Perceived Influence of Child Rearing Patterns on Study Habits among Secondary School Students in Rivers State

NEEMENE, Beauty & *AGI, W. Comfort
Department of Educational Foundations, Faculty of Education
Rivers State University, Nkpolu Oroworukwo, Port Harcourt, Nigeria
Phone:08065603946/ 08030958193
comfortagi@gmail.com

ABSTRACT
This study examined the perceived influence of child rearing patterns on study habits among secondary school students in Rivers State. To achieve the purpose of the study, the researcher developed three (3) objectives of the study, three (3) research questions and hypotheses that guided the conduct of the study. The research design used for the study is a descriptive survey design. The population of the study consists of all the SS I and SS II students in public secondary schools in Port Harcourt City and Obio/Akpor Local Government Areas of Rivers State with a population size of 9,018 while the simple random sampling technique was used with a sample size of 400 students. The instrument for data collection was a structured questionnaire titled: “Child Rearing Pattern Questionnaire”. The data collected was analysed using frequency table and weighted mean score for the research questions while the null hypotheses were tested using t-test statistical tool at a significant level of 0.05. The findings reveal that autocratic child rearing pattern or style affect study habits of secondary school students positively in Rivers State and the laissez-faire child rearing pattern or style affect study habits of secondary school students negatively. Based on the findings, the study recommends that; government should organize awareness campaign on the right parenting style or pattern to use, parents should keep the right relationship with their family for their children upbringing and parents should avoid laissez-faire type of parenting style hence it affects the students negatively.

Keywords: influence, child, rearing , patterns, study, habits, secondary, school, students, perceived

INTRODUCTION
Education has been highlighted as one of the main Millennium Development Goals that African countries including Nigeria needs to achieve by the year 2020. In fact, education achievement has been pointed out as an instrument for eradication of poverty and inequality and as a tool for economic development (World Bank, 2012). The Nigeria vision 2020 has further echoed this by identifying education as a major component of the social pillar of the vision (GOK, 2010). In the past 25 years, numerous studies on the family and school connection have examined the influence of distinct types of parenting style on student school based outcomes. Darling and Steinberg (2013) defined a parenting style as the emotional climate in which parents raise their children and it is characterized by dimensions of parental responsiveness and demandingness. Parents play a highly influential role in their children’s development. Baumrind (2012) in his study identified that pre-school children raised by parents with differing parenting styles varied in their degree of social competence. Parenting styles can be categorized according to the levels of parental
demandingness i.e. control, supervision and maturity demands and responsiveness i.e. warmth, acceptance and involvement (Maccoby and Martin, 2013). Parenting styles have often been presented as a three-category structure which is; authoritarian, authoritative and permissive parenting styles (Dornbush et al., 2007). An authoritarian parent demands obedience from the child and tries to shape and control the child’s behaviours with an absolute set of standards. In contrast, a permissive parent tends to offer as much freedom as the child wants, not demanding any form of conformity as long as the child’s physical safety is not at risk. An authoritative parent, on the other hand, values both the child’s autonomy and open communication with the child. An authoritative parent enforces rules and standards using commands and sanctions when necessary (Baumrind, 2013).

Theories about how parental values, goals, skills and attitudes are passed from one generation to the next have been debated by several scholars since the seventeenth century. Recent attention has been given to examining linkages between the child’s home environment and the child’s school environment (Scaringello, 2012). Within these two developmental contexts, adolescents interact with and are influenced by multiple socialization agents, including their parents, teachers and peers (Wentzel, 2009). Adolescence is a particular period of human development in which the boundary between the school and the home is quite important (Silk and Steinberg, 2012). This is because during this period, adolescents transition from the highly dependent and controlled period of childhood into a period marked by an increasing sense of self-exploration and autonomy. For instance, adolescents begin to develop their self-concept and they explore their relationship and connection to family, friends and the larger society. Agi, Udenweze and Amadi (2019) observed that parental bad governance, poor communication system, hunger and inadequate housing among others are factors that affect parent-child relationship.

It is one thing to bring a child to this world through sexual relationship between the opposite sexes. It is different ballgame to rear such a child to maturity. Families by nature have been vested with the task of bringing up and caring for children whenever they (families) are blessed with them. Ezewu (2013) identified child rearing as the next most important function of the family after child bearing. Also, Dressler and Carns (2013) equally recognized care, protection and early socialization of children as the second and general function of families. These functions as identified by Dressler and Carns are also aspects of child rearing.

Child rearing patterns or parenting styles have been categorized into three: authoritative, laissez-faire and permissive. Baumrind (2011) in collaboration with Amajirianulu (2011) revealed that irrespective of the terms used in illustrating each of the identified patterns, the characteristics and attributes associated with each group have been consistent. Parents who predominantly rely on the autocratic child rearing lay much emphasis on getting immediate and long-range obedience from their children. The relationship which exists between such parents and their children is such that places value on controlling the child’s behaviour (Baumrind, 2016). Democratic parents on the other hand approach the act of child upbringing with some measures of flexibility. Children from such home are allowed considerable freedom with their discipline, and control altered to meet their need and not wishes. Closely related to the democratic type of child rearing is the laissez-faire. Parents that are in favour of this parental practice typically rely on reasoning and manipulation as against overt demonstration of power. Children are recognized as individuals and need to be encouraged to become independent. The home or the family is therefore, the first social environment which the child knows. It is a unit of the larger social environment where the child learns about the norms and more, and how best to behave in the larger society. From early childhood, children take in information about the roles and relationship of people and things in their environment. Consequently, adults teach children in the course of their daily interaction with them directly or indirectly.

Authoritarian parenting is also known as autocratic and rigid form of parenting. McAdam (2014) posits that strict rules are given and enforced as if they were divine edicts in authoritarian parenting. Permissive parenting is that form of parenting model which allows the child to disregard parental wishes. This also sums up the classification identified by Iwundu (2015). He believed that these three models are the various ways parents interact with their children than any other agents of socialization. The parents at the
child’s early stage in life act upon the character of their children. The development of negative identity in adolescence is part of the parental style the child received at early stage in life which Steinberge (2009) sees it as selecting of identity undesirable to community. Even if the parents of a child have to behave, the parental rearing practices mar such direction for the child. This is why Zimbardo and Lesppe in Grasha (2015) looked at this interpersonal influence of parent-child relationship as a goal to get others (the child) to think and behave in ways that one party (parents) find desirable. The choice of a negative identity formation will not be the aim of any parent to the child, but the child out of parental style he finds himself can choose his own way after all, being bad as better than not knowing what one really is. This becomes the manner in which such child that finds negative identity desirable reasons. Against the above backdrops, one can deduce that the interaction or relationship between the child and the parents bring about character formation in the child. Therefore, if parental child relationship or interaction brings about character formation, there is need to examine it alongside child ego identity formation. In contribution to this end, this study aims at investigating the relationship between child rearing patterns and study habits of secondary school students in Port Harcourt.

Statement of the Problem

Parents in Rivers State are not that different as compared to the parents in any other region in the country. Their impact on children’s upbringing cannot be underrated. Being an arid area and the main economic activity being pastoralist, parents are characterized by unstable activities such as shifting from one region to the other in search of pasture for animals, polygamy and illiteracy. All these may pose a critical challenge on the overall education of students in the region. Moreover, it can be noted that in the district, the performance of students in schools is not that up-to-standards. This is whereby only a few of the students from this area receive the opportunity to further their education in the higher institutions of learning. Moreover, there are a number of more recent studies which have indicated that the performance of students in the study area have not been that impressive. A study also indicated that school facilities affected the performance of students whereas that by Williams noted that there were certain leadership issues which contributed to the negative performance among students in region. However, none has been able to investigate on how exactly the parental characteristics affect the performance of students. A person’s upbringing has a profound influence on how they see the world and how they process information. It was also observed that different students view education as having different goals. This means that parenting can create a pool of informed citizens with a developed ability to think and reason and it can be used to establish students who share a common body of knowledge and who share socialization into the way things are done in a particular society.

Recent developments in the field of parenting and family studies have led to the renewed interest in the relationship between children’s school achievements and child rearing patterns. These developments have heightened the need for the study on children’s school achievements. Since the family is the first window of the child, parenting style and its influence on children could greatly affect their understanding, attitude and school achievements. Accordingly, there are several research works done on parent-child relationship and children’s school achievements and behaviors that are required for a successful adaptation to the society and the family. However few scholars have focused on the parenting style as an influence on the children’s school achievement, more so, most of the studies have focused on developed countries which have different characteristics and experiences.

Some researchers have observed unique situations where secondary school learners from some family backgrounds attain significantly high grades than others. Child rearing is an important responsibility in every family. The child is a product of what his family is. Different parental child rearing practices may likely produce different kinds of individuals. It is observed that some children no longer live completely on parental values and ideas’ as he interacts and picks up some from his peers in school and also as he exercises his independent thinking. The way a child is brought up has influence on his or her study habits in secondary schools. But the degree of such an influence is not yet known especially among secondary school students in Port Harcourt. Laissez-faire as one of the child rearing patterns has highly affected the study habit of secondary school students in Port Harcourt.
Purpose of the Study
The purpose of this study was to examine the child rearing patterns and study habits among secondary school students in Rivers State. The objectives among others bordered on the need to:
(1) Examine how parental lifestyle influence child rearing pattern in public secondary school in Rivers State.
(2) Investigate how parental educational level influence students’ study habit in public secondary schools in Rivers State.
(3) Determine how parental economic status influence students’ study habit in public secondary schools in Rivers State.

Research Questions
The researcher develops the following research questions that guided study:
(1) To what extent does parental lifestyle influence study habits of public secondary school students in Rivers State?
(2) To what extent does parental educational level influence study habits of public secondary school students in Rivers State?
(3) To what extent does parental economic status influence study habits of public secondary school students in Rivers State?

Hypotheses
Ho1: There is no significant relationship between influence of parental lifestyle and students’ study habits in public secondary schools in Rivers State.
Ho2: There is no significant relationship between the influence of parental educational level and students’ study habits in public secondary schools in Rivers State.
Ho3: There is no significant relationship between the influence of parental economic status and students’ study habits in public secondary schools in Rivers State.

REVIEW OF RELATED LITERATURE
Conceptual Framework
Parental Child Rearing Practices
Parental child rearing practice is an umbrella word that goes on to tell about all forms of parental involvement with children and the kind of relationship, which exist between them. It determines how a child develops. Parenting is a task that requires mastery to attain, good result. Rice (2013) believes that for some people, living childless even with a loving mate is unthinkable and that couples need to give considerable thoughts to the responsibilities involved in bringing up children. Dail and Way in Rice (2013) opined that child rearing philosophies change from one generation to the next and that parents often have to sort out conflicting advice. This indicates that parents are sometimes torn between decisions on how best to bring up ‘their children as a lot of advice and opinions are open to them. The researcher, wish to stand out to investigate and bring to view a standpoint for parents on how to bring up their children.
Walter and Walter (2010) noted that what is important is the quality of the child-parent relationship and the total climate of the family setting rather than the philosophy of child rearing that is followed, looking at this closely, they view the child differences (individual differences) and suggest that the style good for one may not be the best for another. Others have observed that for adolescents, the single most important external inference to accomplish the developmental task is his parents (Conger and Galanbos, 2007). Parents are important in preparing one adolescent to meet up the unpredictable world of tomorrow since they act as both models and nurturers of their adolescents which means parenting styles affect adolescent. These parental reactions had. been identified as affecting the adolescence developmental process; they are: parental love or rejection, calm or anxious, involved or uninvolved, rigid or flexible, controlling or permissive Two terms deduced from the aforementioned characteristics has been identified as demandingness and responsiveness (Baumrind, 2008). Steinberg (2009) defines parental responsiveness as “The degree to which the parents respond to the need of the child in an accepting supporting manner”,

105
while parental demandingness is “The extent to which the parent expect and demand mature and responsible behavior from the child”. This is related to the way parents discipline their children. Adam and Gullota (2009) noted that parental discipline styles can have a strong influence upon the social and behavioral development of children and adolescents. They cited Scheck, Emerick and El-Assal (2013) that the importance of parental support has been found to be one of the editors of the development of believe that an individual has direct and significant control over his/her destiny; Iwundu (2006) pointed out that (internal locus of control) to them, the families has meaningful effect on identity development formation of adolescent. Yet others have identified them as Autocratic, Democratic and Laissez-faire. The researcher is going to adopt the view of Baumrind and shall discuss them as Authoritative, Authoritarian and permissive.

**Parenting Life Style and Students’ Academic Performance**

One of the most important construct in the development of students’ social and academic achievement has been termed as parenting style. Parenting style is defined as a complex set of behaviours, attitude and emotional climate in which parents raise their children. Baumrind (2008) identified three primary parenting typologies as authoritative, authoritarian and permissive. In addition, Maccoby and Martin (2013) added one more dimension named indulgent after factor analysis of data on these basic typologies. Baumrind (2011) characterized parenting style in two dimensions: demandingness and responsiveness. Authoritative parents are both demanding and responsive in nature. They show affection with their child and support their exploration and pursuit of interests (Maccoby & Martin, 2013). Authoritarian parents are demanding but not responsive. They show a low level of interest, lower affiliation and not interested in open communication with their child (Maccoby & Martin, 2013). Permissive parents are responsive but not demanding and on the other hand indulgent parents are neither demanding nor responsive. In this section, an overview of the relevant research studies on parenting style and its impact on student outcomes have been presented in brief.

A majority of research studies have concluded a positive relationship between authoritative parenting style and students’ academic achievement, on the other hand authoritarian and permissive parenting styles are negatively related to academic outcome (Maccoby, 2010). In a very earlier study, Baumrind (2007) found that preschool children of authoritative parents were more active, prosocial and achievement oriented but preschool children of permissive parents show low self reliance and under competence. Baumrind (2007) again examined this relationship during adolescence and concluded that - school outcomes were positively associated with authoritative parenting style as found in earlier preschool students. It was concluded that authoritarian and permissive parenting style was negatively associated with both male and female adolescents. Parental affection was also found to be one of the strongest predictors of students’ school achievement. Jaynes (2007) meta analytical study also approved this strong positive association between parenting style (defined as supportive, helpful and maintaining an adequate level of discipline) and academic performance for secondary school students.

**Relationship between Parental Involvement and Students’ Academic Performance**

Steinberg et al. (2012) found that authoritative parenting tends to a better school performance (GPA) and school engagement of adolescents, further they concluded that these parents also influence their children’s through their direct involvement in school activities such as attending parent teacher meetings, helping in homework, and by setting and maintaining high performance standards. In the same vein, Nyarko (2011) found that both mother’s and father’s authoritativeness was positively related to the academic achievement of secondary school students. In another study, Paulson (2014) explored the influence of parenting style (demandingness and responsiveness) on the achievement of early adolescents. Both maternal and paternal demandingness and responsiveness predicted the achievement positively. Desiandes et al. (2007) conducted a study with two instruments developed by Steinber et al. (2012) and Epstein et al. (2013). They concluded that adolescents who perceive their parents as being firm, warmth, and democratic in nature, performed better at secondary school than their peers. This result also confirms the association reported by other researchers. Marchant (2001) reported that parenting styles

106
(demandingness and responsiveness), parental involvement (values and participation in school functioning), and teaching styles (demandingness and responsiveness) factors significantly predicted their children’s school achievement. These findings also confirm the association between supportive environment and academic achievement at early level of adolescence.

**Permissive Parenting Style**

There are two aspects of this child rearing style;

(i) **Permissive indulgent**

(ii) **Permissive indifference**

Generally, permissive child rearing style allows the adolescent to disregard: parental wishes (Elder, 2010). Their parents may neglect their behaviour towards them and towards others. They are allowed to do whatever they demand and whatever came to their mind. This behaviour prevails probably because their parents fail to provide the kind of support the adolescent needs. Such parents find it difficult to make decisive value judgments that require the exercise of power over their children and prefer to escape from the obligation of being an authority figure” (Blum, 2012). Since they are not expecting any responsible behaviour, they tend to behave anyhow. Child behavioural profile as discussed by Shaffer (2008) as it relates to permissive rearing pattern is as follows: That the child under this pattern is impulsive, aggressive, rebellious, low in self-reliance and self-control, domineering, aimless and low in achievement. The above may result out of the self-centeredness of their parents.

Radford and Govier (2011) contend that they are accepting and tolerant of their children’s impulses, and so, are not likely to respond negatively, and became angry if their children behave in inappropriate or socially unacceptable way allow children to regulate their activities and make their own decisions. These parents are unable to express their anger, impatience or annoyance.

Different kinds of permissive parenting produce different adolescents;

i. **Permissive Indulgent:** These are parents who are undemanding but highly responsive. They exercise little control over their children and are loving. They behave in an accepting, benign and passive way in matters of discipline, placing few demands on child’s behaviour, giving then a high degree of freedom to act according to their wishes. Their believe is likely that control over children is an infringement on the child’s right and could interfere with healthy development, they tend to look out to themselves as resources that the child could use or not (Steinberg, 2009).

ii. **Permissive Indifferent:** In extreme cases, they may be neglectful, know little about what the activities of their children are and their where about, show little interest in their child’s activities in school and with friends. They are mainly parents centered, thinking about themselves alone, preoccupying themselves with their needs instead of having anytime to talk about their child. One characteristic of children here is that they show the highest level of problem behaviour and internalized distress such as depression Steinberg (2009). He continues to observe that adolescent raised in indifferent home are often Impulsive, and more likely to incline to experiment with sex, drugs and alcohol (Fuligni and Eccies, Kurdek and Fine Steinberg et al. in Steinberg, 2009).

**Role of Parents in Child Rearing**

Parents are the pillars on which the family unit is upheld. They therefore, provide the necessary raw materials needed for the child’s character formation. This is so because; a child’s first contact in life is naturally with the parents (excluding the medical personnel). His/her knowledge of self, others, right and wrong concepts are facilitated by the way the parents are able to carry out their God-given responsibilities of bringing him/her up. Where parents are able to realize their duties towards their children and carry them out effectively, the children will likely turn out to be good citizens (Ezewu, 2013). The researcher agrees with this view because, the home experiences are more or less the foundation blocks upon which subsequent experiences and influences are built or acted upon.

In other words, in addition to providing the enabling environment for good character formation, the parents are also required to set standards and define clearly what should or should not be done by the child. The entire family atmosphere as created by parents, should to a large extent determine how well-
adjusted a child that comes from such family would be. His/her ability to comport himself/herself, solve problems that may confront him/her as well as carry out responsibilities that might come his/her way in the process of growth, depends on how the individual was handled as a child. Dressier and Carns (2014) supporting the above view, opined that a child learns a good deal of what he/she needs to know from the family. The early childhood experiences afford him/her opportunity for this knowledge which helps the child to become a productive adult in future. This view is in line with Freud’s conception of human character development as discussed in Uba (2007). Freud held that an individual develops his character based on the type of relationship that existed between him/her and the parents during early childhood. This is not to say that the family is the sole agent for shaping an individual’s life or behaviours. It is just that the childhood family experiences can make or mar the child’s ability to get on well with children from other backgrounds and fulfill the expected societal roles at various stages of development. This depends on how such experiences are patterned. Dressier and Carns (2013) maintained that families provide a milieu within which such a child can interact with others on closer terms. The socialization process comes into focus at this juncture. This is obvious because, it tends to be a true reflection of people’s philosophies, goals, aspirations and desires in relation to what they want their future to look like (Ezewu, 2013). The stimulation of these ideals are mainly achieved through the way and manner the children within that social setting are brought up. The onus of realizing all these rests primarily on the shoulders of the parents especially at the early stage of life.

The question then becomes: How do parents go about instilling, inculcating and eternalizing the socially accepted values into their children. In their explanation of why it is possible for a child’s rearing pattern to be reflected in his/her behaviour outside of his home, Cole and Hall (2010) observed: The child who has been actively rejected by his parents is passive towards authority, docile, outwardly decorous since only by such behaviour, can he escape their nagging and punishment. He is also hostile, withdrawn, fearful, frustrated, insecure, stubborn and passively resistant. Similarly, some students that have been brought up under very strict and rigid homes where they are meant to be seen and not heard sometimes tend to show evidence of lack in initiatives. This is so because they have been brought up to obey rules and regulations. They, therefore, tend to wait for directives or instructions before they can take up responsibilities. With the forgoing discussion, there is no doubt that the interaction between some environmental, physical and other factors bring about children’s character formation. This is in line with Oko (2009) view that the way a child is groomed contributes to his development and formation of achievement motives in life itself. If parental child rearing pattern so influences the life of the individual - particularly children there is therefore, the need to examine its relationship to students.

**Study Habits and Child Rearing Pattern**

Gardner (2008) defined study habits as those commonly used terms which describe behaviours that are associated with learning. He explained that these stimulus elicited patterns of responses are acquired by repeated sequence of activities. This agrees with Child (2008) definition of habit which according to him is an automatic type of response pattern which is prompted by sequence of activities until such sequence becomes spontaneous. According to him habits could be associated with different aspects of human endeavours which the researcher considers studies to be part of-hence study habits. In Child’s discussion of factors which he thought could affect the efficiency of learning for retention, he identified study habits among other things. According to him, no way has been identified as the best suited for every individual; rather, he puts it thus: successful patterns of behaviour most suited to our personal make-up and external constraints become established as habits of responding”. In other words, one’s study habits are just those behaviours that are relevant to learning which one has as a result of repeated responses become adjusted to. Study habits could therefore, be said to be individually acquired. These are through patterns of activities which when carried out successfully become repeated and consequently result to habits.
Study habit is an indispensable aspect of the learning process. Effective study habit results in positive learning outcomes while defective study habit results to poor learning outcomes. For study habit to be considered effective, the following fundamental components and more should be evidently present; drawing up and abiding to daily study schedule, full involvement in teaching and learning processes, inculcating good reading habit, promptly doing and turning in class work and assignment, jotting down points while the teacher is teaching and during private studies etc. (Kemjika, 2008). Good study habits are essential ingredients for excellent academic performances for every student. When students excel in schools academically, parents are usually elated. The tendency most times is to attribute the reasons behind such brilliant performances to heredity, parental competence or efforts to that regard. Thus, one hears such comments like “that was how the father or mother excelled in academics during his or her days”.

On the contrary, when the performances are below parental expectation, the teachers, schools and government are blamed. By so doing, they tend to forget the fact that the decision to acquire formal education yields greater dividends when it is backed-up by good study habits that are capable of making striking impression. Study habits may, as a matter of fact, make or mar one’s academic pursuit, depending on how positive or negative they are. Poor and defective study habits have been reported among many secondary school students. Investigating the study habits of secondary school students in Benin City, Onomuodeke (2008) found out that majority of the students has defective study habits. Poor study habits as observed by Kemjika (2008) definitely ends in poor academic performances. This observation is in line with Onyejiaku (2007) who opined that ineffective study techniques were among the major factors responsible for poor grades or academic failures. The crumbling of the house in biblical story of a man who built his house without proper planning and adequate foundation is a good illustration of what the fate of a student who has bad or poor study habit can be. In other words, a student who has not prepared adequately to pass has prepared to fail.

Formation of good study habit does not come that easily. Frantic effort backed by determination and self-discipline are required to achieve any desire to that effect. Parenting or child rearing pattern which is the primary focus of this study, has a lot to offer in the way a child carries out responsibilities or tasks in life. Fontana cited in Okwubunka (2013) stated that basic values are likely acquired by children in their early years. Some of the virtues identified were obedience, honesty, problem solving, hard work among others. Since study habits have been acknowledged as part of the factors that determine good academic performances, a child’s attitude towards his/her studies, success or hard work could be linked to the type of up-bringing he received. In her own opinion, Okwubunka (2013) opined that children tend to be their true selves when they are outside the confines of their homes. This is why some children tend to have dual personalities:- one they assume when their parents are around (the type they know their parents want), and another (their real selves) they exhibit out of their parents’ sight. Children who portray this type of dual personality characteristics may in some way be manifesting their type of upbringing. For instance, a child that is denied the opportunity of self-expression at home may go out to be noisy and pompous. On the other hand, that same child may true to his/her rearing pattern be shy and withdrawn outside home thereby portraying a true characteristic of his/her upbringing. Similarly, some children whose parents have not shown love, care or interest in them may also translate similar attitude to their studies and other undertakings. Cole and Hall (2010), supporting the views expressed above, stated that when a child’s behavior is observed away from home, one may be able to guess the type of parenting he/she received. This is so according to them, because the child’s behavior is to some extent a true reflection of the environment he/she has lived in. The way a child develops depends largely on the people around him. He learns the values and skills required for social living from them. Apparently, every family does not carry out its task of socialization with equal effectiveness or success. This could be explained by the fact that man is a product of his environment since the nature of the home or family he/she comes from to a great extent determines the type of person he/she will be.
A child’s response to learning and academic commitment at school depends more on his family orientation before his exposure to formal education. Nei (2013) said that faulty environment produces faulty learning. One may not totally agree with the above view because with all the inadequacies in our environment, some students are still excelling academically. However, Baumrind’s research results as reported in Weiss and Schwarz (2011) showed that good adjustment in children was associated with parents who use firm consistent discipline and are warm and supportive. These characteristics described here suit the democratic or authoritative family type. Steinbert, Elmen and Mounts (2009) expressed the view that consistent wide range of positive adolescent outcomes in the areas of better academic performance, increased competence, self-esteem, less deviance and autonomy are greatly influenced by the type of parenting they received.

From the foregoing discourse, it is evident that some people are of the opinion that the type of parenting a child received has a lot to offer in the way or level of commitment to his/her academics or any other life venture. This informs the need to carry out this present study on relationship between child rearing pattern, study habits and career choice of secondary school students with a view to suggesting areas of changes and empowerments as the case may be.

**METHODOLOGY**

**Design of the Study:** In carrying out this research, the researcher employed correlational design. Correlational research gives a clear picture of a situation and it serves as a basis for most researchers in assessing the situation as a prerequisite for drawing conclusion.

**Population of the Study:** The population of the study consists of all the SS 1 and SS 2 students in Government Secondary Schools in Port Harcourt City and Obio/Akpor Local Government Area. The total population size is nine thousand and eighteen (9,018) students.

**Sample and Sampling Techniques:** the sampling technique that was used for the study is simple random sampling technique. This was drawn by slips of papers. Out of eighteen (18) public secondary schools in the study area, all the students in the selected classes were administered with the instruments. However, the sample size of the study was four hundred (400) students. This figure was drawn using Taro Yamane formula. Therefore, we have 150 male respondents and 250 female respondents.

**Instrument for Data Collection**

The instrument that was used for data collection in the study is structured questionnaire. This questionnaire was divided into two parts. The first part is the demographic information about the respondents while the second part deals or aimed at the respondents ideas on the subject matter titled: Child Rearing Pattern Questionnaire (CRPQ). This was a 15-item questionnaire which requires the respondents to indicate their level of agreement or disagreement. It patterns toward modified 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).

**Data Analysis Technique:** The data collected were analysed using weighted mean and standard deviation for the research questions The criterion decision rule is that any mean score that is from 2.50 and above is accepted while the mean score that is less than 2.50 is rejected while the null hypotheses was tested using t-test statistical tool at a significance level of 0.05.
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Presentation of Data

Research Question 1: To what extent does parental lifestyle influence study habits of secondary school students in Rivers State?

Table 1: Mean and Standard Deviation Responses on how Parental Life Style Influence Study Habits of Secondary School Students in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Male (X)</th>
<th>SD</th>
<th>Decision</th>
<th>Female (X)</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Some parental lifestyle imposes restrictions which affect the child’s study habits in secondary schools</td>
<td>3.10</td>
<td>1.70</td>
<td>High Extent</td>
<td>3.67</td>
<td>1.96</td>
<td>High Extent</td>
</tr>
<tr>
<td>2.</td>
<td>Parents in autocratic child rearing pattern are responsible to their children’s need and their point of view.</td>
<td>2.33</td>
<td>1.53</td>
<td>High Extent</td>
<td>3.77</td>
<td>1.94</td>
<td>High Extent</td>
</tr>
<tr>
<td>3.</td>
<td>Strict rules are given and enforced by parents in autocratic child rearing pattern which may affect the students’ study habit.</td>
<td>2.88</td>
<td>1.70</td>
<td>High Extent</td>
<td>3.56</td>
<td>1.89</td>
<td>High Extent</td>
</tr>
<tr>
<td>4.</td>
<td>Children from autocratic parenting family are obedient, conforming and academic competent.</td>
<td>3.16</td>
<td>1.78</td>
<td>High Extent</td>
<td>3.33</td>
<td>1.82</td>
<td>High Extent</td>
</tr>
<tr>
<td>5.</td>
<td>Being fearful, irritable, easily annoyed, positively hostile is some of the qualities of autocratic parenting style.</td>
<td>2.63</td>
<td>1.53</td>
<td>High Extent</td>
<td>3.77</td>
<td>1.94</td>
<td>High Extent</td>
</tr>
</tbody>
</table>

| Grand Total | 2.76 | 1.66 | 3.62 | 1.91 |

Table 1 above reveals that the respondents accepted the view that autocratic child rearing pattern imposes restriction which affect the child’s study habit in secondary schools in Rivers State. They also accepted the point that parents in autocratic child rearing pattern are responsible to their children’s needs and their point of view. It was also observed from the table that the respondents accepted the fact that strict rules are given and enforced by parents in autocratic child rearing pattern which may affect the students’ study habit. The table also indicates that the respondents accepted that children from autocratic parenting family are obedient, conforming and academic competent. It still show that the respondents accepted that being fearful, irritable, easily annoyed, passively hostile is some of the qualities of autocratic parenting style.
**Research Question 2:** To what extent does parental educational level influence study habits of secondary school students in Rivers State?

**Table 2:** Mean and Standard Deviation Responses on how Parental Educational Level Influence Study Habits of Secondary School Students in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Male (X)</th>
<th>SD</th>
<th>Decision</th>
<th>Female (X)</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Parents with high level of education find it difficult to make decisive value judgment that requires exercising power or authority.</td>
<td>2.90</td>
<td>1.70</td>
<td>High Extent</td>
<td>3.55</td>
<td>1.88</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>7.</td>
<td>Children from democratic parenting home are not well discipline and behave anyhow.</td>
<td>3.00</td>
<td>1.73</td>
<td>High Extent</td>
<td>3.60</td>
<td>1.90</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>8.</td>
<td>Parents in democratic parenting pattern place few demands on child behaviour and give high degree of freedom to the children</td>
<td>3.56</td>
<td>1.89</td>
<td>Very High Extent</td>
<td>3.38</td>
<td>1.84</td>
<td>High Extent</td>
</tr>
<tr>
<td>9.</td>
<td>Children from educated home do very well academically.</td>
<td>2.07</td>
<td>1.44</td>
<td>Low Extent</td>
<td>1.54</td>
<td>1.24</td>
<td>Low Extent</td>
</tr>
<tr>
<td>10.</td>
<td>There is positive relationship between parental education level and students’ study habit in secondary school.</td>
<td>1.93</td>
<td>1.39</td>
<td>Low Extent</td>
<td>1.70</td>
<td>1.30</td>
<td>Low Extent</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>2.69</strong></td>
<td><strong>1.63</strong></td>
<td></td>
<td><strong>2.75</strong></td>
<td><strong>1.63</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 above indicates that the respondents accepted the view that, parents with high level of education find it difficult to make decisive value judgment that requires exercising power or authority. The table also shows that the respondents accepted the point that children from educated home are not well discipline and behave anyhow. It was still observed from the table that the respondents accepted the fact that educated parents place few demands on child’s behaviour and give high degree of freedom to the children. However, the respondents rejected the view that children from educated home do very well academically. The table still reveals that the respondents rejected the point that there is positive relationship between parental educational level and students’ study habit in secondary schools in Rivers State.
Research Question 3: To what extent does parental economic status influence study habits of secondary school students in Rivers State?

Table 3: Mean and Standard Deviation Responses on how Parental Economic Level Influence Study Habits of Secondary School Students in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Male (X)</th>
<th>SD</th>
<th>Decision</th>
<th>Female (X)</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Child-parents relationship is important in secondary school students study habit in Rivers State.</td>
<td>2.67</td>
<td>1.63</td>
<td>High Extent</td>
<td>3.70</td>
<td>1.92</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>12</td>
<td>Children brought up under good economic status are not obedient to rules and regulations.</td>
<td>3.44</td>
<td>1.85</td>
<td>High Extent</td>
<td>3.21</td>
<td>1.79</td>
<td>High Extent</td>
</tr>
<tr>
<td>13</td>
<td>Children from good economic background or home are not respectful, discipline and academically sound.</td>
<td>3.10</td>
<td>1.76</td>
<td>High Extent</td>
<td>3.51</td>
<td>1.87</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>14</td>
<td>Children and parents from laissez-faire parenting home or family are always exercising power or right.</td>
<td>2.69</td>
<td>1.64</td>
<td>High Extent</td>
<td>3.52</td>
<td>1.88</td>
<td>Very High Extent</td>
</tr>
<tr>
<td>15</td>
<td>There is no good relationship between parental economic status and secondary school students’ study habit.</td>
<td>2.90</td>
<td>1.70</td>
<td>High Extent</td>
<td>3.67</td>
<td>1.92</td>
<td>Very High Extent</td>
</tr>
</tbody>
</table>

Grand Total 2.96 1.72 3.52 1.88

Table 3 above shows that the respondents accepted the fact that child-parents economic status is important in secondary school students’ study habit in Rivers State. The table also indicates that the respondents accepted the point that children brought up under good economic status are not obedient to rules and regulations. It was still observed from the table that the respondents accepted the view that children from good economic background or home are not respectful, discipline and academically sound. The table still shows that the respondents accepted the fact that children and parents from laissez-faire parenting home or family are always exercising power or right in the family. The table also shows that the respondents accepted the point that there is no good relationship between laissez-faire child rearing pattern or style and secondary school students’ study habit in Rivers State.
Test of Hypotheses

Hypothesis 1: There is no significant relationship between influence of parental lifestyle and students’ study habits in secondary schools in Rivers State.

Table 4:  t-test Analysis of Significant Relationship between Influence of Parental Lifestyle and Students’ Study Habits in Secondary Schools in Rivers State

<table>
<thead>
<tr>
<th>Variables/Status</th>
<th>No. of Respondents</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>2.76</td>
<td>1.66</td>
<td>398</td>
<td>1.20</td>
<td>1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>Female</td>
<td>250</td>
<td>3.62</td>
<td>1.91</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant P<0.005

Analysis on table 4.4 reveals that the t-cal (1.20) is less than the t-crit (1.96). Therefore, the calculated ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of ratio. So, the hypothesis 1 is thus rejected and the conclusion is that there is a significant relationship between influence of parental lifestyle and students’ study habits in secondary schools in Rivers State.

Hypothesis 2: There is no significant relationship between influence of parental educational level and students’ study habits in secondary schools in Rivers State.

Table 5:  t-test Analysis of Significant Relationship between Influence of Parental Educational Level and Students’ Study Habits in Secondary Schools in Rivers State

<table>
<thead>
<tr>
<th>Variables/Status</th>
<th>No. of Respondents</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>2.69</td>
<td>1.63</td>
<td>398</td>
<td>0.52</td>
<td>1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>Female</td>
<td>250</td>
<td>2.75</td>
<td>1.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant P<0.005

Analysis on table 4.5 indicates that the t-cal (0.52) is less than the t-crit (1.96). So, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of t-ratio. Therefore, the hypothesis 2 is thus rejected and the conclusion is that no significant relationship exists in the mean responses on the influence of parental educational level and students’ study habits in secondary schools in Rivers State.

Hypothesis 3: There is no significant relationship between influence of parental economic status and students’ study habit in secondary schools in Rivers State.

Table 6:  t-test Analysis of Significant Relationship between Influence of Parental Economic Status and Students’ Study Habit in Secondary Schools in Rivers State

<table>
<thead>
<tr>
<th>Variables/Status</th>
<th>No. of Respondents</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>2.96</td>
<td>1.72</td>
<td>398</td>
<td>0.48</td>
<td>1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>Female responses</td>
<td>250</td>
<td>3.52</td>
<td>1.88</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant P<0.005

Analysis on table 4.6 shows that the t-cal (0.49) is less than the t-crit (1.96). So, the calculated t-ratio is not statistically significant at a 0.05 level of significant since it is less than the given critical value of ratio. Therefore, the hypothesis 3 is thus rejected and the conclusion is that no significant relationship exists in the mean response scores of parental economic status and students’ study habits in secondary schools in Rivers State.
DISCUSSION OF FINDINGS
Parenting lifestyle and study habits of secondary school students in Rivers State reveals that parental way of life affects study habits of secondary school students in Rivers State. This was proved with the total grand mean of 2.96 for the male responses and 3.62 for the female responses. This view is in collaboration with Conger and Galanbos (2007). They assert that parental leadership style or lifestyle promotes social, intellectual and academic competence in adolescent. Elman and Moonts (2011) reveal that autocratic parenting style develops competence in the students that cuts across ethnically diverse families and ethnicity when compared to other parenting styles, such students or adolescents show a high level of competence and adjustment. Macoby and Martin (2013) explained that one advantage of good parental lifestyle is that the adolescents or students here tend to be very obedient, conforming with reported low level of problem behaviour and they are academically competent and also have positive perception of their academic and social abilities.

Parenting lifestyle and study habits of secondary school students in Rivers State shows that parents with high level of education find it difficult to make decisive value judgment that requires exercising power or authority. This was supported with the total grand mean of 2.69 for the male responses and 2.75 for the female responses with the standard deviation of 1.63 respectively. Bakker (2009) reveals that students with lower academic performance generally have parents with lower education levels, explaining that the family in this nature or case may have fewer resources to help their child academically.

Parenting lifestyle and study habits of secondary school students in Rivers State indicates that parental economic level affects study habits of secondary school students in Rivers State. This was supported with the total grand mean of 2.96 for the male responses and 3.52 for the female responses with the standard deviation of 1.72 and 1.88 respectively. This view was supported by Ezewu (2013). He asserts that some parents are neglectful, know little about their child’s activities in school and the friends. Because of their wealth or economic status, they are mainly parents’ centered thinking about themselves alone, preoccupying themselves with their needs instead of having any time to talk about their children.

RECOMMENDATIONS
Based on the findings, the following recommendations are thereby put forward to ensure that there is a good relationship between or among child rearing patterns or styles and study habits of secondary school students in Rivers State.
1. Government should organize awareness campaign on the right parenting style. This is to enlighten and educate some parents on the appropriate lifestyle or leadership.
2. Some parents do not have a good relationship or rapport with their family thereby creating bridge of communication or causing communication gap in the family.
3. Parents with high economic status should give proper attention to the family or children because they have little or no attention to their children well being.
4. Multinational oil companies should help the government and parents to provide scholarship to the less privilege people since children from poor home is being affected negatively academically.

REFERENCES


