

**PARENTING STYLES AS PREDICTORS OF PERSONALITY CHARACTERISTICS
AND ACADEMIC PERFORMANCE OF ADOLESCENTS OF TWO SELECTED
SENIOR SECONDARY SCHOOL IN IKERE EKITI**

BY

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CERTIFICATION

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DEDICATION

I dedicated this project work to the God Almighty, my maker, keeper, source and substance:
by His mercy and grace I have been able to successfully complete this stage of my life.

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ABSTRACT

The study investigated how parenting styles predict personality characteristics and academic performance of adolescents among senior secondary school students in Ikere-Ekiti. This number was drawn using purposive sampling technique for all the two selected government owned schools with one Local Government in Ikere-Ekiti because the researcher already knows the number of participants and schools she wants to use. The researcher made use of BIG FIVE personality scale, Baumrind parenting style scale and Examination record for senior secondary school students obtained from the school was used in the study. The result showed that shows that that parental styles do not significantly predict extraversion trait [$F(3, 165) = .29, p = .84, R^2 = .01$]. Parental styles significantly predict agreeableness trait [$F(3, 164) = 8.16, p < .0001, R^2 = .13$]. Additionally, authoritarian [$\beta = -.23, p = .003$], permissive [$\beta = -.17, p = .04$] and authoritative styles [$\beta = .25, p = .001$] have independent influences on intrinsic. Parental styles significantly predict conscientiousness trait [$F(3, 164) = 4.69, p = .004, R^2 = .08$]. Additionally, permissive [$\beta = -.21, p = .01$] and authoritative styles [$\beta = .24, p = .002$] have independent influences on conscientiousness trait, Increment in the use of authoritative style predict increased conscientiousness. Parental styles do not significantly predict neuroticism trait [$F(3, 165) = 1.28, p = .28, R^2 = .02$]. Parental styles do not significantly predict openness to experience [$F(3, 165) = 2.23, p = .09, R^2 = .04$]. However, only authoritative style has independent influence on openness [$\beta = -.04, p = .60$]. Parental styles do not significantly predict academic performance [$F(3, 165) = .44, p = .73, R^2 = .01$]. The implication of this study suggests that parenting styles only predict agreeableness and conscientiousness trait. Academic performance of adolescents are not predicted by parenting styles.

Key Word: - Parenting style, Personality Characteristics, Academic Performance.

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CHAPTER 1

INTRODUCTION

1.1 Background to the study

Psychologist over the time has been interested in the concept of personality because they found personality to be the core concept to understand human behaviour and why different people do not act the same in similar situations. Thus, personality is said to be the dynamic and customary way in which an individual respond and reacts to his or her environment. It can also be said as an individual's unique constellation of consistent behaviour (Belsky, J., 2002). The concept of personality also focuses on consistency in people's behaviour over time and across situation and on what traits make people distinctive from one another. Psychologists typically define personality as characteristic patterns of thought, feeling, and behaviour (Belsky, J., 2002). When compared with mood, personality is similar to weather climate, while mood is more like the daily weather. Personality is how you expect someone to behave across the long-term

In academic settings, student's achievement is measured in terms of academic performance that is, good students have good grades while poor students have poor grades. Academic achievement refers to a student's success in the meeting short-or long term goal in education (Jeup. A. 2008). Academic achievement represents performance outcomes that indicates the extent to which a person has accomplished the specific goals that were the focus of activities in structural environment specifically in school, college, and university. Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity.

The quality of parenting is far more essential than the quantity of time spent with the child. For instance, a parent can spend an entire afternoon with his or her child, yet the parent may be engaging in a different activity and not demonstrating enough interest towards the child. Parenting styles are the representation of how parents respond and demand to their children. According to a literature review by Spera (2005) and Darling and Steinberg (1993) suggest that it is important to better understand the differences between parenting styles and parenting practices: "Parenting practices are defined as specific behaviours that parents use to socialize their children", while parenting style is "the emotional climate in which parents raise their children". Parenting practices are specific behaviours, while parenting styles represent broader patterns of parenting practices. The researcher will be using three parenting styles which includes Authoritative parental styles developed by Baumrind (1971)

According to a research that has being carried out using the three types of parenting components of personality, there is a direct and significant relationship only between openness personality trait and authoritative parenting style, that is to say, authoritative parenting style is correlated with developing openness trait component.(Costa and McCrea, 1979). Previous research has found correlations between academic motivation and parenting styles (Dornbusch 1987; Paulson 1994; Steinberg et al. 1992; Strage and Brandt 1999; Weiss and Schwarz 1996), but has not generalized parenting styles to overall achievement motivation. Using the LAAS and its five subscales along with the PAQ it was hypothesized that parenting styles would be correlated with the individual subscales of the LAAS. Specifically, it was predicted that permissive parenting would negatively correlate with all the subscales of the LAAS. Authoritarian parenting would show a positive correlation with all subscales but a weaker correlation than authoritative parenting.

1.2 Statement of research problem.

Considering the fact that personality is said to be a very strong predictor of human being, personality can also predict and predispose human being to behave in a particular way in a particular setting. Achievement is all about the academic ability of an individual. Academic performance is mostly related to scholastics ability and the achievement ability of an individual in this part of the world that is, good academic performance predicts good career pursuit or life. Based on the aforementioned statement, the researcher wants to truly know if it is only authoritative parenting style that it can predict an adolescent's personality style or the other forms of parenting style which includes Authoritative parenting style and permissive parenting style knowing fully well that there are other factors that can predict the personality and academic performance of adolescents. The researcher wants to also examine if parenting style actually has effect on how an adolescent will perform academically based on authoritarian parenting style or other form of parenting style can actually determine the traits that an adolescent would possess and how he or she can perform academically. Based on the American perspective that states that children who are brought up using authoritative parenting style are likely to exhibit a good level of personality, that is they possess good personality and character in the society. They also stated that children who are brought up using authoritative parenting style are likely to perform well academically unlike children who are brought up with the other form of parenting style. Thus, the researcher wants to actually know if the American perception of children upbringing is real.

According to the speculation of an average Nigerian, they states that Persistent poor academic performance of adolescents in the Nigerian secondary schools has been a source of worry to parents, teachers, educators, educational institutions, and the Nigerian government (Adeyegbe, 2002; Akinsolu, 2010; Asikhia, 2010; Adeyemi, 2011; Olorundare, 2011; Oluwatimilehin & Owoyele, 2012)z. This is so because success or failure at this level

determines one's chances of gaining admission into the university, a goal that is desired and sought after by most parents, teachers and schools. It is not surprising therefore that appalling strategies such as students' patronage of "miracle centres" (examination malpractice syndicates), schools and teachers aiding and abetting students' examination malpractice, among other similar practices are widespread (Ibrahim & Usman, 2008). They also stated that parenting style has been examined in many international studies as a strong predictor of adolescent academic achievement (Star, 2011; Wintre & Yaffe, 2000). Some researchers found that the authoritative parenting is associated with higher academic achievement (Mattern, 2005; Aunola, Stattin, & Nurmi, 2000). However, reports across different findings have not been inconsistent across culture, suggesting a possible cultural difference (Spera, 2005; Hae- Seong & Bauer, 2002). Thus, the researcher wants to actually know if this speculations are actually true or not.

Based on the findings by Dornbusch et al. (1987) suggested that Asian Americans should have poorer academic results than European Americans schools because of the authoritarian nature of their parents. In consonance with Dornbusch et al. (1987) a recent study from Jeup (2008) found a relationship between authoritative parenting and the predictors of psychosocial maturity. Paradoxically, Asian Americans generally show better academic results than European Americans (Sue & Okazaki, 1990). In an attempt to justify the result, Steinberg, Dornbusch and Brown (1992) argued that Asian Americans, parental influence on school performance was not as important as peer influence, and that the effects of authoritarian parents outweighs positive peer influence. Turner, Chandler and Heffer (2009) indicated that authoritative parenting continues to influence academic performance of college students, by revealing that both intrinsic motivation and self-efficacy predicted academic performance, thus, this researcher wants to find out if the say is actually true.

1.3 Research question

Will parenting style significantly influence extraversion trait of adolescents in senior secondary schools?

Will parenting style significantly influence agreeableness trait of adolescents in senior secondary school?

Will parenting style significantly influence conscientiousness trait of adolescents in senior secondary schools?

Will parenting style significantly influence neuroticism trait of adolescents in senior secondary schools?

Will parenting style significantly influence openness to experience trait of adolescents in senior secondary schools?

Will parenting style significantly influence academic performance of adolescents in senior secondary school?

1.4 Objectives of study.

The major objective of this study is to examine how parenting styles predicts personality characteristics and academic achievement of adolescents in senior secondary schools. The specific objectives of the study includes the following.

To examine the influence of parenting style on extraversion trait of adolescents in senior secondary schools.

To examine the influence of parenting style on agreeableness trait of adolescents in senior secondary schools.

To examine the influence of parenting style on conscientiousness trait of adolescents in senior secondary schools.

To examine the influence of parenting style on neuroticism trait of adolescents in senior secondary schools.

To examine the influence of parenting style on openness to experience trait of adolescents in senior secondary schools.

To examine the influence of parenting style on academic performance of adolescents in senior secondary schools.

1.5 Significance of the study.

The outcome of this study added to the existing body of knowledge which has also filled the theoretical gap in literature on personality characteristics, parenting style and academic performance.

The outcome of this study helps parents in employing the most effective parenting style in order to generate the required personality characteristics and also increase the academic performance of their children. It also helps psychologist, academicians, guidance and counsellors and the general public in understanding the effectiveness of parenting style on personality characteristics and academic performance.

CHAPTER TWO

LITERATURE REVIEW

This chapter contains the theoretical framework, literature review, related empirical studies.

Theoretical framework

2.1.1 Personality theory.

The big five personality theory

The big five personality theory which is known as the five super factor. The theory was developed by Digman,(1990) and Goldberg, (1993) and Costa & McCreia, (1985). BIG 5 personality was actually developed after Cattell's 16 personality because it often fails to find the original factor structure of people's real personality. A statistical method known as (Factor analysis) was used in reducing CATTELL'S 16 personality into five. Factor analysis can be said as a statistical method used in reducing a large amount of statistics into a smaller one, it can also be said as a statistical method used to identify and group clusters of behaviour that are highly correlated either positively or negatively with one another, but not with behaviours in other clusters (similar). The theory talks about the most common personality that dominates humans after using the factor analysis which is used to identify and group clusters of behaviour that are highly correlated and this personality includes;

Extroversion vs. introversion:

Individuals with this type of personality are known as lovers of life and they will go to any extent to gain pleasure and anything that will bring joy and happiness to them they are said to be high socially and low in retiring, they are fun-loving and low in being sober, and they are high in showing affections and low in being reserved.

Agreeableness personality:

Individuals with this type of personality are high in soft-heartedness and low in being ruthless, they are high in trusting and low in being suspicious, and they are also high in helpfulness and low in uncooperative.

Conscientiousness:

Individuals with this type of personality are said to be well-organized and, they are said to be careful and low in being careless, and they are also high in being self-disciplined and low in weak willed.

Neuroticism:

Individuals with this type of personality are high in being worried and low in being calm, they are high being unsecured and low in being secured, and they are also high in being self-pitying.

Openness:

Individuals with this type of personality are high in imaginative acts and low in being down-to earth, they are high preferring varieties and low in preferring routine and they are also high in independence and low in conforming.

2.1.2 Biological and genetic theories of personality**The inhibition theory.**

Eysenck (1967) developed inhibition theory. He argued that individual differences in extraversion introversion are strongly determined by hereditary and have their origins in the central nervous system. Individuals who exhibit introversion personality characteristics are said to have high excitatory processes and weak inhibitory process. That is, introverts are characterised by an over-aroused nervous system find the relatively low excitation levels pleasant. Eysenck maintained that extraverts have relatively strong inhibitory process and weak excitatory process. The differences in the behaviour of extraverts and introverts are

traced to various parts of the ascending reticular activating system (ARAS). Stimulation of the ARAS results in increases in alertness and arousal of the cortex. The high cortical arousability of introverts is supposed to amplify incoming stimulation.

According to the framework, very high and very low levels of stimulation are considered to produce negative hedonic tone. Positive hedonic tone occurs only at intermediate levels of sensory stimulation, the levels at which negative and positive hedonic tone occur will be different for introverts and extroverts. Claridge, 1967 hypothesized that psychoticism was caused by an organizational defect of cerebral or neural processes.

2.1.3 Psychoanalytic theory of personality

Sigmund Freud (1856-1939) wrote about psychoanalysis which he described as 'a theory of the mind or personality. A method of investigation of unconscious process and a method of treatment (1923/62), central to a psychoanalytic approach is the concept of unconscious mental process. The idea that unconscious motivations and needs have a role in determining our behaviour, Freud also laid emphasis on the irrational aspects of human behaviour and portrays aggressive and sexual needs as having a major impact on personality.

Freud's models of the mind

Freud developed a number of hypothetical models to show how the mind or psyche works and they include:

Topographic model of the psyche:

Freud (1905/536) argued that the mind is divided into the conscious, the preconscious and the unconscious. According to Freud, the conscious is part of the mind that holds everything you are currently aware of. The preconscious contains everything you could become aware of but are not currently thinking about. The unconscious is the part of the mind that we cannot usually become aware of. Freud saw the unconscious as holding all the urges, thoughts and

feelings that might cause us anxiety, conflict and pain, this urges, thoughts and feelings are considered by Freud to exert an influence on our actions.

Structural model of psyche

Freud (1923/62, 1933) developed a structural model of personality involving what he called the id, ego, and superego.

The 'id' functions in the unconscious and is closely tied to instinctual and biological process. It is the primitive core from which the ego and the superego developed as the source of energy and impulse, it has two drives namely 'Eros' a drive for life, growth, and self-preservation. The second one is 'Thanatos' which is a drive for aggression and death. These drives or instincts are presented psychologically as wishes that need to be satisfied.

The "*id*" operates on the pleasure principle, the idea that all needs have to be satisfied immediately avoiding pain and seeking pleasure, regardless to external conditions. It is also directly linked to bodily experience and cannot deal effectively with reality.

The second structure which is the 'ego' focuses on ensuring the ids impulses expressed effectively in the context of the real world. The ego as a source of rationality conforms to the reality principle, it delays the discharge of energy from the id until an appropriate objects or activity can be found. It takes executive action in the part of the ego to decide which action are appropriate, which impulse will be satisfied, how and when. However, the ego has no moral sense, only practical sense.

The third structure, the superego which according to Freud, provides moral guidance embodying parental and societal values. The superego has two sub-systems.

1. Conscience or images of what is right and what deserves punishment. This is the basis for guilt.

2. Ego ideal or images of what is rewarded or approved of. This is the basis for pride. The ego mediates between id impulses, superego directives and the real world. Conflicts in the process can lead to three types of anxiety.
 1. Neurotic anxiety: it states that the id will get out of hand or control.
 2. Moral anxiety: it states that the past or future behaviour is immoral/
 - 3 Reality anxiety: it states the objective dangers in the environment.

Thus, when anxiety cannot be dealt with by realistic methods, the ego calls upon various defence mechanisms to release the tension. Defence mechanism is simply known as deny, alter or falsify reality. It includes, displacement, projecting, reaction formation, intellectualization, regression, rationalization, sublimation, denial.

Psychosexual model of development.

Freud (1900/1953) proposed that child development proceeds through a series of stages related to physical development. Also, adult personality is influenced by how crises are resolved at each stage. Each stage is named after erogenous zone (area of the body that can experience pleasure from the environment). Excessive gratification or frustration at any one stage can result in the fixation of libido and subsequent disruption to normal personality development. The stages includes

Oral stage (birth to 18months)

Children are highly dependent on their mothers and derive pleasure from sucking and swallowing. Children fixated at this early oral stage derive pleasure in adulthood from activities such as overeating, smoking, drinking and kissing. He referred to such people as oral-incorporative or oral-injective. Later in the oral stage, children begin to cut teeth and experience pleasure from biting and chewing.

Anal stage (18months to 3years)

Pleasure is gained from the expulsion and retention of faeces. This is also a stage at which children start to explore their environment but experience control and discipline from their parents. Fixation at this stage may result in people being messy and generous-anal expulsive characters, or being mean and orderly anal-retentive characters.

Phallic stage (3 to 5years)

Children discover pleasure from touching their genitals. They also become aware that they are in competition with siblings and their father for their mother's attention. Boys become increasingly attached to their mother at this stage and resent the presence of their father, this feelings produce anxiety or fear of punishment from the father-or castration anxiety. Freud called boys desire for their mother the Oedipus complex, this is because of the similarity to the ancient Greek play in which Oedipus unwillingly kills his father and marries his mother.

Latency stage (6years to puberty)

This stage talks about two factors which includes Desires and challenge

Desires is the repression of sexual and aggressive desires including those involved in the Oedipus complex WHILE Challenge is the consciously leaning modesty and shame, they are also unconsciously dealing with repressed Oedipal conflict.

Genital stage (puberty and adulthood)

It also talks about desires and challenge but in different form. Freud states that, Desires are based on mature sexual relationships WHILE Challenge is based on displacing energy into healthy activities, establishing new relationship with parents. Later signs of problems begging's at this stage

2.1.4 Academic achievement theory.

Walberg's theory of educational productivity

Walberg's theory of educational productivity is one of the few empirically studies.

Wang, Haertel, and Walberg (1997) analysed the content of 179 handbook chapters and Reviews and 91 research syntheses and surveyed educational researchers in order to understand some consensus regarding the most significant influences on learning" (Greenberg et al., 2003, p. 470). Using a variety of methods, Wang, et al. (1977) identified 28 categories of learning influence. Of the 11 most influential domains of variables, 8 involved social-emotional influences: classroom management, parental support, student-teacher interactions, social- behavioural attributes, motivational- effective attributes, the peer group, school culture, and classroom climate (Greenberg et al., 2003). Distant background influences (e.g., state, district, or school policies, organizational characteristics, curriculum, and instruction) were less influential. Wang et al. (1997) concluded that "the direct intervention in the psychological determinants of learning promise the most effective avenues for reform" (p. 210). Wang et al.'s research review targeted on (student learning characteristics which includes social, behavioural, motivational, affective, cognitive and metacognitive as the set of variables with the most potential for modification that could in turn significantly and positively affect student outcomes (Diperna et al., 2002) More recently, Zins, Weissberg, Wang and Walberg, (2004) demonstrated the importance of the domains of motivational orientations, self-regulated learning strategies, and social/interpersonal abilities in facilitating academic performance. Zins et al. reported, based on the large-scale implementation of a Social-Emotional Learning (SEL) program, that students who became more self-aware and confident regarding their learning abilities, who were more motivated,

who set learning goals, and who were organized in their approach to work (self-regulated learning) performed better in school. According to Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnick, & Elias, (2003), Zins et al. (2004) assert that "research linking social, emotional, and academic factors are sufficiently strong to advance the new term social, emotional, and academic learning (SEAL). Walberg and associates' conclusions resonate with findings from other fields. For example, the "resilience" literature (Garmezy, 1993) grew from the observation that despite living in disadvantaged and risky environments, certain children overcame and attained high levels of achievement, motivation, and performance (Gutman, Sameroff & Eccles, 2002). Wach's (2000) review of biological, social, and psychological factors suggested that no single factor could explain "how" and "why" these resilient children had been inoculated from the deleterious effects of their day-to-day environments. A variety of promotive (direct) and protective (interactive) variables were suggested, which included, aside from cognitive abilities, such conative characteristics as study habits, social abilities, and the absence of behaviour problems (Guttman et al., 2003).

Haertel, Walberg, and Weinstein (1983) identified 8 major models of school learning that are either based on psychological learning theory (Glaser, 1976) or time-based models of learning (Bennett, 1978; Bloom, 1976; Carroll, 1963; Cooley & Leinhardt, 1975; Harnischfeger & Wiley, 1976). Despite variations in names of constructs, Haertel et al. (1983) found that most of the 8 theories included variables representing ability, motivation, quality of instruction, and quantity of instruction. Constructs less represented in the models were social environment of the classroom, home environment, peer influence, and mass media (Watson & Keith, 2002). Haertel et al.'s (1983) review of theories, multiple quantitative syntheses of classroom research, and secondary data analyses of large-scale

national surveys (Reynolds & Walberg, 1992), generally support Walberg's global model of educational productivity. Walberg's model specifies that:

Classroom learning is a multiplicative, diminishing-returns function of four essential factors—student ability and motivation, and quality and quantity of instruction—and possibly four supplementary or supportive factors—the social psychological environment of the classroom, education-stimulating conditions in the home and peer group, and exposure to mass media. Each of the essential factors appears to be necessary but insufficient by itself for classroom learning; that is, all four of these factors appear required at least at minimum level. It also appears that the essential factors may substitute, compensate, or trade off for one another in diminishing rates of return: for example, immense quantities of time may be required for a moderate amount of learning to occur if motivation, ability, or quality of instruction is minimal (Haertel et al., 1983, p. 76).

2.1.5 Parenting style theory.

Baumrind's Parenting Typology

Baumrind (1971) is a researcher who focused on the classification of parenting styles. Baumrind's research is known as "Baumrind's Parenting Typology". In her research, she found what she considered to be the four basic elements that could help shape successful parenting: responsiveness vs. unresponsiveness and demanding vs. undemanding.^[23] Through her studies Baumrind identified three parenting styles: Authoritative parenting, authoritarian parenting and permissive parenting. Maccoby and Martin expanded upon Baumrind's three original parenting styles by placing parenting styles into two distinct categories: demanding and undemanding. With these distinctions, three new parenting styles were defined:

Authoritative parenting style

Authoritative parenting is characterized by a child-centered approach that holds high expectations of maturity. Authoritative parents can understand how their children are feeling and teach them how to regulate. Their feelings. Even with high expectations of maturity, authoritative parents are usually forgiving of any possible shortcomings. They often help their children to find appropriate outlets to solve problems. Authoritative parents encourage Children to be independent but still place limits on their actions Extensive verbal give-and-take is not refused, and parents try to be warm and nurturing toward the child. Authoritative parents will set clear standards for their children, monitor the limits that they set, and also allow children to develop autonomy. They also expect mature, independent, and age-appropriate behaviour of children. Punishments for misbehaviour are measured and consistent, not arbitrary or violent. Often behaviours are not punished but the natural consequences of the child's actions are explored and discussed -allowing the child to see that the behaviour is inappropriate and not to be repeated, rather than not repeated to merely avoid adverse consequences. Authoritative parents set limits and demand maturity. They also tend to give more positive encouragement at the right places. However, when punishing a child, the parent will explain his or her motive for their punishment. Children are more likely to respond to authoritative parenting punishment because it is reasonable and fair. A child knows why they are being punished because an authoritative parent makes the reasons known. As a result, children of authoritative parents are more likely to be successful, well-liked by those around them, generous and capable of self-determination.

Authoritarian parenting style

Authoritarian parenting is a restrictive, punishment-heavy parenting style in which parents make their children follow their directions with little to no explanation or feedback and focus on the children and family's perception and status. Corporal punishment and shouting are forms of discipline frequently preferred by authoritarian parents. The goal of this style, at least when well-intentioned, is to teach the child to behave, survive, and thrive as an adult in a harsh and unforgiving society by preparing the child for negative responses such as anger and aggression that the child will face if his/her behaviour is inappropriate. In addition, advocates of this style often believe that the shock of aggression from someone from the outside world will be less for a child accustomed to enduring both acute and chronic stress imposed by his/her parents. Children raised using this type of parenting may have less social competence because the parent generally tells the child what to do instead of allowing the child to choose by him or herself, making the child appear to excel in the short term but limiting development in ways that are increasingly revealed as supervision and opportunities for direct parental control decline

- Children raised by authoritarian parents tend to be conformist, highly obedient, quiet, and not very happy. These children often suffer from depression and self-blame.
- For some children raised by authoritarian parents, these behaviours continue into adulthood.
- Children who are resentful of or angry about being raised in an authoritarian environment but have managed to develop high behavioural self-confidence often rebel in adolescence and/or young adulthood.

Permissive parenting style

Permissive parents try to be "friends" with their child, and do not play a parental role. The expectations of the child are very low, and there is little discipline. Permissive parents also allow children to make their own decisions, giving them advice as a friend would. This type of parenting is very lax, with few punishments or rules. Permissive parents also tend to give their children whatever they want and hope that they are appreciated for their accommodating style. Other permissive parents compensate for what they missed as children, and as a result give their children both the freedom and materials that they lacked in their childhood. Baumrind researched on pre-school children with permissive parents and she came up with a result that children were immature, absent in impulsive control and they were irresponsible because of permissive parenting style. Children of permissive parents may tend to be more impulsive and as adolescents may engage more in misconduct such as drug use.

2.2 Literature review

There are a number of works that have been carried out in relation to how parenting styles predict adolescent's personality and academic performance. One of them includes 'the influence of parenting styles on adolescent's delinquency in Delta Central Senatorial District' carried out by Okorodudu, Grace Nwamaka., Okorodudu and Omoni (2000) observed that adolescents may exhibit suicidal tendencies, juvenile delinquency, vandalism, destruction of public property, maiming and murder of parents and violence against the larger society. Juvenile delinquency is noted by Ekojo and Adole (2008) as gang delinquency. The gang delinquent are a group of adolescents and youths that exhibit criminal behaviour. Several researches done on factors that precipitate delinquency among adolescents (Okorodudu and Okorodudu, 2003; Eke, 2004; Eke, 2004a, Eke, 2004b) stress that adolescence is a period of

stress and storm. Eke also observed that the period is characterized by rebelliousness. This is caused by non-conducive environment. Okorodudu and Okorodudu (2003) listed environmental factors; social factors, physical factors, psychological factors; peer group influence, drug abuse and the family factor as causes of delinquency among adolescents.

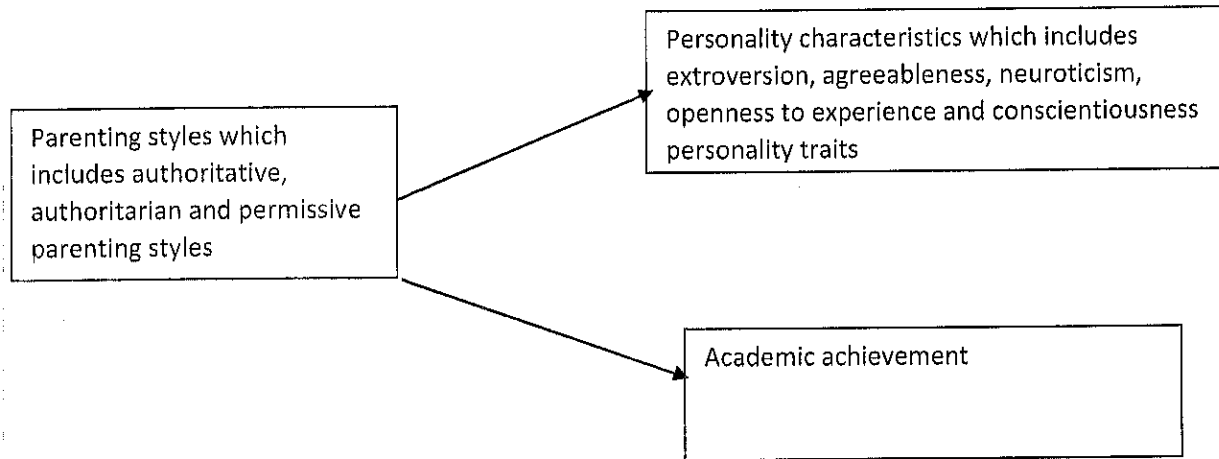
Eke (2004) observes that causes of juvenile delinquency tend to find theoretical explanations in the interaction between biological, environmental and social factors. She believes that the biological or genetic make-up of individuals can predispose adolescents' engagement in delinquent activities. Chromosomal abnormalities among the adolescents may predispose them to antisocial behaviours. The Nigerian Government had devised and employed several measures aimed at curbing adolescents' delinquency in our society but to no avail. For instance establishment and administration of juvenile justice; promulgation of juvenile laws and courts, establishment of remand homes, establishment of security and law enforcement agency etc. Many researchers agree that the foundation of adolescent delinquency is rooted in the kind of home the adolescent is brought up (Odebunmi, 2007; Otuadah, 2008; Okpako, 2004; Utti, 2006). The basis for good behaviour orientation and good adolescents' attitude development is founded on positive parenting. Okpako (2004) stated that the parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescents. Hence the study wishes to examine the relationship between adolescents' delinquency and parenting styles.

Edwards & Shane (2006) emphasized the importance of extended family ties in Latino culture as well as the strong identification and attachment of individuals with tier families. In Africa, parents expand beyond immediate mother and father to include members of the extended family, neighbours and every other person who in one way or the other is involved in upbringing of the child (Okpako, 2004). However, factors which constitute negative

parenting (poor parenting) were equally identified as: parental harshness, aggression; lack of love, lack of affection, lack of care, adequate monitoring and supervision, and lack of control to mention but a few. These and a host of other conditions may prong the adolescents into delinquent behaviours and increase in crime rate. Besides, poor parenting may enhance adolescents' health problems. For instance, Kring et al (2007) reported a clinical case of a 19 year old man with irregular breathing, a rapid pulse and dilated pupils. Diagnosed symptoms began after excessive drugs use resulting from poor and parental disharmony. Apart from addiction he was also into other delinquent activities such as: disobedience, disengagement from family activities, stealing and selling people's properties to get money for drugs and videos. Darling (2007) also observed that children and adolescents whose parents are uninvolved perform most poorly in all domains.

The study investigated the influence of parenting styles on adolescents' delinquency. 404 sample sizes were used for the study. 6 research questions and 6 research hypotheses were designed and formulated for the purpose of the study. Regression statistic was used for the analyses of the study. Irrespective of gender, location and age, the results of the analyses show that *lassair-faire* parenting style effectively predicts adolescents' delinquency while authoritarian and authoritative did not. Parents who are positively oriented in their styles (demandingness and responsiveness) will make their adolescents socially competent and goal – directed. Parents who exerted control and monitored adolescent activities and promoted self-autonomy were found to have the most positive effects on adolescents' behaviour. Uninvolved parents and also non responsive to adolescents needs had negative impacts on their behaviour.

2.3 Theoretical conceptualization



Using the above diagram to explain how the type of parenting style which includes authoritative parenting, authoritarian parenting style or permissive parenting style adopted by parents predicts adolescent personality characteristic and their academic performance.

2.4 Related empirical studies

2.4.1 Parenting style and academic performance

2.4.2 Parenting style, goal orientation and academic achievement

2.4.3 Parenting style and personality characteristics

2.4.4 Munyi Influence of parenting style on academic performance

2.4.5 Influence of parenting style on the personality traits of senior secondary students in Rivers state.

2.4.1 Parenting style and academic performance

Previous research has found correlations between academic performance and parenting styles (Dornbusch et al 1987; Paulson 1994; Steinberg et al. 1992; Strage and Brandt 1999; Weiss and Schwarz 1996), but has not generalized parenting styles to overall achievement performance. Authoritarian parenting would show a positive correlation with all subscales but

a weaker correlation than authoritative parenting. Authoritative parenting would correlate strongly with all achievement subscales, especially academic achievement, because of the previous literature. Reports of the first grade on the general psychology exam would be most strongly correlated positively with authoritarian parenting, and negatively correlated with permissive parenting. There were very few correlations found. There was a correlation between achievement aspirations, in the overall data, and a correlation in the data when controlling for family structure, between parenting style and academic achievement. There were no correlations between parenting styles and grades.

Parenting style is described as a combination of attitudes toward a child that are communicated to the child which create an emotional climate expressed by parents' behaviour and which influences the child's (Darling & Steinberg, 1993). Baumrind (1967) developed a typology of parenting styles which was used to examine the differential impact of authoritative, authoritarian and permissive parenting on academic achievement of adolescents. Authoritarian parents are highly controlling in their use of authority but are not responsive. They have high expectations of maturity and want to control their child's behaviour and attitudes; and do not condone disobedience and confrontation from their children with regards to set down rules, regulation, traditions and decision. Authoritative parents are warm and communicate well with their children. They are both responsive to the needs of their children and demanding in that they set expectations for their children. This type of parenting style permits children enough freedom of expression so that they can develop a sense of independence without extending beyond reasonable limits. Permissive parents on the other hand are high in warmth but lack control towards their children. They are more responsive to the needs of their children but less demanding. Permissive parents are lenient, do not require mature behaviour, allow considerable self-regulation and avoid confrontation (Macoby & Martin, 1983).

2.4.2 Parenting style, goal orientation and academic achievement

The foregoing suggests that parenting styles may be linked to children's motivational forces. Ginsburg and Bronstein (1993) observe that over- and under-controlling parenting styles were linked to extrinsic motivation, while parental encouragement in response to grades and autonomy-supporting family styles were linked to intrinsic motivation. Intrinsic motivation relates to the tendency for a student to engage in a task for the interest and desire to learn rather than external forces. Intrinsic motivation has been associated with mastery goal orientation while external motivation is associated with performance avoidance goal orientations (Ames, 1992; Church, Elliot, & Gable, 2001).

Baumrind's (1971) proposition that certain parenting styles such as permissive parenting has the potentials for low social and cognitive competence among children have been subjected to empirical investigation. Considerable number shows a relationship between parenting styles and academic achievement. Several studies in the literature found that the authoritative parenting style was positively associated with higher academic achievement while authoritarian and permissive parenting styles were negatively associated with high academic achievement (Aunola, Stattin, & Nurmi, 2000; Walker, 2010). These are likely because of the link between parenting styles and children's motivational outcomes such as achievement goal orientations (Bronstein, 1993).

2.4.3 Parenting style and personality characteristics

Longitudinal studies support the suggestion that parenting styles foster children's prosaically development over time, but not always in the straightforward manner researchers have expected. In one study, mothers who were more authoritative and less authoritarian with pre-schoolers had children who showed more observed, mother-reported and teacher reported prosaically behaviour 2 years later (Hastings et al., 2000). Effects were evident when

children's earlier prosocial behaviour was controlled, suggesting the effect of maternal style contributed to pro-social development over and above the inborn pro-social temperaments. In a study predicting pro-social behaviour at 4 years from mother and child characteristics at 2 years, children were observed interacting with a researcher and their mother on one day and with peers but without their mother present on another day. Earlier maternal authoritative style predicted more pro-social responses to a researcher for girls who had been less inhibited toddlers (Hastings et al., 2005). For girls who had been more inhibited, early maternal authoritarianism predicted more pro-social responses to the researcher but fewer pro-social responses to peers (Hastings et al., 2002). These results could suggest that authoritative parenting supports autonomous pro-social behaviour in girls who are dispositionally comfortable in challenging social circumstances, whereas authoritarian parenting induces more compliant pro-social behaviour in dispositionally reticent girls. Low pro-social behaviour in the peer context indicates that inhibited girls could not enact such behaviours spontaneously, without maternal direction or support. Kochanska (1991) found that mothers' authoritative style with toddlers predicted children's reports of making reparative actions after causing harm in a story-completion task, particularly for children who had been more inhibited or anxious as toddlers. It is possible that the difference in results across her study and that of Hastings et al. (2005) was because Kochanska (1991) focused on what children said they would do in challenging situations, whereas the other study observed children's actual responses to distress in others. Anxious children may internalize standards from authoritative parents and be aware of appropriate pro-social behaviour but then be unable to act on this knowledge under socially challenging conditions.

2.4.4 Influence of parenting style on academic performance

The Kenya Vision 2030 identified education as a major component of the social pillar of the Kenyan economy. The issue of parenting styles has been highlighted as a major component of academic achievement among adolescents who make up the secondary school population. This is because, there is a belief that each parenting style sets its own demands with respect to the conduct of learners and standards that they have to meet. Moreover, parents play a highly influential role in their children's development. It is generally agreed that parenting style influences self-efficacy, self-esteem, and identity development, which are associated with academic achievement of students. In addition, the progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other. The purpose of the study was to investigate the influence of parenting styles on academic performance of adolescents in secondary schools, a survey of Manyatta constituency in Embu County. The objectives of the study were to determine how authoritative parenting styles, authoritarian parenting styles, indulgent parenting styles and neglectful parenting styles affect academic performance of adolescents in secondary schools. The study employed a descriptive research design. The target population under study was all the 2089 students in secondary schools in Manyatta Constituency. A stratified random sampling method was applied to select a sample of 335 students who was proportionally distributed in the 46 schools and 39 parents. This study used questionnaire for data collection instrument and data was analysed using descriptive analysis to establish the influence of parenting style on academic performance. The data was presented in tabular form. Finally the researcher found that the students who performed best experienced authoritative parenting style and therefore it was the best method of parenting style in relation to academic performance. The researcher recommended for a study to find out whether the results can be replicated among pupils in primary schools.

2.4.5 Influence of parenting styles on the personality traits of senior secondary school students in rivers state

This study investigated the influence of parenting styles on the personality traits of senior secondary school students in Rivers State. 560 students were selected for the study. This number was drawn using simple random sampling technique for all the selected 28 government owned schools with seven local government in River State. Researcher designed questionnaire named parenting styles and personality traits assessment (PSPTA) was used in the study. Three research questions and three hypotheses were drawn, ANOVA (analysis of variance) was used to analyse the hypotheses. From the study, the following results were obtained; the extroversion personality trait does depend on parenting styles among senior secondary school students in Rivers State. Personality trait of agreeableness is dependent on parenting styles among senior secondary school students in River State. The neuroticism personality trait does depend on parenting styles among senior secondary school students in Rivers State. It was therefore recommended as follows:

Every child is distinct and unique therefore, parents should be encouraged to adopt appropriate parenting styles for each child (adolescents).

2.5 Statement of hypotheses

There will be a significant influence of parenting style on extraversion trait of adolescents in senior secondary school.

There will be a significant influence of parenting style on agreeableness trait of adolescents in senior secondary school.

There will be a significant influence of parenting style on conscientiousness trait of adolescents in senior secondary school.

There will be a significant influence of parenting style on neuroticism trait of adolescents in senior secondary school.

There will be a significant influence of parenting style on openness to experience trait of adolescents in senior secondary school.

There will be a significant influence of parenting style on academic performance of adolescents in senior, secondary school.

2.6 Operational definition of term

Personality characteristics: Personality can be define as a customary and dynamic way of which an individual respond to his or her environment. It can also be as something that distinguishes an individual from others. Personality can also be said as individual's characteristics, patterns of thoughts and emotions and behaviour together with psychological mechanisms that makes a person unique. It is said to arise from an individual. In this research work, personality is measured with BIG FIVE personality scale developed by Goldberg, 1993. Consisting of Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness.

Academic performance: Academic performance can be define as the student's success in the meeting short-or long term goal in education. It can also be said as the achievement or ability of a student. Academic performance is measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Thus, academic performance defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education.

Parenting styles: Parenting style is define as the way parents raise their children either in a permissive, authoritarian, or authoritative way. It can also be defined as representation of how

parents respond demand to their children. It is also known as emotional climate in which parents raise their children. It is a measure developed by Robinson, Mandleco, Olsen, & Hart,(1995).

Parenting style is described as a combination of attitudes toward a child that are communicated to the child which create an emotional climate expressed by parents' behaviour and which influences the child's (Darling & Steinberg, 1993).

Adolescence: Adolescence can be said as the period of preparation for adulthood during which development. According to WHO (1994), identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to19. It is said as the critical transitions in the life span which is characterized by a tremendous pace in growth and change. Asides physical and sexual maturation, these experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risk during which social contexts exert powerful influences by the peer group. Many adolescents face pressures to use alcohol, cigarettes, or other drugs and to initiate sexual relationships at earlier ages, putting themselves at high risk for intentional and unintentional injuries, unintended pregnancies, and infection from sexually transmitted infections (STIs), including the human immunodeficiency virus (HIV) caused by some factors which includes lack of good parenting upbringing, economy factors, peer pressure, experimentation etc.

CHAPTER THREE

3.1 Research design

This study adopted expo-facto design to understand how parenting styles predicts personality characteristics and academic achievement of adolescents because the events surveyed with the use of structured questionnaires had occurred before the research was conducted. In the study, the variable characteristics are describe as they naturally occur and no participant was manipulated.

3.2 Setting

The study was carried out in secondary schools in Ikere, Ikere local government area, Ekiti State. The schools selected are:

- . St. Louis Senior Secondary School Ikere Ekiti.
- . Amoye Grammar School (senior) Ikere Ekiti.

3.3 Participants

The sample size for the study was two hundred and fifty (250) secondary school adolescents. They were sampled using purposive sampling method from two schools. Purposive sampling technique was used because the researcher already knows the number of participants, school and classes to be used in the study. In school one, there were ninety-nine (58.6%) male, seventy (41.4%) females, seventy three (43.2%) in SS1 class, ninety six (56.8%). In SS2 class, sixty three (37.3%) were in Art class, eleven (6.5%) were in commercial class, ninety five (56.2%) were in science class. One hundred and sixty (94.7%) were Christians, five (3.0%) were Muslim and four (2.4%) were traditional worshipers.

School two participants were only females, three (3.7%) were in SS1, seventy eight (96.3%) were in SS2, thirty two (39.5%) were in Art class, ten (12.3%) were in commercial class, thirty nine (48.1%) were in science class, eighty (98.8%) were Christians, and only one

person (1.2%) was a Muslim, no traditional worshiper. The ages of the participants ranged from 11 years to 24years with mean age of 15.56years and standard deviation of 1.809years.

3.4 Sampling technique

The population consisted of in-school adolescents of St. Louis Senior Grammar School Ikere-Ekiti, Ekiti State, Nigeria and the in-school adolescents of Amoye Grammar School Ikere Ekiti, Ekiti State, Nigeria. The sample consisted of two-hundred and fifty adolescents which was selected using purposive sampling technique. The sampling technique was used to select respondent from the population. The reason for choosing these technique is because I already know the number participants, schools that I want to use.

3.5 Research instrument

The instruments used for this study were self-report instruments and a standardized structured questionnaire and record on examination performance scores were used to measure the academic performance. The instruments consist of four-section, namely A, B, C & D.

3.5.1 Section a:

It consists of items measuring socio-demographic information of the participants, such as gender, age, religion, class, and category. Gender was reported as (male=1 and female=2); actual age was given; religion was reported as Christianity, Islam and Traditional; class was reported as SS1 and SS2; category was reported as Art, Science and Commercial.

3.5.2 Section b: The Big 5 Personality Scale

The big-five personality test has been used by psychologists for years in order to measure the strength of certain personable characteristics, the accuracy of which has led to its use by prospective employers and recruitment companies. The idea is that the candidate will have their personality type assessed based upon five main characteristics, which are individually scored, resulting in a better understanding of the individuals personality. The psychometric

properties are Internal Consistency Reliability: 0.76-0.85 for each dimension, Test-Retest Reliability at 2 months: 0.62-0.79

The five traits assessed by the big five personality test are Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism, which are easily remembered by using the acronym “OCEAN”. The scoring format and the interpretation of the scale is as follows;

BFI scale scoring (“R” denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

Low score	high score
Close minded	Openness
Disorganized	Conscientiousness
Introverted	Extraverted
Disagreeable	Agreeableness
Calm/relaxed	Neurotic

Those with lower score were classified to be close minded, disorganized, introvert, disagreeable and calm/relaxed. Those with high score are classified to be openness, conscientiousness, extrovert, agreeable and neurotic.

3.5.3 Section c: The parental care scale (PCS) (Baumrind) 1971

The Parental Care Scale (Baumrind, 1971) is an instrument developed to measure the styles of parenting. It is a 20-item inventory which is designed to measure what children perceive as the style or approaches that their parents dominantly use in taking care of them, the reliability for Parental Care Scale indicate the internal consistency alpha coefficient of .86 while the validity of Omoluabi (2002) obtain a concurrent validity coefficient of .73 by correlating parental care scale (PSC) and Index of Family Relations (IFR) (Hudson, 1982).

SCORING: The items are scored by awarding 1 point for each correct response in each of the three categories of parenting styles. The following are the items for the categories.

Authoritarian style:

1 point for each YES marked in items.

2; 9, 11, 12, 14, 15, 19

Permissive style:

1 point for each YES marked in items.

3; 4, 6, 7, 13, 16, 18

Authoritative style:

1 point for each YES marked in items

1, 5, 8, 10, 17, 20

The correct points for each of the three categories are added together to obtain the participants score for the particular parenting style.

Interpretation:

The African norms or mean scores are the basis for interpreting the scores of participants. Scores higher than the norms indicate the dominance of the particular parenting style.

3.5.4 Section d:

The instrument used to test the academic performance is the Examination Record for senior Secondary school obtained from the school authority of the two schools used. Three main subjects were used to measure the academic performance, the three subjects are the ones common to the schools, classes and category. The three subjects includes: Mathematics, English and Civic Education.

3.6 Procedure

Questionnaires were used to obtain data from the participants. Selection of participants for the study took place by approaching the management of the schools in person of the school registrars. After, the required permissions obtained from the school authorities, the registrar summoned the class teachers of the classes to be used. Participants were made to realise that the study would help them in understanding and dealing with some important issues. Direction on how to complete the questionnaire was given and the participants were guided in proper completion of the questionnaire. Honesty in its completion was highly and continuously emphasized during the course of administration. The researcher assured the participants that their questionnaires would not be personally identified. In order to really know the name of the participants to measure their academic performance, the researcher had to put numbers on the questionnaires serially which is going to tally with their attendance number. The researcher told the participants to come for the questionnaires serially based on their number according to their attendance list which they did. Finally, all the participants that participated were encouraged to fill the questionnaire.

3.7 Statistical analysis

Data obtained was analysed using the Statistical Packaged for the Social Sciences (SPSS). Descriptive statistics such as frequency, mean, standard deviation, was conducted to describe the socio demographic information of the respondents. Regression statistics was adopted to test the hypotheses one to six. The p-value of 0.05 was used for test of statistical significant.

3.8 Ethical consideration

Ethical issues of assurance was given on bases of confidentiality and discretion of the study. Participants were made to realise that the study would help them in understanding and dealing with some important issues in life such as understanding their own personality and how they perform academically.

CHAPTER FOUR

RESULTS

School 1- Amoye Grammar school Ikere-Ekiti

Table 1a: Mean, standard deviation scores and correlations among study variables

Variables N= 169	M (SD)	1	2	3	4	5	6	7	8	9
1. Age	15.56(1.81)	-								
2. Authoritarian style	3.69(1.33)	.12	-							
3. Permissive style	4.08(1.44)	.02	.29**	-						
4. Authoritative style	5.02(1.80)	-.11	.08	.31*	-					
5. Academic performance	50.39(11.19)	-.16*	.03	-.03	.06	-				
6. Extraversion	23.46(4.43)	-.19*	-.05	.04	.04	-.02	-			
7. Agreeableness	36.39(6.36)	-.17*	-.26**	-.16*	.18*	-.02	-.02	-		
8. Conscientiousness	33.49(5.60)	.14	-.08	-.16*	.18*	.13	.04	.50**	-	
9. Neuroticism	22.64(4.44)	.14	.11	.08	-.07	-.13	.19*	-.18*	-.34**	-
10. Openness	34.64(5.54)	.02	-.01	-.04	.17*	.0	-.13	.36**	.19*	.02

** $p < .01$ * $p < .05$ (2-tailed)

The result of correlation analyses between study variables of sample from Amoye Grammar school, Ikere-Ekiti are presented in table 1a. There is no relationship between academic performance and parental styles [Authoritarian style: $r = .03$, $p = .70$; Permissive style: $r = -.03$, $p = .69$; Authoritative style: $r = .06$, $p = .44$]. Also, the authoritarian style does not relate with any of the personality dimensions except with agreeableness trait where both variables have a negative relationship [Extraversion: $r = .05$, $p = .56$; Agreeableness: $r = -.26$, $p = .001$; Conscientiousness: $r = -.08$, $p = .28$; Neuroticism: $r = .11$, $p = .15$; Openness: $r = -.01$, $p = .89$]. The permissive style has significant and negative relationship with the agreeableness ($r = -.16$, $p = .04$) and conscientiousness traits ($r = -.16$, $p = .05$) but not with extraversion ($r = .04$, $p = .65$), neuroticism ($r = -.08$, $p = .33$) and openness traits ($r = -.04$, $p = .65$). Lastly, the authoritative style has significant and positive relationship with the agreeableness ($r = .18$, $p = .02$), conscientiousness ($r = .18$, $p = .02$) and openness to experience traits ($r = .17$, $p = .02$) but not with the extraversion ($r = .04$, $p = .65$) and neuroticism traits ($r = -.07$, $p = .40$).

Hypotheses Testing

Hypothesis 1

There will be a significant influence of parenting style on extraversion trait.

Table 2a: Regression analysis testing the influence of parental styles on extraversion trait

Parental styles	β	t	R	R ²	F
Authoritarian style	-.06	-.74	.07	.01	.29
Permissive style	.05	.53			
Authoritative	.03	.32			
dependent variable: extraversion trait					

Table 2a shows that parental styles do not significantly predict extraversion trait [F (3, 165) = .29, $p = .84$, $R^2 = .01$]. Therefore, hypothesis one is not supported.

Hypothesis 2

There will be a significant influence of parenting style on agreeableness trait.

Table 3a: Regression analysis testing the influence of parental styles on agreeableness trait

Parental styles	β	t	R	R ²	F
Authoritarian style	-.23**	-3.01	.36	.13	8.16***
Permissive style	-.17*	-2.09			
Authoritative	.25*	3.25			
Dependent variable: Agreeableness trait					

* $p < .05$

** $p < .01$

*** $p < .0001$

Table 3a shows that parental styles significantly predict agreeableness trait [F (3, 164) = 8.16, $p < .0001$, $R^2 = .13$]. Additionally, authoritarian [$\beta = -.23$, $p = .003$], permissive [$\beta = -.17$, $p = .04$] and authoritative styles [$\beta = .25$, $p = .001$] have independent influences on intrinsic. This means that an increase in the use of authoritarian and permissive styles predict decreased agreeableness trait while increment in the use of authoritative style predict increased agreeableness trait. Therefore, hypothesis two is supported.

Hypothesis 3

There will be a significant influence of parenting style on conscientiousness trait.

Table 4a: Regression analysis testing the influence of parental styles on conscientiousness trait

Parental styles	β	t	R	R ²	F
Authoritarian style	-.04	-.53	.28	.08	4.69**
Permissive style	-.21*	-2.62			
Authoritative style	.24**	3.11			
Dependent variable: Conscientiousness trait					

*p < .05

** p < .01

Table 4a shows that parental styles significantly predict conscientiousness trait [F (3, 164) = 4.69, p = .004, R² = .08]. Additionally, permissive [β = -.21, p = .01] and authoritative styles [β = .24, p = .002] have independent influences on conscientiousness trait. This means that an increase in the use of permissive styles predict decreased conscientiousness while increment in the use of authoritative style predict increased conscientiousness. Therefore, hypothesis three is supported.

Hypothesis 4

There will be a significant influence of parenting style on neuroticism trait.

Table 5a: Regression analysis testing the influence of parental styles on neuroticism trait

Parental styles	β	t	R	R ²	F
Authoritarian style	.10	.19	.15	.02	1.28
Permissive style	.08	.92			
Authoritative style	-.10	-1.20			
Dependent variable: Neuroticism trait					

Table 5a shows that parental styles do not significantly predict neuroticism trait [F (3, 165) = 1.28, p = .28, R² = .02]. Therefore, hypothesis four is not supported.

Hypothesis 5

There will be a significant influence of parenting style on openness to experience trait.

Table 6a: Regression analysis testing the influence of parental styles on openness

Parental styles	β	t	R	R ²	F
Authoritarian style	.001	.01	.20	.04	2.23
Permissive style	-.10	-1.17			
Authoritative style	.20*	2.55			
Dependent variable: Openness to experience trait					

* $p < .05$

Table 6a shows that parental styles do not significantly predict openness to experience [F (3, 165) = 2.23, $p = .09$, $R^2 = .04$]. However, only authoritative style has independent influence on openness [$\beta = -.04$, $p = .60$]. Therefore, hypothesis five is not supported.

Hypothesis 6

There will be a significant influence of parenting style on academic performance.

Table 7a: Regression analysis testing the influence of parental styles on academic performance

Parental styles	β	t	R	R ²	F
Authoritarian style	.04	.52	.09	.01	.44
Permissive style	-.07	-.79			
Authoritative style	.08	.94			
Dependent variable: Academic performance					

Table 7a shows that parental styles do not significantly predict academic performance [F (3, 165) = .44, $p = .73$, $R^2 = .01$]. Therefore, hypothesis six is not supported.

School 2- St. Louis Grammar School Ikere Ekiti, Ekiti State

Table 1b: Mean, standard deviation scores and correlations among study variables

Variables N= 169	M (SD)	1	2	3	4	5	6	7	8	9
1. Age	15.06(.74)	-								
2. Authoritarian style	2.44(.85)	-.25*	-							
3. Permissive style	2.96(1.09)	.12	.06	-						
4. Authoritative style	5.01(.70)	.10	-.03	.05	-					
5. Academic performance	54.04(7.85)	-.14	.11	.11	.06	-				
6. Extraversion	23.48 (3.87)	.09	.02	.17	-.002	-.01	-			
7. Agreeableness	38.16(5.36)	-.09	-.19	-.10	.11	.19	-.13	-		
8. Conscientiousness	36.22(5.05)	-.05	-.17	-.25*	.30**	.05	-.13	.57**	-	
9. Neuroticism	19.88(4.47)	-.21	.31**	-.07	.05	.10	.06	-.33**	-.11	-
10. Openness	35.17(5.14)	.02	.08	-.04	.11	.26*	.15	.19	.17	.10

** $p < .01$ * $p < .05$ (2-tailed)

The result of correlation analyses between study variables of sample from St. Louis Grammar School Ikere-Ekiti are presented in table 1b. There is no relationship between academic performance and parental styles [Authoritarian style: $r = .11$, $p = .35$; Permissive style: $r = .11$, $p = .33$; Authoritative style: $r = .06$, $p = .57$]. Also, the authoritarian style does not relate with any of the personality dimensions except with the neuroticism trait where both variables have a positive relationship [Extraversion: $r = .02$, $p = .84$; Agreeableness: $r = -.18$, $p = .09$; Conscientiousness: $r = -.17$, $p = .12$; Neuroticism: $r = .31$, $p = .004$; Openness: $r = .08$, $p = .48$]. The permissive style does not relate with any of the personality dimensions except with the conscientiousness trait where both variables have a negative relationship [Extraversion: $r = .17$, $p = .13$; Agreeableness: $r = -.10$, $p = .39$; Conscientiousness: $r = -.25$, $p = .03$; Neuroticism: $r = -.07$, $p = .55$; Openness: $r = -.04$, $p = .70$]. Similarly, the authoritative style does not relate with any of the personality dimensions except with the conscientiousness trait where both variables have a positive relationship [Extraversion: $r = -.002$, $p = .98$; Agreeableness: $r = .11$, $p = .33$; Conscientiousness: $r = .30$, $p = .007$; Neuroticism: $r = .05$, $p = .66$; Openness: $r = .12$, $p = .30$].

Hypotheses Testing

Hypothesis 1

There will be a significant influence of parenting style on extraversion trait.

Table 2b: Regression analysis testing the influence of parental styles on extraversion trait

Parental styles	β	t	R	R ²	F
Authoritarian style	.01	.10	.17	.03	.77
Permissive style	.17	1.51			
Authoritative	-.01	-.01			
Dependent variable: Extraversion trait					

Table 2b shows that parental styles do not significantly predict extraversion trait [$F(3, 77) = .77, p = .51, R^2 = .03$]. Therefore, hypothesis one is not supported.

Hypothesis 2

There will be a significant influence of parenting style on agreeableness trait.

Table 3b: Regression analysis testing the influence of parental styles on agreeableness trait

Parental styles	β	t	R	R ²	F
Authoritarian style	-.18	-1.62	.23	.06	1.49
Permissive style	-.09	-.83			
Authoritative	-.11	.98			
Dependent variable: Agreeableness trait					

Table 3b shows that parental styles do not significantly predict agreeableness trait [$F(3, 77) = 1.49, p = .23, R^2 = .06$]. Therefore, hypothesis two is not supported.

Hypothesis 3

There will be a significant influence of parenting style on conscientiousness trait.

Table 4b: Regression analysis testing the influence of parental styles on conscientiousness trait

Parental styles	β	t	R	R ²	F
Authoritarian style	-.15	-1.45	.42	.18	5.64**
Permissive style	-.26*	-2.46			
Authoritative style	.30**	2.95			
Dependent variable: Conscientiousness trait					

*p < .05
** p < .01

Table 4b shows that parental styles significantly predict conscientiousness trait [F (3, 77) = 5.64, p = .002, R² = .18]. Additionally, permissive [β = -.26, p = .02] and authoritative styles [β = .30, p = .004] have independent influences on conscientiousness trait but not authoritarian style [β = -.15, p = .15]. This means that an increase in the use of permissive styles predict decreased conscientiousness while increment in the use of authoritative style predict increased conscientiousness. Therefore, hypothesis three is supported.

Hypothesis 4

There will be a significant influence of parenting style on neuroticism trait.

Table 5a: Regression analysis testing the influence of parental styles on neuroticism trait

Parental styles	β	t	R	R ²	F
Authoritarian style	.32**	2.97	.33	.11	3.16*
Permissive style	-.09	-.83			
Authoritative style	.06	.58			
Dependent variable: Neuroticism trait					

Table 5b shows that parental styles significantly predict neuroticism trait [F (3, 77) = 3.16, p = .03, R² = .11]. However, only the authoritarian style has an independent influence on neuroticism [β = .32, p = .004]. This means that increment in the use of authoritative style predict increased neuroticism. Therefore, hypothesis four is not supported.

Hypothesis 5

There will be a significant influence of parenting style on openness to experience trait.

Table 6a: Regression analysis testing the influence of parental styles on openness

Parental styles	β	t	R	R ²	F
Authoritarian style	.09	.77	.15	.02	.63
Permissive style	-.06	-.48			
Authoritative style	.12	1.09			
Dependent variable: Openness to experience trait					

Table 6b shows that parental styles do not significantly predict openness to experience [F (3, 77) = .63, p = .60, R² = .0]. Therefore, hypothesis five is not supported.

Hypothesis 6

There will be a significant influence of parenting style on academic performance.

Table 7a: Regression analysis testing the influence of parental styles on academic performance

Parental styles	β	t	R	R ²	F
Authoritarian style	.10	.91	.16	.03	.68
Permissive style	.10	.89			
Authoritative style	.06	.54			
Dependent variable: Academic performance					

Table 7b shows that parental styles do not significantly predict academic performance [F (3, 77) = .68, p = .57, R² = .03]. Therefore, hypothesis six is not supported.

CHAPTER 5

DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter contains the discussions, conclusions and recommendations based on the entire study. It sheds more light on the statistical results and findings in the previous chapter so as to make useful inferences, deductions and generalizations for applicability in the society. Furthermore, it highlights the limitations as well as other directions for future research in this area of study.

5.1. DISCUSSION

It was stated in hypothesis one that there will be a significant influence of parenting style on extraversion trait. The result shows that parenting style has no influence on extraversion trait, which simply means that parenting style does not determine if an adolescent will be a lover of life, love pleasures, do anything that brings joy to them, socially high etc. which might be caused by the personality of the parents. They might not be extroverted in nature which could actually predict the personality of their child. Considering a research conducted by Odiase Jerry Edobor and Rosemary Ekechukwu (2015), they investigated on the influence of parenting styles on the personality traits of senior secondary school students in Rivers State. 560 students were selected for the study. This number was drawn using simple random sampling technique for all the selected 28 government owned schools with seven local government in River State. Researcher designed questionnaire named parenting styles and personality Traits Assessment (PSPTA) was used in the study, three research questions and three hypotheses were drawn, ANOVA (analysis of variance) was used to analyse the hypotheses. From the study, the result shows that extroversion personality trait does depends on parenting styles among senior secondary school students in River State. That is, the hypotheses stated above was supported.

It was stated in hypothesis two that there will be a significant influence of parenting style on agreeableness trait. The result shows that parenting style has influence on agreeableness trait which means that parenting style will determine if an adolescent will be soft-hearted, trusting, helpful, cooperative etc. which might actually be caused by the way their parents relate and train them. Similarly, Odiase Jerry Edobor and Rosemary Ekechukwu (2015) investigated on the influence of parenting styles on the personality traits of senior secondary school students in Rivers State. 560 students were selected for the study. This number was drawn using simple random sampling technique for all the selected 28 government owned schools with seven local government in River State. Researcher designed questionnaire named parenting styles and personality Traits Assessment (PSPTA) was used in the study, three research questions and three hypotheses were drawn, ANOVA (analysis of variance) was used to analyse the hypotheses. From the study, the result shows that agreeableness personality trait does depends on parenting styles among senior secondary school students in River State. That is, the hypotheses stated above was supported.

It was stated in hypothesis three that there will be significant influence of parenting style on conscientiousness trait. The result shows that parenting style has influence on conscientiousness trait. In contrast, Mohammad Ebrahim Maddahi, Nasirudin Javidi, Mona Samadzadeh, Maryan Amini (2012) conducted a research on parenting styles and personality dimensions as influence of student's personality. The research is conducted to examine the parenting style among 688 Dutch parents of adolescents in the SMILE study. The study obsessed Big Five personality traits and derived parenting styles (authoritative, authoritarian, indulgent and uninvolved) from scores underlying dimensions of support and strict control. Regression analyses were used to determine the styles of parenting that will influence the personality of adolescents. Conscientiousness does not depend on general parenting style as influence of personality of adolescents. That is, the hypotheses stated above is not supported

It was stated in hypothesis four that there will be a significant influence of parenting style on neuroticism trait. The result shows that parenting style has no influence on neuroticism trait. Similarly, Odiase Jerry Edobor and Rosemary Ekechukwu (2015) investigated on the influence of parenting styles on the personality traits of senior secondary school students in Rivers State. 560 students were selected for the study. This number was drawn using simple random sampling technique for all the selected 28 government owned schools with seven local government in River State. Researcher designed questionnaire named parenting styles and personality Traits Assessment (PSPTA) was used in the study, three research questions and three hypotheses were drawn, ANOVA (analysis of variance) was used to analyse the hypotheses. From the study, the result shows that neuroticism personality trait does depends on parenting styles among senior secondary school students in River State. That is, the hypotheses stated above was supported.

It was stated in hypothesis five that there will be significant influence of parenting style on openness to experience trait. The result shows that parenting style has no influence on openness to experience trait. In contrast, Mohammad Ebrahim Maddahi, Nasirudin Javidi, Mona Samadzadeh, Maryam Amini (2012) conducted a research on the relationship between parenting styles (including authoritative, authoritarian, permissiveness and neglectful) and personality dimensions (including five factors as extroversion, agreeableness, conscientiousness, neuroticism and openness to experiences). For this purpose, 272 students from national university, Islamic Azad University and Payam Nour University of Yazd pre-province were selected at random and responded to Parenting Styles Questionnaire (Naghashian, 1979) and Five-Factor Personality Factors Questionnaire (Costa and McCrae). The findings show that among all the components of personality, there is a direct and significant relationship only between openness personality trait and authoritative parenting style; that is to say, authoritative parenting style is correlated with developing openness trait

components (including, having desire for curiosity, imagination, aesthetics, wisdom and enlightenment). That is, the hypotheses stated was not supported.

It was stated in hypothesis six that there will be a significant influence of parenting style on academic performance. The result shows that parenting style has no influence on academic performance. In contrast, Esther Wamira Munyi (2013) conducted a research on the influence of parenting styles on academic performance of adolescents in secondary schools, a survey of Manyatta constituency in Embu

County. The objectives of the study were to determine how authoritative parenting styles, authoritarian parenting styles, indulgent parenting styles and neglectful parenting styles affect academic performance of adolescents in secondary schools. The study employed a descriptive research design. The target population under study was all the 2089 students in secondary schools in Manyatta Constituency. A stratified random sampling method was applied to select a sample of 335 students who was proportionally distributed in the 46 schools and 39 parents. This study used questionnaire for data collection instrument and data was analysed using descriptive analysis to establish the influence of parenting style on academic performance. The data was presented in tabular form. Finally the researcher found that the students who performed best experienced authoritative parenting style and therefore it was the best method of parenting style in relation to academic performance researcher found that the students who performed best experienced authoritative parenting style and therefore it was the best method of parenting style in relation to academic performance. That is, the hypotheses stated above was not supported.

5.2 CONCLUSION

The study investigated the influence of parenting on personality characteristics and academic performance among adolescents of senior secondary schools in Ikere-Ekiti. Hence, six hypotheses were generated from this study. Based on these findings, the following are the conclusion drawn:

Parental styles do not significantly predict extraversion trait of adolescents in senior secondary school in Ikere-Ekiti

An increase in the use of authoritarian and permissive styles predict decreased agreeableness trait while increment in the use of authoritative style predict increased agreeableness trait of adolescents in senior secondary school in Ikere-Ekiti

An increase in the use of permissive styles predict decreased conscientiousness while increment in the use of authoritative style predict increased conscientiousness trait of adolescents in senior secondary school in Ikere-Ekiti.

Parental styles do not significantly predict neuroticism trait of adolescents in senior secondary school in Ikere-Ekiti.

Only authoritative style has independent influence on openness trait of adolescents in senior secondary school in Ikere-Ekiti.

Parental styles do not significantly predict academic performance of adolescents in senior secondary school. Which means other factors such as environmental factors, economical factor, peer group etc. could contribute to how adolescents will perform academically.

5.3 IMPLICATIONS OF FINDINGS

It was initially hypothesized that, parenting style will influence personality characteristics and academic performance of adolescents in senior secondary schools in Ikere-Ekiti

The implication of this study suggests that increase in the use of authoritarian and permissive styles predict decreased agreeableness trait while increment in the use of authoritative style predict increased agreeableness trait, the use of permissive styles predict decreased conscientiousness while increment in the use of authoritative style predict increased conscientiousness. While the extroversion personality trait, neuroticism personality trait, openness to experience personality and academic performance of adolescents are not predicted by parenting styles.

5.4 RECOMMENDATION

The present study contributes to existing knowledge and expands the understanding of parenting styles on personality characteristics and academic performance of adolescents in senior secondary school in Ikere-Ekiti. However, based on this study, study states that increase in the use of authoritarian and permissive styles predict decreased agreeableness trait while increment in the use of authoritative style predict increased agreeableness trait, the use of permissive styles predict decreased conscientiousness while increment in the use of authoritative style predict increased conscientiousness. While the extroversion personality trait, neuroticism personality trait, openness to experience personality and academic performance of adolescents are not predicted by parenting styles. Thus recommendation is made for the use of all parents to understand that every child is distinct and unique, therefore parents should be encouraged to adopt appropriate parenting styles for each child (adolescents). It also helps psychologist, academicians, guidance and

counsellors and the general public in understanding the effectiveness of parenting style on personality characteristics and academic performance. Furthermore, has also helped in understanding that personality characteristics and academic performance of adolescents are not only determined by parenting style but other factors such as: environmental factor, economic factor, peer groups etc. can also influence it.

5.5 LIMITATIONS TO THE STUDY

Several limitations to the study should be mentioned. First, the sample of this study was relatively small considering the population of adolescents available in the study area. Secondly, data were collected using self-reporting questionnaires. Responses to questions may be biased by individual's willingness to self-disclose their feelings, selective recall, and their desire to present themselves in a socially desirable way. Thirdly, the extent to which the findings can be generalized beyond the scope of this research sample remains unclear.

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APPENDIX

**DEPARTMENT OF PSYCHOLOGY
FACULTY OF SOCIAL SCIENCE
FEDERAL UNIVERSITY OYE EKITI**

Dear respondent,

This study is conducted by ABE MODUPEOLUWA HELEN, an undergraduate student in department of psychology, Federal University Oye Ekiti. A research conducted to understand the predictors of academic performance.

Please note that your answers will be confidential and NOT release

to anyone else. Result obtained from this research will be made available to authorities for prompt intervention.

Your honest answers will be highly appreciated.

Consent form

I agree to participate in the study. I understand that I am free to withdraw my participation if need be and without giving any reason, I also agree that the data gathered from this study may be published in a form that does not identify me in any way.

Please express your interest to participate in this survey by ticking 'yes' or 'no' below.

I agree to participate: Yes () No ()

SECTION A

Sex: Male () Female ()

Age (as at last birthday).....

Class: SS1 () SS2 ()

Category: Art () Commercial () Science ()

Religious Affiliations: Christianity () Islam () Traditional ()

SECTION B

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1	2	3	4	5

I see myself as someone who...

- | | |
|---|--|
| <input type="checkbox"/> 1. Is talkative | <input type="checkbox"/> 23. Tends to be lazy |
| <input type="checkbox"/> 2. Tends to find fault with others | <input type="checkbox"/> 24. Is emotionally stable, not easily upset |
| <input type="checkbox"/> 3. Does a thorough job | <input type="checkbox"/> 25. Is inventive |
| <input type="checkbox"/> 4. Is depressed, blue | <input type="checkbox"/> 26. Has an assertive personality |
| <input type="checkbox"/> 5. Is original, comes up with new ideas | <input type="checkbox"/> 27. Can be cold and aloof |
| <input type="checkbox"/> 6. Is reserved | <input type="checkbox"/> 28. Perseveres until the task is finished |
| <input type="checkbox"/> 7. Is helpful and unselfish with others | <input type="checkbox"/> 29. Can be moody |
| <input type="checkbox"/> 8. Can be somewhat careless | <input type="checkbox"/> 30. Values artistic, aesthetic experiences |
| <input type="checkbox"/> 9. Is relaxed, handles stress well | <input type="checkbox"/> 31. Is sometimes shy, inhibited |
| <input type="checkbox"/> 10. Is curious about many different things | <input type="checkbox"/> 32. Is considerate and kind to almost everyone |
| <input type="checkbox"/> 11. Is full of energy | <input type="checkbox"/> 33. Does things efficiently |
| <input type="checkbox"/> 12. Starts quarrels with others | <input type="checkbox"/> 34. Remains calm in tense situations |
| <input type="checkbox"/> 13. Is a reliable worker | <input type="checkbox"/> 35. Prefers work that is routine |
| <input type="checkbox"/> 14. Can be tense | <input type="checkbox"/> 36. Is outgoing, sociable |
| <input type="checkbox"/> 15. Is ingenious, a deep thinker | <input type="checkbox"/> 37. Is sometimes rude to others |
| <input type="checkbox"/> 16. Generates a lot enthusiasm | <input type="checkbox"/> 38. Makes plans and follows through with them |
| <input type="checkbox"/> 17. Has a forgiving nature | <input type="checkbox"/> 39. Gets nervous easily |
| <input type="checkbox"/> 18. Tends to be disorganized | <input type="checkbox"/> 40. Likes to reflect, play with ideas |
| <input type="checkbox"/> 19. Worries a lot | <input type="checkbox"/> 41. Have few artistic interests |
| <input type="checkbox"/> 20. Has an active imagination | <input type="checkbox"/> 42. Likes to cooperate with others |
| <input type="checkbox"/> 21. Tends to be quiet | <input type="checkbox"/> 43. Is easily distracted |
| <input type="checkbox"/> 22. Is generally trusting | <input type="checkbox"/> 44. Is sophisticated in art, music, or literature |

SECTION C

INSRUCTION

The following are statements which people use to describe the interaction between children and their parent. Please read each statement carefully and the TICK YES or NO to indicate how you interact with your parents. Please do not omit any item.

S/N	ITEMS	YES	NO
1	My parents try to direct my activities only when necessary		
2	My parents often want to know where I have been when I come home		
3	My parents never punish me		
4	My parents permit me to take my decisions		
5	My parents always respect my rights and my ideas about things		
6	My parents often praise me for doing the right thing but punish me sometimes for doing the wrong thing		
7	My parents permit me to do things on my own in spite of what the results may be		
8	My parents give explanations for decisions whenever necessary and allow me to give my own ideas about them		
9	My parents closely supervise and direct the out of school activities of their children		
10	My parents always let me do what I ask, as long as they feel they are right		
11	My parents are too strict and too harsh on me		
12	My parents often give commands which are not reasonable but which they likes		
13	My parents give me too much freedom		
14	My parents expect too much from their children		
15	My parents force me to do many things against my will		
16	My parents allow mw to solve my problem whether easy or difficult		
17	My parents always encourage me to study hard		
18	My parents always give their children what they want		
19	My parents are too strict in the training of their children		
20	I can talk and discuss things easily with my parents		

FREQUENCIES VARIABLES=Sex School Class Specialisation RA

/ORDER=ANALYSIS.

Frequencies

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Statistics

		Sex	School	Class	Specialisation	Religious Affiliations
N	Valid	169	169	169	169	169
	Missing	0	0	0	0	0

Frequency Table

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	99	58.6	58.6	58.6
	Female	70	41.4	41.4	100.0
	Total	169	100.0	100.0	

School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	169	100.0	100.0	100.0

Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SS1	73	43.2	43.2	43.2
SS2	96	56.8	56.8	100.0
Total	169	100.0	100.0	

Specialisation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Art	63	37.3	37.3	37.3
Commercial	11	6.5	6.5	43.8
Science	95	56.2	56.2	100.0
Total	169	100.0	100.0	

Religious Affiliations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Christianity	160	94.7	94.7	94.7
Islam	5	3.0	3.0	97.6
Traditional	4	2.4	2.4	100.0
Total	169	100.0	100.0	

DESCRIPTIVES VARIABLES=Age EX AG CON NEURO OP AURS PT AUTV AC

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	165	11	24	15.56	1.809
Extraversion	169	12	36	23.46	4.431
Agreeableness	168	21	72	36.39	6.357
Conscientiousness	168	21	45	33.49	5.996
Neuroticism	169	12	37	22.95	4.436
Openness	169	18	46	34.64	5.543
Authoritarian Style	169	1	7	3.69	1.333
Permissive Style	169	1	7	4.08	1.435
Authoritative	169	0	6	5.02	1.080
Academic performance	169	28	81	50.39	11.193
Valid N (listwise)	163				

RELIABILITY

/VARIABLES=P1 P6 P11 P16 P21 P26 P31 P36

/SCALE('Extraversion') ALL

/MODEL=ALPHA.

Reliability

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Scale: Extraversion

Case Processing Summary

		N	%
	Valid	169	100.0
Cases	Excluded ^a	0	.0
	Total	169	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.169	8

RELIABILITY

/VARIABLES=P2 P7 P12 P17 P22 P27 P32 P37 P42

/SCALE('Agreeableness') ALL

/MODEL=ALP



Reliability

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Scale: Agreeableness

Case Processing Summary

		N	%
Cases	Valid	169	100.0
	Excluded ^a	0	.0
	Total	169	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.549	9

RELIABILITY

/VARIABLES=P3 P8 P13 P18 P23 P28 P33 P38 P43

/SCALE('Conscientiousness') ALL

/MODEL=ALPHA.

Reliability

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Scale: Conscientiousness

Case Processing Summary

		N	%
Cases	Valid	169	100.0
	Excluded ^a	0	.0
	Total	169	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.349	9

RELIABILITY

/VARIABLES=P4 P9 P14 P24 P29 P34 P39

/SCALE('Neuroticism') ALL

/MODEL=ALPHA.

Reliability

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Scale: Neuroticism

Case Processing Summary

		N	%
Cases	Valid	169	100.0
	Excluded ^a	0	.0
	Total	169	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha ^a	N of Items
-.057	7

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

RELIABILITY

```
/VARIABLES=P5 P10 P15 P20 P25 P30 P35 P40 P41 P44
```

```
/SCALE('Openess') ALL
```

```
/MODEL=ALPHA.
```

Reliability

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Scale: Openess

Case Processing Summary

		N	%
Cases	Valid	169	100.0
	Excluded ^a	0	.0
	Total	169	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.342	10

CORRELATIONS

/VARIABLES=Age AURS PT AUTV AC EX AG CON NEURO OP

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

relations

		Agreeableness	Conscientiousness	Neuroticism	Openness
	Pearson Correlation	-.189	-.171	.141	.023
	Sig. (2-tailed)	.015	.029	.072	.768
	N	164	164	165	165
Authoritarian Style	Pearson Correlation	-.258	-.083	.110**	-.011
	Sig. (2-tailed)	.001	.287	.154	.886
	N	168	168	169	169
Dismissive Style	Pearson Correlation	-.157	-.152**	.075	-.035**
	Sig. (2-tailed)	.042	.050	.330	.654
	N	168	168	169	169
Cooperative	Pearson Correlation	.180	.177	-.066**	.174
	Sig. (2-tailed)	.020	.022	.397	.023
	N	168	168	169	169
Academic performance	Pearson Correlation	-.018*	.132	-.132	.000
	Sig. (2-tailed)	.818	.089	.087	.995
	N	168	168	169	169
Reversion	Pearson Correlation	-.021	.044	.193	-.131
	Sig. (2-tailed)	.785	.570	.012	.090
	N	168	168	169	169
Agreeableness	Pearson Correlation	1*	.503**	-.178*	.375*
	Sig. (2-tailed)		.000	.021	.000
	N	168	167	168	168
Conscientiousness	Pearson Correlation	.503*	1	-.338*	.187*

Correlations

		Age	Authoritarianism Style	Permissive Style	Authoritative	Academic performance	Extraversion
Conscientiousness	Sig. (2-tailed)	.029	.287	.050	.022	.089*	.570
	N	164	168	168	168	168	168
	Pearson Correlation	.141	.110	.075	-.066	-.132	.193
Neuroticism	Sig. (2-tailed)	.072	.154	.330**	.397	.087	.012
	N	165	169	169	169	169	169
	Pearson Correlation	.023	-.011	-.035	.174	.000	-.131
Openness	Sig. (2-tailed)	.768	.886**	.654	.023**	.995	.090
	N	165	169	169	169	169	169

Correlations

		Agreeableness	Conscientiousness	Neuroticism	Openness
Conscientiousness	Sig. (2-tailed)	.000		.000	.015
	N	167	168	168	168
	Pearson Correlation	-.178	-.338	.1	.021
Neuroticism	Sig. (2-tailed)	.021	.000		.783
	N	168	168	169	169
	Pearson Correlation	.375	.187	.021	.1

Sig. (2-tailed)	.000	.015**	.783	
N	168	168	169	169

*. Correlation is significant at the 0.05 level (2-tailed).

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

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT EX

/METHOD=ENTER AURS PT AUTV.

Regression

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarianism Style, Permissive Style ^b		Enter

a. Dependent Variable: Extraversion

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.072 ^a	.005	-.013	4.459

a. Predictors: (Constant), Authoritative, Authoritarianism Style, Permissive Style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.115	3	5.705	.287	.835 ^b
	Residual	3280.885	165	19.884		
	Total	3298.000	168			

a. Dependent Variable: Extraversion

b. Predictors: (Constant), Authoritative, Authoritarianism Style, Permissive Style

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.093	1.857		12.433	.000
	Authoritarianism Style	-.199	.269	-.060	-.738	.462
	Permissive Style	.138	.262	.045	.527	.599
	Authoritative	.107	.335	.026	.320	.749

a. Dependent Variable: Extraversion

REGRESSION

/MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT AG
 /METHOD=ENTER AURS PT AUTV.

Regression

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritance Style, Permissive Style ^b		Enter

a. Dependent Variable: Agreeableness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361 ^a	.130	.114	5.983

a. Predictors: (Constant), Authoritative, Authoritarianism Style, Permissive Style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	876.966	3	292.322	8.166	.000 ^b
	Residual	5870.885	164	35.798		
	Total	6747.851	167			

a. Dependent Variable: Agreeableness

b. Predictors: (Constant), Authoritative, Authoritarianism Style, Permissive Style

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.073	2.492		14.473	.000
	Authoritarianism Style	-1.091	.363	-.229	-3.009	.003
	Permissive Style	-.739	.354	-.166	-2.085	.039
	Authoritative	1.462	.449	.249	3.253	.001

a. Dependent Variable: Agreeableness

DATASET ACTIVATE DataSet1.

SAVE OUTFILE='C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav'

/COMPRESSED.

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT CON

/METHOD=ENTER AURS PT AUTV.

Regression

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Conscientiousness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.281 ^a	.079	.062	5.806

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	474.853	3	158.284	4.695	.004 ^b
	Residual	5529.141	164	33.714		
	Total	6003.994	167			

a. Dependent Variable: Conscientiousness

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.003	2.428		12.768	.000
	Authoritarian Style	-.184	.351	-.041	-.523	.602
	Permissive Style	-.896	.342	-.214	-2.619	.010
	Authoritative	1.357	.436	.244	3.111	.002

a. Dependent Variable: Conscientiousness

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT NEURO
 /METHOD=ENTER AURS PT AUTV.

Regression

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Neuroticism

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.151 ^a	.023	.005	4.425

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
-------	----------------	----	-------------	---	------

	Regression	75.278	3	25.093	1.282	.282 ^b
1	Residual	3230.344	165	19.578		
	Total	3305.621	168			

a. Dependent Variable: Neuroticism

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	22.802	1.843		12.372	.000
1	Authoritarian Style	.319	.267	.096	1.192	.235
	Permissive Style	.240	.260	.078	.923	.357
	Authoritative	-.399	.332	-.097	-1.200	.232

a. Dependent Variable: Neuroticism

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT OP

/METHOD=ENTER AURS PT AUTV.

Regression

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Openess

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.197 ^a	.039	.022	5.484

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
-------	----------------	----	-------------	---	------

	Regression	201.289	3	67.096	2.231	.086 ^b
1	Residual	4961.410	165	30.069		
	Total	5162.698	168			

a. Dependent Variable: Openess

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	30.905	2.284		13.530	.000
1	Authoritarian Style	.002	.331	.001	.006	.995
	Permissive Style	-.376	.322	-.097	-1.167	.245
	Authoritative	1.048	.412	.204	2.547	.012

a. Dependent Variable: Openess

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT AC

/METHOD=ENTER AURS PT AUTV.

Regression

[DataSet1] C:\Users\OLAWA BABATOLA\Documents\Analyses\Helen\Sch 1 Helen Data.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Academic performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.089 ^a	.008	-.010	11.249

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	166.891	3	55.630	.440	.725 ^b
	Residual	20879.334	165	126.541		
	Total	21046.225	168			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.199	4.686		10.073	.000
	Authoritarian Style	.356	.680	.042	.524	.601
	Permissive Style	-.521	.661	-.067	-.789	.431
	Authoritative	.797	.844	.077	.944	.347

a. Dependent Variable: Academic performance

FREQUENCIES VARIABLES=Sex School Class Specialisation RA

/ORDER=ANALYSIS.

Frequencies

Statistics

		Sex	School	Class	Specialisation	Religious Affiliations
N	Valid	81	81	81	81	81
	Missing	0	0	0	0	0

Frequency Table

School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	81	100.0	100.0	100.0

Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS1	3	3.7	3.7	3.7
	SS2	78	96.3	96.3	100.0
	Total	81	100.0	100.0	

Specialisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Art	32	39.5	39.5	39.5
	Commercial	10	12.3	12.3	51.9
	Science	39	48.1	48.1	100.0
	Total	81	100.0	100.0	

Religious Affiliations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	80	98.8	98.8	98.8
	Islam	1	1.2	1.2	100.0
	Total	81	100.0	100.0	

Correlations

		Age	Authoritance Style	Permissive Style	Authoritative	Academic performance	Extraversion
Age	Pearson Correlation	1	-.246*	.115	.097	-.137	.093
	Sig. (2-tailed)		.028	.312	.394	.225	.411
	N	80	80	80	80	80	80
Authoritance Style	Pearson Correlation	-.246*	1	.058	-.030	.106	.021
	Sig. (2-tailed)	.028		.604	.788	.346	.849
	N	80	81	81	81	81	81
Permissive Style	Pearson Correlation	.115	.058	1	.050	.110	.170
	Sig. (2-tailed)	.312	.604		.658	.329	.128
	N	80	81	81	81	81	81
Authoritative	Pearson Correlation	.097	-.030	.050	1	.064	-.002
	Sig. (2-tailed)	.394	.788	.658		.571	.984
	N	80	81	81	81	81	81
Academic performance	Pearson Correlation	-.137	.106	.110	.064	1	-.010
	Sig. (2-tailed)	.225	.346	.329	.571		.929
	N	80	81	81	81	81	81
Extraversion	Pearson Correlation	.093	.021	.170	-.002	-.010	1
	Sig. (2-tailed)	.411	.849	.128	.984	.929	
	N	80	81	81	81	81	81
Agreeableness	Pearson Correlation	-.085	-.188	-.097	.110	.191	-.133
	Sig. (2-tailed)	.453	.092	.387	.330	.088	.238
	N	80	81	81	81	81	81
Conscientiousness	Pearson Correlation	-.054	-.174	-.248*	.297**	.054	-.126

DESCRIPTIVES VARIABLES=Age AURS PT AUTV AC EX AG CON NEURO OP

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	80	14	17	15.06	.735
Authoritarian Style	81	1	5	2.44	.851
Permissive Style	81	1	6	2.96	1.089
Authoritative	81	3	6	5.01	.698
Academic performance	81	38	70	54.04	7.848
Aggression	81	16	32	23.48	3.870
Agreeableness	81	17	45	38.16	5.363
Conscientiousness	81	23	45	36.22	5.052
Neuroticism	81	12	32	19.88	4.473
Openness	81	22	49	35.17	5.138
Valid N (listwise)	80				

Descriptives

Correlations

		Agreeableness	Conscientiousness	Neuroticism	Openess
Age	Pearson Correlation	-.085	-.054*	-.210	.019
	Sig. (2-tailed)	.453	.633	.061	.869
	N	80	80	80	80
Authoritarian Style	Pearson Correlation	-.188*	-.174	.313	.079
	Sig. (2-tailed)	.092	.120	.004	.481
	N	81	81	81	81
Permissive Style	Pearson Correlation	-.097	-.248	-.068	-.044
	Sig. (2-tailed)	.387	.025	.548	.700
	N	81	81	81	81
Authoritative	Pearson Correlation	.110	.297	.049	.118
	Sig. (2-tailed)	.330	.007	.667	.295
	N	81	81	81	81
Academic performance	Pearson Correlation	.191	.054	.098	.257
	Sig. (2-tailed)	.088	.634	.386	.021
	N	81	81	81	81
Reversion	Pearson Correlation	-.133	-.126	.061	.152
	Sig. (2-tailed)	.238	.263	.591	.175
	N	81	81	81	81
Agreeableness	Pearson Correlation	1	.565	-.331	.190
	Sig. (2-tailed)		.000	.003	.089
	N	81	81	81	81
Conscientiousness	Pearson Correlation	.565	1	-.111*	.172**

CORRELATIONS

/VARIABLES=Age AURS PT AUTV AC EX AG CON NEURO OP

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Correlations

		Age	Authoritarianism Style	Permissive Style	Authoritative	Academic performance	Extraversion
Conscientiousness	Sig. (2-tailed)	.633	.120*	.025	.007	.634	.263
	N	80	81	81	81	81	81
	Pearson Correlation	-.210	.313	-.068	.049	.098	.061
Neuroticism	Sig. (2-tailed)	.061*	.004	.548	.667	.386	.591
	N	80	81	81	81	81	81
	Pearson Correlation	.019	.079	-.044	.118	.257	.152
Openness	Sig. (2-tailed)	.869	.481	.700	.295	.021	.175
	N	80	81	81	81	81	81

Correlations

		Agreeableness	Conscientiousness	Neuroticism	Openness
Conscientiousness	Sig. (2-tailed)	.000		.324	.124
	N	81	81	81	81
	Pearson Correlation	-.331	-.111	.1	.095
Neuroticism	Sig. (2-tailed)	.003*	.324		.399
	N	81	81	81	81
	Pearson Correlation	.190	.172	.095	.1
Openness	Sig. (2-tailed)	.089	.124	.399	
	N	81	81	81	81

*. Correlation is significant at the 0.05 level (2-tailed).

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

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT EX

/METHOD=ENTER AURS PT AUTV.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Extraversion

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.171 ^a	.029	-.009	3.887

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.065	3	11.688	.774	.512 ^b
	Residual	1163.157	77	15.106		
	Total	1198.222	80			

a. Dependent Variable: Extraversion

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	21.853	3.553		6.150	.000
	Authoritarian Style	.051	.511	.011	.100	.921
	Permissive Style	.605	.400	.170	1.511	.135
	Authoritative	-.058	.624	-.010	-.092	.927

a. Dependent Variable: Extraversion

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT AG

/METHOD=ENTER AURS PT AUTV.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Agreeableness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.234 ^a	.055	.018	5.315

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	125.940	3	41.980	1.486	.225 ^b
	Residual	2174.974	77	28.246		
	Total	2300.914	80			

a. Dependent Variable: Agreeableness

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.083	4.859		7.838	.000
	Authoritarian Style	-1.131	.699	-.180	-1.617	.110
	Permissive Style	-.455	.547	-.092	-.831	.409
	Authoritative	.836	.853	.109	.980	.330

a. Dependent Variable: Agreeableness

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT CON

/METHOD=ENTER AURS PT AUTV.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Conscientiousness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.424 ^a	.180	.148	4.663

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	367.697	3	122.566	5.637	.002 ^b
1	Residual	1674.303	77	21.744		
	Total	2042.000	80			

a. Dependent Variable: Conscientiousness

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	30.837	4.263		7.234	.000
1 Authoritarian Style	-.891	.614	-.150	-1.452	.151
Permissive Style	-1.182	.480	-.255	-2.462	.016
Authoritative	2.208	.748	.305	2.951	.004

a. Dependent Variable: Conscientiousness

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT NEURO

/METHOD=ENTER AURS PT AUTV.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Neuroticism

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.331 ^a	.109	.075	4.303

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	175.207	3	58.402	3.155	.030 ^b
Residual	1425.558	77	18.514		
Total	1600.765	80			

a. Dependent Variable: Neuroticism

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.837	3.933		3.772	.000
Authoritarian Style	1.683	.566	.320	2.972	.004
Permissive Style	-.368	.443	-.090	-.830	.409
Authoritative	.402	.690	.063	.582	.562

a. Dependent Variable: Neuroticism

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT OP

/METHOD=ENTER AURS PT AUTV.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
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a. Dependent Variable: Openess

Model	Unstandardized Coefficients			Std. Error	Beta	t	Sig.
	Constant	Authoritarian Style	Permissive Style				
1	30.118	.521	-.258	.830	.123	1.093	.278
	4.730	.681	.533		-.055	-.484	.629
	6.367	.765					.447
							.000

Coefficients^a

b. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

a. Dependent Variable: Openess

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	50.178	3	16.726	.625	.601 ^b
Residual	2061.402	77	26.771		
Total	2111.580	80			

ANOVA^a

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.154 ^a	.024	-.014	5.174

Model Summary

b. All requested variables entered.

a. Dependent Variable: Openess

1	Authoritative, Authoritarian Style, Permissive Style ^b	Enter
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/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT AC

/METHOD=ENTER AURS PT AUTV.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Authoritative, Authoritarian Style, Permissive Style ^b		Enter

a. Dependent Variable: Academic performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.161 ^a	.026	-.012	7.895

a. Predictors: (Constant), Authoritative, Authoritarian Style, Permissive Style

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	127.277	3	42.426	.681	.567 ^b
Residual	4799.612	77	62.333		
Total	4926.889	80			