



Parenting Styles and Secondary School Students' Attitudes towards Islamic Studies in Kwara Central Senatorial District, Nigeria

JAMIU ABDUR-RAFIU
Akwa Ibom State University

U.A. AJIDAGBA, ZAKARIYAU SALIHU ADAM
University of Ilorin, Ilorin, Nigeria

Abstract. The purpose of the study was to investigate the influence of parenting styles on secondary school students' attitude towards learning Islamic Studies in Kwara Central Senatorial District, Nigeria. Questionnaire and Pro-forma were used to collect data on parenting styles and students' attitude towards learning Islamic Studies. Simple random sampling technique was adopted to select 300 students across the sampled public schools. Four research questions were raised and three null hypotheses were formulated and tested in the study. The data collected were analyzed using frequency count Mean, Standard Deviation and Pearson Product Moment Correlation Co-efficient statistics to answer the research questions and test the hypotheses formulated in the study. The findings showed that most of the students disposed negatively to learning Islamic Studies. It was also found that parenting styles adopted have influence on the attitude of the students towards learning Islamic Studies. In addition, it was observed that students from authoritative parenting have positive attitude than students from other parenting styles. Based on the findings of

the study, it was recommended that teachers should take cognizance of the fact that students are from various homes and with different parenting styles thereby catering for the individual differences that may affect their attitudes to learning Islamic Studies. Parents should adopt authoritative parenting style to enhance optimal performance of the students. In addition, there is also the need for provision of enlightenment for parents on the parenting style they should adopt in order to assist their children to dispose positively to learning.

Keywords: parenting styles, attitude, Islamic Studies, authoritarian, permissive, authoritative

1. Introduction

The position of Islamic studies as a core subject at the junior secondary school level and as elective subject at the senior secondary school level was stated at the commencement of the 6-3-3-4 system of education. But, the Federal Government of Nigeria (FRN) in the National Policy on Education (2013) reported that Islamic

studies should remain an elective subject at both junior and senior secondary school levels. In view of this, Muslim teachers, parents and students, should exhibit positive attitudes toward the teaching and learning of Islamic studies at both junior and senior secondary school levels.

It was noted from the work of Olatunbosun and Tanimowo (2013) that Islam as a universal religion appreciates and recommends knowledge acquisition for human development and recognition of Almighty Allah as the creator of the cosmos. This is why the very first revelation to prophet Muhammad (S.A.W) was specifically on seeking for knowledge, Qur'an thus said: "Read in the name of your Lord who creates. He creates man out of a (mere) clot of congealed blood. Read! Your Lord is most bountiful. He who teaches (the use of pen) He teaches man that which he knows not"(Qur'an 96:1-5).

Teaching Islamic studies in secondary schools is highly significant because it endows the students with the knowledge of Islamic education. It is the subject through which the Islamic codes of conduct are imparted to the students. Thus, Islamic code of conduct according to Lawal (2003) include honesty, goodness to parents, tolerance, kindness, forgiveness, trustworthiness, righteousness, cordial relationship with others, egalitarianism, purity, reliability, dependability, politeness, humbleness, kindness, obedience, brotherhood etc.

The relationship between parents, child and other members of the family could be considered as a means of interaction between them. Thus, this interaction will in turn directly or indirectly influence parenting styles and methods in children. Therefore, parenting styles can be defined as

a collection of the behaviours declaring parent and child interactions in variable immense conditions. It can also be defined as a combination of parents' behaviours which appears in a lot of circumstances of their children (Crockenberg & Leerkes, 2003).

Rearing of the children is a very important aspect of life because they are the future generation. Children as members of an adult society have influence on numerous interactions such as politics, society and economy as well as behaviour. In an economic view, rearing has an important role in making jobs, improving the number of experts, facilitating productions, improving incomes, and generally making the better life. In a political view, rearing can play an important role in making political views and extending the spirit of justice. No one can disregard the responsibility of family because it's the beginning for the social life (Parsasirat, Montazeri, Yusooff, Subhi, & Nen, 2013).

The conceptualization of parenting styles as a way to categorize and measure the quality and type of interaction between parents and children began with the pioneering research by Baumrind (1991). She noticed that parents varied in their interactions with children along two major dimensions – warmth and demandingness. Her original framework could place most parental interactions along a two way axis, with one axis representing warmth i.e. from warm to cold and the other axis representing demandingness ranging from low to high (Baumrind, 1995).

Therefore, parent-child interactions have four categories:

Authoritative Parenting: they are flexible and demanding parents, who control their children and respondents. They proclaim

clear rules, explain the cause and logic of these rules and boundaries and responsive to children's attitudes and get them involved in family decisions (Nyarko, 2011).

Authoritarian parenting: this is a restrictive parenting method in which parents apply a combination of high demandingness/controlling and low acceptance/responsiveness in dealing with their children. These types of parents impose any rule and have exact obedience expectation. They rarely explain and trust to the power of their thinking as physical punishment to do actions (Yusuf, Ayorinde & Yusuf 2011).

Neglectful Parenting: in this method, aspects of acceptance and responsiveness are in a high level but controlling and demandingness is low. These types of parents are tolerant and they proclaim relatively few rules for children to have a grown-up behaviour and they encourage children to express their feelings and impulsiveness and rarely control their behavior (Alsheikh, Parameswaran & Elhoweris, 2010)..

Exclusive Parents: these type of parents combine low demand/control and acceptance dimensions and do not impede in training their children. It seems that these parents are involved in their problems in such a way that they cannot allocate enough force to ascertain and execute rules (EbrahimMadahi, M., Rita & Madah, 2013). Parenting is a complicated occupation that requires many different skills. It is the child-rearing strategy employed by parents in training and bringing up their children. Parenting styles have been found to predict the child's well being in term of social competence, academic performance, psychosocial development and problem behaviour (Alegre & Benson, 2004). Its influence on the lives of adolescents is very important. Good parenting style is expected to produce the right result at adolescence

stage of life. Poor parenting can mar the life of the child not only at the adolescence stage but for the rest of the child's life.

Parenting styles differ from family to family, and may even vary from day to day, culture to culture, and so on; All parents make resolutions for their children that may be stricter or more tolerant on occasions. For the most part, however, parent falls into one of three general parenting methods. These are authoritative, authoritarian and permissive parenting styles.

The original classification of parenting style was based on four dimensions of child rearing: parental control, parental communication, parental maturity demands and parental nurturance (Aronen, 2000). Evaluation in these four dimensions resulted in the classification in one of these parenting style categories: the authoritarian, the authoritative and the permissive parents. Permissive parents are those who behave in a non-punitive, accepting and affirmative manner towards their child's impulse, desires and actions. Authoritarian parents attempt to shape, control and evaluate the behaviour and attitudes of their child in accordance with a set of standards of conduct, usually an absolute standard, often theologically motivated and formulated by a higher authority. Authoritative parents attempts to promote their child's activities in a rational, issue-oriented manner by encouraging dialogue, but exerting firm control at points of parents-child divergence (Aronen, 2000).

Authoritative parents are firm, loving and kind. They set boundaries and expect their children to abide by them. These parents adopt neither exceedingly severe nor exceedingly tolerant nature. Authoritative parents strike a good balance between expectations that are too high and expectations that are too low. These parents allow their children to make choices that are age-appropriate, encouraging them to take

on more responsibility as they grow. They respond well to the needs of their children, but do not give in to every desire. They give their children reasons for certain rules and guidelines, and allow natural consequences to take place whenever feasible and when no real harm will come to the child due to those consequences.

Authoritarian parents are strict, unbending and inflexible. They may attempt to control every aspect of their child's life, and do not allow the child to make choices. Authoritarian parents expect obedience without questioning. They may use harsh discipline methods with their children, and may be insensitive to their children's emotional needs. They often do not explain the reasons behind the rules that they set, and impose their own consequences whenever a rule is broken. Adult children of authoritarian parents may be unable to act without specific direction, and may have trouble expressing them.

Baumrind and Black (1987), as quoted by Vande Kemp & Hendrika (2000), linked each parenting style to specific outcome in children's development. Authoritative parents tend to have children with low peer affiliation, low moods and low capacity to control situations. Finally, children with low self-reliance, low self-control and a tendency to avoid unpleasant situations tend to have permissive parents who indulge them. Two central dimensions of parenting were later used to explain the parenting style: responsiveness and demandingness. Responsiveness was composed of warmth, reciprocity and attachment, while demandingness was composed of parental monitoring, ability to confront the child, and consistent and contingent discipline (Baumrind, 1995).

2. Statement of the Problem

The alarming situation with Islamic studies in Nigerian schools has prompted various studies and write ups. For instance, Ajidagba (2004) carried out a study on the reactions of Senior Secondary School Students to Islamic Studies Questions in Arabic Language. Abdur Rafiu (2009), investigated teachers and students' attitude towards Arabic components of Islamic studies in Nigerian Secondary Schools. Yunus (2013) investigated attitude of Muslim parents towards Muslim female education in Ilorin Emirate. Also, AbdulGhaniy (2013) investigated teacher trainees' attitude towards Arabic components of NCE Islamic Studies curriculum. Yusuf et al (2011) investigated influence of parenting styles on Junior Secondary School Students' performance in Social Studies. None of these researches had investigated the influence of parenting styles on secondary school students' attitude in Islamic Studies within the Kwara Central Senatorial District, Kwara State. Therefore, the focus of this study was to find out the influence of parenting styles on senior secondary school students' attitudes in Islamic Studies in Kwara central senatorial district.

3. Purpose of the Study

The main purpose of this study is to find out the influence of parenting styles on senior secondary school students' attitudes in Islamic studies in Kwara central senatorial district.

Specifically, the study investigated:

- The general attitude of students towards Islamic Studies
- The influence of authoritative parents on students' attitudes towards learning Islamic studies.

- The influence of authoritarian parents on students' attitudes towards learning Islamic studies.
- The influence of permissive parents on students' attitudes towards learning Islamic studies

4. Research Questions

In this study, answers were sought for the following research questions:

- What is the general attitude of students towards Islamic Studies?
- Does authoritative parenting style influence students' attitudes towards learning Islamic studies?
- Does authoritarian parenting style influence students' attitudes towards learning Islamic studies?
- Does permissive parenting style influence students' attitudes towards learning Islamic studies?

5. Research Hypotheses

The following null hypotheses were tested:

H₀₁: Authoritarian parenting style does not significantly influence students' attitudes towards learning Islamic studies.

H₀₂: Authoritative parenting style does not significantly influence students' attitudes towards learning Islamic studies.

H₀₃: Permissive parenting style does not significantly influence students' attitudes towards learning Islamic studies.

6. Methodology

Five senior secondary schools were randomly selected from each of the four local government areas that made up Kwara Central Senatorial District. A total of 300 students were drawn across the four Local Government Areas (Ilorin West, Ilorin East, Ilorin South and Asa Local Government Areas) that made up the Kwara central senatorial district. A questionnaire was developed to elicit responses from the respondents. Frequency counts, percentage distribution and Pearson Product Moment Correlation Co-efficient (PPMC) were used to analyse the data collected.

7. Results

Four research questions were raised and three null hypotheses were formulated and tested in the study. Only research question one was answered using a frequency count and percentage distribution. The remaining research questions have corresponding hypotheses. The results are however presented as follow:

Research Question 1: *What is the general attitude of students towards Islamic Studies?*

Table 1: Reactions of Students to Questionnaire Items that Provides Answer to the Research Question 1

	Frequency	Percent
SA	62	20.66
A	20	6.6
D	108	36
SD	110	36.66
TOTAL	300	100

The analysis in table 1 above revealed that most students showed negative attitude to learning Islamic Studies in senior secondary schools in Kwara Central Senatorial District. This therefore provided answer to the research question1

Testing the Research Hypotheses

Ho₁: *There is no significant influence between authoritarian parents and students' attitudes towards learning Islamic studies.*

Table 2 : Pearson “r” showing influence of authoritative parents on students' attitudes towards learning Islamic studies.

HO1

Variables	NO	Mean	Student Development	d.f	Cal.r-Value	Tab.r Value	Remarks
Authoritarian parents on students attitude towards learning Islamic studies	100	26.80	4.36	98	482	0.197	HO, Rejected
	100	34.07	4.48				

Table 2 revealed that the calculated r-value is 0.482 and the table r-value is 0.197 at 98 degree of freedom (d.f) with 0.5 level of significance. Since the calculated r-value is greater than the table r-value, hypotheses 1 is here by rejected. This implies that there is a significant influence of authoritarian parents on the attitude of students towards the learning of Islamic studies.

Table 3: Pearson “r” showing influence of authoritative parents on students' attitudes towards learning Islamic studies.

HO2

Variables	NO	Mean	Students Development	d.f	Calc.r-value	Tab.r-value	Remarks
Authoritarian parents on students attitude towards learning Islamic studies	100	19.82	2.467	98	382	0.197	HO2 Rejected
	100	34.07	4.048				

Table 3 revealed that the calculated r-value is 0.382 and the table r-value is 0.197at 98 degree of freedom (d.f) with 0.5 level of significance. Since the calculated r-value is greater than the table r-value, hypotheses 2 is hereby rejected. This implies that there is a significant influence on the authoritative parents on students' attitudes towards learning of Islamic studies.

Table 4: Pearson “r” showing influence of permissive parents on students' attitudes towards learning of Islamic studies.

Ho3

Variables	NO	Mean	Students Development	d.f	Calc.r-value	Table. r-value	Remarks
Authoritarian parents on students							

attitude learning studies	towards Islamic	100	21.37	2.435	98	437	0.197	HO3
		100	34.07	4.481				Rejected

Table 4 revealed that the calculated r-value is 0.437 and the table r-value is 0.197 at 98 degree of freedom (d.f) with 0.05 level of significance. Since the calculated r-value is greater than the table r-value, hypotheses 3 is hereby rejected. This implies that there is a significant influence on the authoritative parents on students' attitudes towards learning of Islamic studies.

8. Discussion of Findings

The result of the findings revealed that most students disposed negatively to learning Islamic Studies. This finding corresponds with the findings of Abdur-Rafiu (2009) who found that the general attitude of students to Qur'an and Hadith aspects of Islamic Studies was negative.

It was also found out that parenting styles generally influence students' attitudes to Islamic Studies. This finding corresponds with the findings of Darling and Steinberg (1993) that discovered that parenting style is used to capture normal variation in parent's attempt to control and socialize their children.

The findings in this study supported the findings of Yusuf et al (2011) whose findings revealed that children from authoritarian family backgrounds (high in demandingness, but low in responsiveness) and those from uninvolved family background (low in both .responsiveness and demandingness) tend to perform poorly in school because they have poorer social skills, lower self-esteem and higher level of depression. On the other hand, children from authoritative parenting families (high in both demandingness and responsiveness) tend to

perform well in schools while those whose parents are characterized with indulgent parenting style (high in responsiveness and low demandingness) tend to perform moderately well in schools since they tend to have higher self-esteem, better social skills and lower level of depression.

Specifically, the result indicated that significant influence existed between authoritarian parents and students' attitudes towards learning Islamic studies. This is also in line with the study of Yusuf et al (2011) whose findings showed that those parents with authoritarian and absolutely permissive (uninvolved) parenting styles tended to have negative influence on their children's performance in schools.

The findings also showed that there was significant influence between authoritative parents and students' attitudes toward learning Islamic studies. The authoritative parenting style of mothers and fathers had a positive impact on the educational achievement of the students; This supports earlier studies conducted by researchers such as (Dornbusch *et al.*, 1987; Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Steinberg, *et al.*, 1992; Steinberg, *et al.*, 1994) who have stated that adolescents who describe their parents as treating them warmly, firmly and democratically are more likely than their counterparts to perform better academically in school.

The findings is also in line with that of Nyarko (2011) who found that there was a positive significant relationship between mothers and fathers' authoritative and the academic success of the students. The

positive and significant association between mothers and fathers' authoritativeness and the academic achievement of the students supported the hypothesis.

The findings also corroborated with Yusuf et al (2011) who found that indulgent and authoritative parents tended to have higher positive influence on student' academic performance. This is because, they promoted more stimulating home environments for their children which make their children to have higher test scores.

In addition, the results of this study indicated that Permissive parenting style significantly influence students' attitude towards learning Islamic Studies. These findings concur with Darling (1993) who observed that lack of limits over behaviour makes children to grow without self-control. This however may negatively influence students' attitude towards learning. This is also in agreement with Kimberl (2010) who submitted that Students whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. Many children of this parenting style often attempt to provide for themselves or halt depending on the parent to get a feeling of being independent and mature beyond their years. Parents and thus their children, often display contradictory behaviour, children become emotionally withdrawn from social situations. This disturbed attachment and also impact relationships later on in life. In adolescence, they may show patterns of truancy and delinquency.

9. Conclusions and Recommendations

In line with the findings of this study, the following conclusions are drawn:

- Students' attitude towards learning Islamic Studies was generally poor
- Parenting styles generally influence students' attitudes to Islamic Studies.
- Significant influence existed between authoritarian parents and students' attitudes toward learning Islamic studies
- There was significant influence between authoritative parents and students' attitudes toward learning Islamic studies
- Permissive parenting style significantly influenced students' attitude towards learning Islamic Studies

Based on the findings and conclusions of the findings, the following recommendations are made:

- Teachers should take cognizance of the fact that students are from various homes with different parenting styles therefore they need to cater for the individual differences that may affect their attitudes to learning Islamic Studies.
- Islamic Studies teachers should adopt teaching methods that would assist the students in the subject. As such, students need to be motivated and encouraged by the teacher to dispose positively towards learning Islamic Studies
- Since the parenting style adopted by the parents of the students influences the attitudes of the students, there is the need for the parents to adopt authoritative parenting style. This will prompt positive attitude of students towards learning.
- There is also the need for provision of enlightenment for parents on the parenting style they should adopt in

order to assist their children to dispose positively to learning.

- Educational policy makers, curriculum planners and developers should involve parents in planning curriculum.
- Enlightenment programmes on good parenting should be organized for the parents to expose them to different parenting styles and how they have contributed or influenced the performance of students in their school work.

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