study comprised of 63,155 students in senior public secondary schools in Port Harcourt Metropolis. The study utilized a sample of 400 senior secondary school students drawn from public schools within Port Harcourt Metropolis. The sample size was determined using Taro Yamane's formula for sample size calculation, which produced a value of 397.5 and was rounded up to 400 for ease of representation. A multi-stage sampling technique was employed to select the participants. At the first stage, Port Harcourt Metropolis was stratified into its two constituent Local Government Areas (LGAs): Port Harcourt City and Obio/Akpor. In the second stage, a list of all public senior secondary schools in each LGA was obtained from the Rivers State Senior Secondary Schools Board (2025). From this list, three schools were randomly selected from each LGA, making a total of six schools. In the third stage, proportionate sampling was applied to ensure that the number of students drawn from each school reflected the relative size of its student population. Finally, simple random sampling was used to select the respondents within each school, giving every student an equal chance of inclusion. This approach ensured a fair representation of students across both LGAs and minimized sampling bias. The data collection was two researcher's self-developed instruments. The first tool, named "Parenting Style Questionnaire (PSQ)," and the second, titled "Civic Education Performance Test (CEPT)". The PSQ consisted of two sections: Section. To analyse the research questions and hypotheses and determine the nature and strength of the relationships between parenting styles and students' academic performance in Civic Education, the Pearson Product Moment Correlation Coefficient (r) was employed at a 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question One: What is the relationship between authoritarian parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis?

Table 1: The Relationship Between Authoritarian Parenting Style and Students' Academic Performance in Civic Education in Senior Secondary Schools in Port Harcourt Metropolis

N	R	r-square
378	.519	0.269

The result presented in Table 1 indicates a Pearson correlation coefficient (r) of 0.519 between authoritarian parenting style and students' academic performance in Civic Education among senior secondary school students in Port Harcourt Metropolis. This value suggests a moderate positive relationship between the two variables. In practical terms, this means that as the level of authoritarian parenting increases, students' academic performance in Civic Education also tends to increase to a moderate degree. The positive direction of the relationship implies that strict parental control, firm rules, and high expectations—hallmarks of authoritarian parenting—are associated with improved academic outcomes in Civic Education within the study context.

To further understand the magnitude of this relationship, the coefficient of determination (r^2) was computed. Squaring the correlation coefficient (0.519^2) yields an r -square value of approximately 0.269. This means that about 26.9% of the variation in students' academic performance in Civic Education can be explained by authoritarian parenting style. The remaining 73.1% of the variation may be attributed to other factors such as teaching methods, student motivation, peer influence, school environment, parental education, and socio-economic conditions.

Research Question Two: How does permissive parenting style relate to students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis?

Table 2: The Relationship Between Permissive Parenting Style and Students' Academic Performance in Civic Education

N	R	r-square
378	.506	0.256

Table 2 shows a Pearson correlation coefficient (r) of 0.506 between permissive parenting style and students' academic performance in Civic Education. This result indicates a moderate positive relationship between the two variables. The positive direction suggests that higher levels of permissive parenting—characterized by warmth, emotional support, leniency, and freedom—are associated with higher levels of academic performance in Civic Education among senior secondary school students in Port Harcourt Metropolis.

To determine the extent to which permissive parenting explains students' academic performance, the coefficient of determination (r^2) was calculated. Squaring the correlation coefficient (0.506^2) produces an r -square value of approximately 0.256, indicating that 25.6% of the variation in students' academic performance in Civic Education is attributable to permissive parenting style. This means that while permissive parenting contributes meaningfully to academic outcomes, a larger proportion (74.4%) of performance variation is influenced by other academic, social, and environmental factors.

Research Question Three: What is the relationship between authoritative parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis?

Table 3: The Relationship Between Authoritative Parenting Style and Students' Academic Performance in Civic Education

N	r	r-square
378	.684	0.468

Table 4.3 reveals a Pearson correlation coefficient (r) of 0.684 between authoritative parenting style and students' academic performance in Civic Education. This value indicates a strong positive relationship between the two variables. The result suggests that as authoritative parenting increases—

marked by a balance of warmth, clear expectations, open communication, and consistent discipline—students’ academic performance in Civic Education also increases to a substantial degree.

To further explain this relationship, the coefficient of determination (r^2) was computed by squaring the correlation coefficient (0.684^2), resulting in an r-square value of approximately 0.468. This means that 46.8% of the variation in students’ academic performance in Civic Education can be explained by authoritative parenting style. Compared to the other parenting styles examined, authoritative parenting demonstrates the highest explanatory power, leaving 53.2% of the variation attributable to other influencing factors.

Research Question Four: How does neglectful parenting style relate to students’ academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis?

Table 4: The Relationship Between Neglectful Parenting Style and Students’ Academic Performance in Civic Education

N	r	r-square
378	-.827	0.684

The result presented in Table 4 shows a Pearson correlation coefficient (r) of -0.827 between neglectful parenting style and students’ academic performance in Civic Education among senior secondary school students in Port Harcourt Metropolis. This value indicates a strong negative relationship between the two variables. The negative direction of the correlation suggests that as neglectful parenting practices increase, students’ academic performance in Civic Education tends to decrease markedly. Conversely, lower levels of neglectful parenting are associated with higher levels of academic performance in the subject.

To further understand the explanatory strength of this relationship, the coefficient of determination (r^2) was computed by squaring the correlation coefficient (-0.827^2). This yields an r-square value of approximately 0.684, indicating that 68.4% of the variation in students’ academic performance in Civic Education can be explained by neglectful parenting style. This is a remarkably high proportion, demonstrating that neglectful parenting is a dominant factor influencing students’ academic outcomes in the subject. The remaining 31.6% of the variation may be attributed to other factors such as school environment, teaching quality, peer influence, individual student abilities, and socio-economic conditions.

Test of Hypotheses

HO1: There is no significant relationship between authoritarian parenting style and students’ academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.

Table 5: Correlation Analysis Between Authoritarian Parenting Style and Students’ Academic Performance in Civic Education in Senior Secondary Schools in Port Harcourt Metropolis

	Authoritarian Parenting Style	Students’ Academic Performance
Authoritarian Parenting Style	Pearson Correlation	1
	Sig. (2-tailed)	
	N	378
Students’ Academic Performance	Pearson Correlation	.519**
	Sig. (2-tailed)	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 presents the Pearson Product Moment Correlation analysis conducted to determine the relationship between authoritarian parenting style and students' academic performance in Civic Education among senior secondary school students in Port Harcourt Metropolis.

The correlation coefficient ($r = 0.519$) reveals a moderate positive relationship between authoritarian parenting style and students' academic performance in Civic Education. This implies that students exposed to more authoritarian parental practices tend to show moderate improvement in their Civic Education performance, possibly due to the structured discipline and control associated with such parenting. However, excessive rigidity or limited autonomy could also temper this effect, resulting in only a moderate—not strong—correlation. The associated p-value ($p = .000$) is less than the 0.05 level of significance, indicating that the observed correlation is statistically significant. Therefore, the null hypothesis (H_{01}), which states that there is no significant relationship between authoritarian parenting style and students' academic performance in Civic Education, is rejected. This result establishes that a significant relationship exists between the two variables.

HO2: There is no significant relationship between permissive parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.

Table 6: Correlation Analysis Between Permissive Parenting Style and Students' Academic Performance in Civic Education

	Permissive Parenting Style	Students' Academic Performance
Permissive Parenting Style	Pearson Correlation	1
	Sig. (2-tailed)	
	N	378
Students' Academic Performance	Pearson Correlation	.506**
	Sig. (2-tailed)	.000
	N	378

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 displays the correlation results for permissive parenting style and students' academic performance in Civic Education. The Pearson correlation coefficient ($r = 0.506$) shows a moderate positive relationship between permissive parenting and academic performance. This indicates that students who perceive their parents as permissive—showing warmth and leniency—tend to demonstrate moderate levels of performance in Civic Education.

The associated p-value ($p = .000$) is less than 0.05, indicating statistical significance. Therefore, the null hypothesis (H_{02}) stating that there is no significant relationship between permissive parenting style and students' academic performance in Civic Education is rejected. The coefficient of determination ($r^2 = 0.256$) implies that 25.6% of the variance in students' Civic Education performance can be attributed to differences in permissive parenting style. The remaining 74.4% may be explained by other factors such as teacher quality, peer influence, or personal study habits. In summary, the findings reveal a moderate positive and statistically significant relationship ($r = 0.506$, $p < 0.05$) between permissive parenting style and students' academic performance, indicating that warmth and emotional support alone are not sufficient without appropriate parental guidance and academic expectations.

HO3: There is no significant relationship between authoritative parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.

Table 7: Correlation Analysis Between Authoritative Parenting Style and Students' Academic Performance in Civic Education

	Authoritative Parenting Style	Students' Academic Performance
Authoritative Parenting Style	Pearson Correlation	1
	Sig. (2-tailed)	
	N	378
Students' Academic Performance	Pearson Correlation	.684**
	Sig. (2-tailed)	.000
	N	378

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 presents the correlation between authoritative parenting style and students' academic performance in Civic Education. The Pearson correlation coefficient ($r = 0.684$) indicates a strong positive relationship, implying that students whose parents practice authoritative parenting—balancing warmth with clear expectations—tend to achieve higher academic performance. The p-value ($p = .000$) is less than 0.05, showing that the relationship is statistically significant. Consequently, the null hypothesis (H_{03}) is rejected. The findings confirm that authoritative parenting significantly enhances students' academic performance in Civic Education. The coefficient of determination ($r^2 = 0.468$) shows that 46.8% of the variation in students' academic performance can be explained by authoritative parenting style. This high explanatory power demonstrates that the structure, emotional support, and encouragement associated with authoritative parenting play a crucial role in promoting academic success.

Thus, the analysis reveals a strong, statistically significant positive relationship ($r = 0.684$, $p < 0.05$) between authoritative parenting and academic performance. The findings underscore that supportive yet disciplined parenting contributes substantially to students' educational success in Port Harcourt Metropolis.

HO4: There is no significant relationship between neglectful parenting style and students' academic performance in Civic Education in senior secondary schools in Port Harcourt Metropolis.

Table 8: Correlation Analysis Between Neglectful Parenting Style and Students' Academic Performance in Civic Education

	Neglectful Parenting Style	Students' Academic Performance
Neglectful Parenting Style	Pearson Correlation	1
	Sig. (2-tailed)	
	N	378
Students' Academic Performance	Pearson Correlation	-.827**
	Sig. (2-tailed)	.000
	N	378

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows the correlation analysis between neglectful parenting style and students' academic performance in Civic Education. The Pearson correlation coefficient ($r = -0.827$) indicates a strong negative relationship, implying that higher levels of neglectful parenting are associated with lower academic performance in Civic Education. The corresponding p-value ($p = .000$) is less than 0.05, confirming that the relationship is statistically significant. Therefore, the null hypothesis (H_{04}), which posits no significant relationship, is rejected. The result establishes that neglectful parenting significantly and negatively affects students' academic performance. The coefficient of determination ($r^2 = 0.684$) suggests that 68.4% of the variation in students' Civic Education performance is explained by neglectful parenting style. This substantial proportion shows that emotional unavailability, lack of monitoring, and minimal parental involvement exert a profound adverse impact on students' academic engagement and outcomes.

The results indicate a strong, statistically significant negative correlation ($r = -0.827$, $p < 0.05$) between neglectful parenting and academic performance. This underscores that students from neglectful homes are at a substantial disadvantage in achieving success in Civic Education due to inadequate emotional, moral, and educational guidance from their parents.

Discussion of Findings

Authoritarian Parenting Style and Students' Academic Performance

The study revealed a moderate positive and statistically significant relationship ($r = .519$, $p < .05$) between authoritarian parenting style and students' academic performance in Civic Education among senior secondary school students in Port Harcourt Metropolis. This finding indicates that while authoritarian parents maintain rigid control and high expectations, their children may still demonstrate relatively good academic outcomes, possibly due to structured discipline and compliance with authority. The result suggests that strict parental monitoring, though emotionally limiting, can enhance academic diligence and adherence to school-related responsibilities.

The slight positive relationship observed in the present study may therefore be understood within the local cultural context of Port Harcourt, where respect for authority and parental discipline are traditionally valued. This finding echoes Rothrauff (2023), who reported that in Eastern Nigeria, authoritarian parenting did not always harm performance, as students tended to comply with structured learning expectations. The moderate positive correlation may thus reflect cultural adaptation, where strictness coexists with parental involvement in education. Nonetheless, compared to authoritative parenting, the authoritarian style remains less effective in fostering long-term motivation and critical thinking.

Permissive Parenting Style and Students' Academic Performance

Findings from the study indicated a moderate positive and significant relationship ($r = .506$, $p < .05$) between permissive parenting style and students' academic performance in Civic Education. This suggests that students raised in environments characterized by freedom, emotional warmth, and limited parental control may perform moderately well academically, perhaps due to increased confidence and autonomy. However, the moderate nature of the relationship implies that excessive leniency might limit the development of discipline and academic persistence.

The current study's modest positive association might reflect contextual and cultural nuances in Port Harcourt, where permissive parents, while lenient, may still demonstrate interest in their children's education. In local terms, permissiveness could mean encouragement of independence rather than neglect. Thus, while international research generally characterizes permissive parenting as academically counterproductive, its moderate positive link here may result from emotional support compensating for lack of control. Nonetheless, consistent with prior research, the finding suggests that permissive parenting is less effective than authoritative approaches in fostering consistent academic excellence.

Authoritative Parenting Style and Students' Academic Performance

The findings showed a strong positive and statistically significant relationship ($r = .684$, $p < .05$) between authoritative parenting style and students' academic performance in Civic Education in Port Harcourt Metropolis. This implies that students whose parents demonstrate both responsiveness and

demandingness—balancing warmth, communication, and discipline—tend to achieve higher academic success. Authoritative parenting appears to provide an optimal environment for fostering intrinsic motivation, critical thinking, and self-regulated learning, which are essential for success in Civic Education.

The present finding therefore reinforces the consistent conclusion that authoritative parenting is the most effective style for promoting academic success, particularly in civic-oriented subjects requiring reasoning, dialogue, and ethical reflection. The strong positive relationship ($r = .684$) found in this study confirms that when parents combine warmth, structure, and active engagement, students not only perform better academically but also develop stronger civic awareness and responsibility.

Neglectful Parenting Style and Students' Academic Performance

The study found a strong negative and statistically significant relationship ($r = -.827$, $p < .05$) between neglectful parenting style and students' academic performance in Civic Education. This indicates that students who experience emotional or physical neglect—where parents are uninvolved, detached, or indifferent to their needs—tend to perform poorly academically. Neglectful parenting deprives children of both emotional support and academic guidance, resulting in diminished motivation, lower self-esteem, and poor school engagement.

The magnitude of the negative correlation ($r = -.827$) in the present study underscores the severity of the impact. This strong inverse relationship implies that neglectful parenting not only reduces students' academic success but also diminishes their sense of civic engagement, motivation, and classroom participation. The findings highlight the crucial role of parental involvement and emotional presence in the learning process. Students who perceive neglect often lack encouragement, guidance, and accountability, which collectively hinder both cognitive and moral development—key components of Civic Education.

CONCLUSION

Based on the findings, the study concludes that parenting style plays a crucial role in determining students' academic performance in Civic Education among senior secondary school students in Port Harcourt Metropolis. Among the four parenting styles examined, the authoritative style emerged as the most effective, fostering communication, motivation, and academic diligence. The authoritarian and permissive styles showed moderate influence, reflecting cultural values that combine parental control and emotional warmth. Conversely, the neglectful parenting style had a strong negative impact, indicating that lack of parental involvement and support severely impairs students' learning outcomes. Overall, the study affirms that parental engagement, balanced discipline, and responsiveness are indispensable factors in improving students' Civic Education achievement and moral development in the metropolis.

RECOMMENDATIONS

Based on the findings of the study and conclusion drawn, the following recommendations were made;

1. Parents should adopt authoritative parenting practices that balance warmth with reasonable control to enhance students' academic performance in Civic Education.
2. Schools and counselors should sensitize parents on the limitations of authoritarian discipline, encouraging more communicative and supportive approaches.
3. Awareness programs should be introduced to discourage permissive parenting, guiding parents to combine emotional support with consistent boundaries.
4. Government and community agencies should implement parental involvement initiatives to address neglectful parenting and strengthen home–school collaboration for improved academic outcomes.

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