

PARENTING STYLES AS PREDICTORS OF ADOLESCENTS' READING MOTIVATION IN OSHIMILI SOUTH L.G.A OF DELTA STATE.

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Abstract

This study investigated the parenting styles as predictors of adolescent reading motivation in Oshimili South L.G.A of Delta State. One hypothesis was tested at 0.05 level of significance. The design is a predictive correlational survey as it seeks to assess the prediction among variables, namely authoritarian parental style, authoritative parental style, permissive parental style and uninvolved parental style as predictors of adolescents' reading motivation. The study was carried out in Oshimili South L.G.A of Delta State. The population of the study consisted of 4,537 senior students of secondary schools (SSSS) in Oshimili South LGA, Delta State, Nigeria. The sample of the study comprised 525 senior secondary school students. The instruments for the study were two structured questionnaires namely, Modified Parenting Styles Questionnaire (MPSQ) and Adolescent Reading Motivation Questionnaire (ARMQ). The questionnaires were distributed to the sampled students and were collected back by the researchers with the help of seven research assistants. This was done in four weeks. All the collected data were scored and analysed. Multiple regressions were used in testing the null hypothesis. The findings revealed that authoritarian, permissive and uninvolved do not predict adolescent reading motivation while authoritative significantly predict adolescents reading motivation. Based on the findings it was recommended that, the school management through Parents Teachers Association (PTA) should sensitize parents on the various parental styles, for parent to adopt the most efficient one.

Keywords: Parental Style, Reading, Motivation, Adolescents, Delta State.

Introduction

Reading has become an area of concern among the Nigerian culture in the past decade. The amount of time that the Nigerian adolescents spend reading is declining swiftly; this is due to the surge of electronic Media such as: internet, Video games, and portable digital device and these new trends have affected their reading motivation in a pessimistic manner. Reading is not a technical skill acquired once but rather it is a developmental process (Idigun, Okonigbo & Tugbokorowei, 2015). Addressing these challenges is the key to enhancing adolescent reading motivation. McKool (2007) is of the opinion that the motivation for adolescents to read and interact about academic work seem to be threefold: the topic need to be something they feel important to communicate with, the topic need to be something they

feel strongly about or are interested in and the reading needs to take place when they want to do it or just in time”.

Idigun, Okonigbo and Tugbokorowei (2015) defined reading motivation as the spur drive to read an area of interest in the field of education. Reading motivation is the process of placing more effort on reading activities (Alexander, 1998). Different strategies can be used to enhance interaction of adolescents to boost their reading culture. Although incentives are good motivators, further interest in reading will come from intrinsic wants and needs. Instead of rewarding reading with gifts, relate reading competition should be organised to increased reading competency and accomplishment. Ogugua and Anyamene (2019) observed that some adolescents in Delta State show negative attitude towards learning compulsory school subjects. This predisposition could have negated adolescents’ reading motivation. Research confirmed that parental style is a key factor that may stimulate adolescents’ reading motivation (Gambrell & Marinak, 2009).

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child outcomes (Darling, 1999). Parenting is a process through which a person exhibits a specific, warm and affectionate behaviour towards their infants. Obviously, it entails all functions, attributes, behaviours, instructions, characters among others, exhibited and initiated by parents with the aim of influencing a particular aspect or general life attitude of their children. Efobi and Nwokolo (2014) defined Parenting style as the ways or techniques parents employ in the upbringing of their children. This view emphasizes on the ways initiated by parents in the general development of children. The terms parenting styles, parental styles and parenting practices are often used interchangeably by researchers.

It is worthy of note in this context that parenting style captures two important elements of parenting: parental responsiveness and parental demandingness. While responsiveness implies the willingness and availability of the parents to show care, concern and provide for the children; demandingness connotes the tendency of the parents to control the child and limit his freedom almost in everything. It is how a parent applies either or both of these two features that decides the parenting style such a parent is using. Simply put, the combination of parental control with parental responsiveness is known as parenting style (Nixon, 2010). According to Baumrind (1991), there are four parenting styles including: authoritarian, authoritative, permissive and uninvolved. The authoritarian parent does not allow children to have much freedom to develop their choices (Timpano, Keough, Mahaffey, Schmidt, & Abramowitz, 2010). Authoritative parenting is also known as balanced parenting and shows the right balance between displaying authority and showing responsiveness to the children (New & Cochran, 2007). The authoritative parent gives encouragement and thorough reasoning behind any rules that are set and other preferred methods of discipline that are implemented. This helps the child to understand that they are loved, but they must be punished if they violate any rules. The permissive parent does not impart a sense of discipline on a child, but rather places emphasis on allowing the child to do whatever he wants, regardless of the consequences. The neglectful or uninvolved parent simply fulfils a child’s physical needs and is completely removed from any emotional or disciplinary guidance (New & Cochran, 2007).

Some research reports have shown that a large percentage of adolescent with low reading motivation come from homes that lack normal parental love and care. Attention, love and warmth go a long way in assisting the child's emotional development and adjustment (Odebumi 2007). Children at adolescence stage require parental love, care, warmth and serious attention to adjust adequately, in the environment in which he/she finds him/herself. Parents have major roles to play in motivating adolescents to engage in curriculum activities at home. The behavioural problems like low reading motivation of most deviants are rooted in their homes. Otuadah (2006) noted that when the relationship between the parents and the adolescents is warm, it creates a healthy environment for the development of the adolescents. Adolescents exhibiting traits of friendliness, cheerfulness, positive emotions and good maturity traits, show evidently, that such adolescents come from homes where they are accepted and loved (Otuadah, 2006).

Okpako (2004) noted that a child well brought up will remain a source of joy and happiness for such family. The neglected adolescent may gradually become a drug addict, hardened criminal, aggressive, restive, armed robber, cultist, ritualist, rapist among others. According to Ang & Goh (2006) the required parental monitoring and control for adolescents' development may be hindered due to parents' serious involvement in economic activities to meet up with family financial commitments. It is against this back drop that the researchers are motivated to determine, parental styles as predictors of adolescents' reading motivation in Oshimili South L.G.A of Delta State.

Hypothesis

1. Parenting styles (authoritative, authoritarian, permissive and uninvolved) do not significantly predict adolescents reading motivation in Oshimili South L.G.A of Delta State.

Method

Design

The design is a predictive correlational survey as it seeks to assess the prediction among Variables; namely: Authoritarian parental style, authoritative parental style, permissive parental style and uninvolved Parental style as predictors of adolescents' reading motivation. The study was carried out in Oshimili South L.G.A of Delta State.

Population and Sampling

The population of the study consisted of 4537 senior students of secondary schools in Oshimili South LGA, Delta State, Nigeria. The sample of the study comprised 525 students. Simple random sampling technique was employed in selecting 11 schools, 25 senior students from each of the already chosen 11 schools. This yielded a total of 525 students which served as the sample.

Instrument for Data Collection

The instruments for the study were two structured questionnaires namely, Modified Parenting Styles Questionnaire (MPSQ) and Adolescent Reading Motivation Questionnaire (ARMQ). The MPSQ was used to assess how the students perceive the parenting used for them at home. This was a modification of the Parenting Dimensions Inventory (PDI) originally developed and used by Slater and Power (1987). The ARMQ was developed by Idigun,

Okonigbo and Tugbokorowei in 2015. The MPSQ was 20 items questionnaire designed to obtain information on the parenting styles; each style had 5 questions. Authoritative parenting was reflected in items 1, 11, 12, 14 and 19, while Authoritarian style had items 2, 6, 10, 15 and 17. Permissive parenting style questions were 3, 7, 9, 16 and 18 while uninvolved parenting style questions were items 4, 5, 8, 13 and 20. The students were requested to respond to questions based on the parenting they receive at home. The ARMQ also had 20 items which seek to ascertain the adolescent reading motivation. Both MPSQ and ARMQ had 4 point response options which range from Strongly Agree to Strongly Disagree with weighted values of 4, 3, 2, and 1 respectively.

Method of Data Collection

The questionnaires were distributed to the sampled students and were collected back by the researchers with the help of seven research assistants. This was done in four weeks.

Method of Data Analysis

All the collected data were scored and analysed. Multiple regressions were used in testing the null hypothesis.

Testing Hypothesis

1. Hypothesis 1: Parenting style (authoritative, authoritarian, permissive and uninvolved) does not significantly predict adolescents reading motivation in Oshimili South L.G.A of Delta State.

Table 1: multiple regression analysis of authoritative, authoritarian, permissive and uninvolved does not significantly predict adolescents reading motivation.

Model Summary

R	R-Square	Adjusted R-Square	Std. Error of the Estimation
0.143	0.020	0.018	10.54602

Anova

	Sum of Square	Df	Mean square	F	Sig
Regression	671.018	4	167.75	1.678	0.249
Residual	50968.671	520	99.94		
Total	51639.689	524			

Coefficients

	Unstandardized Coefficient		Standardized Coefficient	t	Sig
	B	Std Error	Beta		
(Constant)	28.784	2.543		11.318	0.001
Authoritative	0.052	0.017	0.067	3.070	0.025
Authoritarian	0.098	0.052	0.041	1.895	0.138
Permissive	1.561	0.463	0.073	3.374	0.214
Uninvolved	1.835	0.437	0.086	4.202	0.175

The table shows an F value of 1.678 and a p-value of 0.249, testing at an alpha level of 0.05 the p-value is greater than the alpha level, hence the null hypothesis which states that parenting style of authoritative, authoritarian, permissive and uninvolved do not significantly predict adolescent reading motivation is accepted. This shows that there was no significant relationship between authoritative, permissive, uninvolved and adolescents reading motivation.

The R^2 adjusted value of 0.018 shows that 1.8% of the variance in adolescent reading motivation was accounted for authoritative, authoritarian, permissive and uninvolved. The unstandardized regression coefficient (B) for predicting adolescent reading motivation from classroom was 0.052, authoritarian = 0.098, permissive = 1.561 and uninvolved = 1.835, the standardized coefficient (β) for authoritative was 0.067, $t = 3.070$; authoritarian = 0.041, $t = 1.895$; permissive = 0.073, $t = 3.374$ and uninvolved = 0.086, $t = 4.202$. Hence, authoritarian, permissive and uninvolved do not predict adolescent reading motivation while authoritative significantly predict adolescents' reading motivation.

Discussion of result

The findings of the study revealed that, authoritarian, permissive and uninvolved do not predict adolescent reading motivation while authoritative significantly predict adolescents reading motivation in Oshimili South L.G.A of Delta State. The work of Otudah (2006) support the finding that authoritative significantly predict adolescents' reading motivation, when the relationship between the parent and the adolescent is warm, it creates a healthy environment for the development of the adolescents' reading motivation. Adolescents exhibiting traits of friendliness, cheerfulness, positive emotions and good maturity traits, show evidently, that such adolescents come from homes where they are accepted and loved. New and Cochran (2007) affirmed that authoritative parents give encouragement and

thorough reasoning behind any rules that are set and other preferred methods of discipline that are implemented, due to the democratic nature of the parent, they feel motivated to engage in curricular activities both home and school. Also, authoritarian, permissive and uninvolved do not predict adolescents' reading motivation. This assertion is in agreement with Odebumi (2007) that adolescents with low reading motivation come from homes that lack normal parental love and care. Attention, love and warmth go a long way in assisting the child's emotional development and adjustment.

Implications for Counselling/Conclusion

The study has a lot of practical and clinical implications on parental counselling and adolescent reading motivation. Laissez-faire parenting dimension influences adolescents' low reading motivation. Sufficient time must be created by parents (especially mothers) to watch the activities of adolescents at home.

Recommendations

Based on the finding of this study, the following recommendations are made:

1. Parents should create time out of their busy schedule to monitor the educational activities of their wards at home, irrespective of the school they attend whether public or private.
2. The school management through Parents Teachers Association (PTA) should sensitize parents on the various parental styles, for parents to adopt the most efficient one.

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