

PARENTING STYLES AS CORRELATES OF ACADEMIC LEARNED HELPLESSNESS AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The study investigated parenting styles as correlates of academic learned helplessness among secondary school students in Rivers state. Parenting styles of (authoritarian parenting, authoritative parenting, permissive parenting and uninvolved parenting styles) were the independent variables while academic learned helplessness was the dependent variable. Five research questions and five null hypotheses guided the study. A sample of 500 SS2 academic learned helplessness students in Rivers State was drawn from a population of 32,126 SS2 students in public secondary schools Rivers state, using multi-stage sampling technique. Two instruments were used for the study: Parenting Styles Scale (PSS) and Academic Learned Helplessness Scale (ALHS). Data collected were analyzed using simple and multiple regression statistics. Results of the study indicated that parenting styles collectively had a positive, non significant relationship with academic learned helplessness. Independently, authoritative parenting style had a negative relationship with academic learned helplessness, while authoritarian parenting, permissive parenting and uninvolved parenting styles had positive relationships with academic learned helplessness. Statistical testing revealed that independently, all the parenting styles had no with academic learned helplessness. Based on the findings appropriate recommendations were made among which is that parents should make use of authoritative parenting style as it helps to curb the problem of academic learned helplessness.

Keywords: Parenting styles (authoritative, authoritarian, permissive, uninvolved) and learned helplessness

Introduction

The feeling of helplessness is a severe problem that affects people in different areas of endeavor and needs to be fixed. This helpless feeling is associated with a lot of other psychological problems, such as anxiety, low self-esteem, lack of

motivation, phobia and even depression (Ekeh & Nwanze, 2015). When this helpless feeling continue to occur in respect to any adverse environment people often develop a condition known as learned helplessness. Learned helplessness is defined as a condition arising from

traumatic event or persistent failure to succeed in a particular task. It is a condition resulting from the perception that we have no control over our environment. It is described as the helplessness and resignation learned when a human perceives no control over repeated bad events; a condition resulting from the perception that one has no control over one's environment (Schultz and Schultz, 2005). It is seen as the belief that one's outcomes are independent of one's actions (Durkin, 1995). Cherry (2014), described learned helplessness as giving up attitude, as expectations of future non contingency (outcomes no longer depend on actions), believing it won't matter whatever one does, believing that one has no control over an outcome of an event, and believing that one's actions are futile.

When this feeling is experienced in academics, is described as academic learned helplessness.

In Rivers state, it has been observed that many students have this problem of learned helplessness in their academics despite the large of academic institutions scattered all over the state. However the researcher decided to investigate parenting styles of authoritarian parenting, authoritative parenting, permissive parenting and uninvolved parenting styles in relation to academic learned

helplessness among secondary school students in Rivers state.

The problem of learned helplessness behavior in academics is a very serious educational problem that needs to be fixed. This problem of learned helplessness in academics consequently has resulted in academic and school failures, in one way or the other. In effect, most students try to avoid those subjects in which they experience learned helplessness. Children who have developed learned helplessness are at serious risk for negative affect, negative expectations, decreased performance and also avoidance of challenging tasks. However, every child deserves to learn well. It is important that students that are learned helpless in academics are being carried along with others.

Over the years, it has been observed that academic achievement of students, especially those of learned helpless students, has continued to decline. It is imperative to note that failure in academics does not only affect the students alone as a person, but also affects the larger society. This implies that when students do not do well in academics, they will come out half-baked or empty to the society, thereby contributing less or nothing to the productivity of the society at large. Also decline in academic

achievement affects the progress of scientific and technological advancements in the society.

With these reasons, it becomes necessary to explicate the nature and characteristics associated with learned helplessness and determine the extent to which parenting styles may relate with it, among secondary school students. The problem of this study therefore, is to investigate the extent of the relationship between parenting styles and academic learned helplessness among secondary school students in Rivers state.

The aim of this study is to investigate the extent parenting styles, independently and collectively relate with academic learned helplessness of secondary school students in Rivers state. Specifically, the study addressed the following objectives:

1. Find out whether any relationship exists between authoritarian parenting style and academic learned helplessness among secondary school students.
2. Find out the extent to which authoritative parenting style relates with academic learned helplessness among secondary school students.
3. Examine whether permissive parenting style relates with academic learned helplessness among secondary school students.

4. Determine the extent to which uninvolved parenting style relates with academic learned helplessness among secondary school students
5. Establish whether parenting styles of (authoritarian parenting, authoritative parenting, permissive parenting, and uninvolved parenting styles), collectively relate with academic learned helplessness among secondary school students.

The following research questions guided the study:

1. What is the relationship between authoritarian parenting style and academic learned helplessness among secondary school students.
2. To what extent does authoritative parenting style relate with academic learned helplessness among secondary school students.
3. What is the relationship between permissive parenting style and academic learned helplessness among secondary school students.
4. To what extent does uninvolved parenting style relates with academic learned helplessness among secondary school students
5. To what extent do parenting styles of (authoritarian parenting, authoritative parenting, permissive parenting, and uninvolved parenting

styles), collectively relate with academic learned helplessness among secondary school students

The following null hypotheses guided the study and were tested at 0.05 level of significance:

1. There is no significant relationship between authoritarian parenting style and academic learned helplessness among secondary school students.
2. There is no significant relationship between authoritative parenting style and academic learned helplessness among secondary school students.
3. There is no significant relationship between permissive parenting style and academic learned helplessness among secondary school students.
4. There is no significant relationship between uninvolved parenting style and academic learned helplessness among secondary school students.
5. Parenting styles of (authoritarian parenting, authoritative parenting, permissive parenting, and uninvolved parenting styles), collectively do not significantly relate with academic learned helplessness among secondary school students.

This study will be of immense benefit to students, (especially the academic learned helpless students), because they will learn

how to solve the problem of academic learned helplessness in their studies. Parents would be enlightened on how to avoid parenting styles that encourages the problem of academic learned helplessness. It would enable school administrators to devise new strategies in teaching and learning, that will curb learned helplessness problem. It would also enable the government to see the need to employ trained counselors in every public secondary school, to assist students who might develop learned helplessness problem to overcome it

Methodology

This study adopted correlational design. The population of the study consist of all academic learned-helpless secondary schools two (SS2) students in the public senior secondary schools in Rivers state. As at the time of the study, there are 32,126 senior secondary two (SS2) students in public senior secondary schools in Rivers state. A sample of 500 academic learned helpless students was used for the study. Multi-stage sampling technique was adopted for this study. Two instruments were used for this study, namely: Parenting Styles Scale (PSS), and Academic Learned Helplessness Scale (ALHS).

The face, content and construct validities of the instruments were determined. The reliability of the instruments were determined through the application of Cronbach Alpha technique and the results include: Authoritarian parenting 0.71, Authoritative parenting 0.70, Permissive parenting 0.62 and Uninvolved parenting 0.69. The mean reliability coefficient of Parenting Styles Scale is 0.68. The reliability coefficient obtained for

Results

Results got after data analysis were presented in the tables below

Table 1: Relationship between Authoritarian parenting style and Academic learned helplessness

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
10.050		0.002	0.000	4.13246

Analysis of Variance (ANOVA)

	Sum of squares	df	Mean square	F	Sig
Regression	20.905	120.905	1.2240	2.69	
Residual	8504.477	498	17.077		
Total	8525.382	499			

Unstandardized Coefficients

Standardized Coefficients

Model	B	Std. Error	Beta	t	Sig
constant		23.033	0.988	23.321	0.000
Self-efficacy	0.070	0.063	0.050	1.106	0.269

Dependent variable: Academic Learned Helplessness

The results in table 1 revealed that the R value for Authoritarian Parenting Style was 0.050. In view of this, Authoritarian

Academic Learned Helplessness Scale is 0.82.

Simple regression was used to answer research questions 1-4, while research question 4 was answered using multiple regression. Hypotheses 1-4 were tested using Anova and t-test associated with regression analysis while hypothesis 5 was tested using Anova associated with multiple regression analysis.

Parenting Style had a low positive relationship with academic learned helplessness. To determine if the

relationship is significant or not, analysis of variance (ANOVA) associated with the regression was employed. The calculated F value of 0.807 was significant at 0.369, which is greater than the chosen level of probability of 0.05, hence the null hypothesis was accepted. In other to confirm the result further, t-test associated with the regression analysis was employed. It was observed that the Beta value for Authoritarian Parenting Style was

0.05 associated t-value was 1.106, significant at 0.269, which is greater than the chosen level of probability (0.05). Therefore, the null hypothesis of "Authoritarian Parenting Style does not significantly relate with academic learned helplessness" was accepted. This implies statistically that, Authoritarian Parenting Style does not have a significant relationship with academic learned helplessness.

Table 2: Relationship between Authoritative parenting style and Academic learned helplessness

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	- 0.025	0.001	- 0.0014	1.13626

Analysis of Variance (ANOVA)					
	Sum of squares	df	Mean square	F	Sig
Regression	5.272	1	5.272	0.303	0.579
Residual	8520.11049	817	10.428		
Total	8525.382	499			

Unstandardized Coefficients		Standardized Coefficients			
Model	B	Std. Error	Beta	t	Sig
constant	24.280	0.364		66.706	0.000
Attribution	-0.015	0.027	- 0.025	- 0.555	0.579

Dependent variable: Academic Learned Helplessness

The results in table 2 revealed that the R value for Authoritative parenting style was -0.025. In view of this, Authoritative parenting had a low negative relationship with academic learned helplessness. To

determine if the relationship is significant or not, analysis of variance (ANOVA) associated with the regression was employed. The calculated F value of 0.308 was significant at 0.579, which is greater

than the chosen level of probability of 0.05, hence the null hypothesis was accepted. In other to confirm this result further, t-test associated with the regression analysis was employed. It was observed that the Beta value for Authoritative parenting style was -0.025, associated t-value for was -0.555, significant at 0.579, which is greater than

the chosen level of probability (0.05). Therefore, the null hypothesis of “Authoritative parenting does not significantly relate with academic learned helplessness” was accepted. This implies statistically that, Authoritative parenting style does not have a significant relationship with academic learned helplessness.

Table 3: Relationship between permissive parenting style and Academic learned helplessness

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	0.044	0.0020.000		4.13356

Analysis of Variance (ANOVA)					
	Sum of squares	df	Mean square	F	Sig
Regression	16.400	1	16.400	0.960	0.328
Residual	8508.98249817.086				
Total	8525.382 499				

Unstandardized Coefficients		Standardized Coefficients			
Model	B	Std. Error	Beta	t	Sig
constant	23.784	0.377 63.066	0.000		
Achievement					
Motivation	0.0270.028	0.0440.980	0.328		

Dependent variable: Academic Learned Helplessness

The results in table 3 revealed that the R value for Permissive parenting style was 0.044. In view of this, Permissive parenting style had a moderate relationship with academic learned helplessness. To determine if the relationship is significant or not, analysis of variance (ANOVA) associated with the regression was

employed. The calculated F value of 0.960 was significant at 0.328, which is greater than the chosen level of probability of 0.05, hence the null hypothesis was accepted. To confirm the result further, t-test associated with the regression analysis was employed. It was observed that the Beta value for Permissive parenting was

0.044, associated t-value was 0.980, significant at 0.328, which is greater than the chosen level of probability (0.05). Therefore, the null hypothesis of “Permissive parenting style does not significantly relate with academic learned

helplessness” was accepted. This implies statistically that, Permissive parenting style does not have a significant relationship with academic learned helplessness.

Table 4: Relationship between uninvolved parenting style and Academic learned helplessness

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	0.034	0.001	- 0.001	4.13509

Analysis of Variance (ANOVA)						
	Sum of squares	df	Mean square	F	Sig	
Regression	10.091	1	10.091	0.590	0.443	
Residual	8515.291	498	17.099			
Total	8525.382	499				

Model	Unstandardized Coefficients	Standardized Coefficients		t	Sig
	B	Std. Error	Beta		
constant	23.599	0.685			0.000
Achievement Motivation	0.029	0.038	0.034	0.768	0.443

Dependent variable: Academic Learned Helplessness

The results in table 4 revealed that the R value for uninvolved parenting style was 0.034. In view of this, uninvolved parenting had a low positive relationship with academic learned helplessness. To determine if the relationship is significant or not, analysis of variance (ANOVA) associated with the regression was employed. The calculated F value of 0.590 was significant at 0.443, which is greater

than the chosen level of probability of 0.05, hence the null hypothesis was accepted. This result was further confirmed using t-test associated with the regression analysis. It was observed that the Beta value for uninvolved parenting was 0.034, associated t-value was 0.768, significant at 0.443, which is greater than the chosen level of probability (0.05). Therefore, the null hypothesis of

“uninvolved parenting style does not significantly relate with academic learned helplessness” was accepted. This implies statistically that, uninvolved parenting

style does not have a significant relationship with academic learned helplessness.

Table 5: Multiple regression analysis of the joint relationship between the parenting styles and academic learned helplessness

Model	R	R ²	Adjusted R ²	Std. Error of Estimate
1	0.083	0.007	-0.001	4.13566

Analysis of Variance (ANOVA)					
	Sum of squares	df	Mean square	F	Sig.
Regression	59.071		414.768	0.863	0.486
Residual	8466.311	495	17.104		
Total	8525.382	499			

Dependent variable: Academic Learned Helplessness

Predictor variables: Self-efficacy, Attribution and Achievement motivation

The result in table 5. revealed the multiple regression analysis of the joint relationship of (Self-efficacy, Attribution and Achievement motivation) and Academic learned helplessness. The multiple regression coefficient obtained was 0.581, the value of R² was 0.337 while the adjusted coefficient of R² obtained was 0.333. This means that the three independent variables (Self-efficacy, Attribution and Achievement motivation) jointly had a moderate positive relationship with Academic learned helplessness. Based on the R² value of 0.337, it indicates that the joint relationship of the three independent

variables only explain 33.7% of the variations in Academic learned helplessness while the remaining 66.3% may be due to other factors outside the scope of the study.

To determine if the relationship is significant or not, analysis of variance (ANOVA) associated with multiple regression was employed. The calculated F value of 84.142 was significant at 0.000 level, which is less than the chosen level of probability of 0.05, hence the null hypothesis is rejected. This implies that self-efficacy, attribution and achievement motivation collectively, significantly relate

with academic learned helplessness among secondary school students.

Discussion of Findings

The discussion of findings of this study was based on the results of the research questions stated and the null hypotheses formulated and tested. Relationship between authoritarian parenting style and academic learned helplessness

The result of this study showed that authoritarian parenting style had a moderate positive relationship with academic learned helplessness which was also tested not significant at 0.05 level of significance. This means that authoritarian parenting style leads to academic learned helplessness. It implies that students who are reared with authoritarian parenting style are more likely than their peers to develop academic learned helplessness.

The finding of the present study is in agreement with the findings made by Mofrad, Yam and Uba (2013), on the impact of peer relationship, parenting styles and learned helplessness behavior, among 120 university students, (aged 18 to 23) from Sunway university, Malaysia. Their findings revealed no significant relationship between parenting style and learned helplessness behaviour. The present study is also in agreement with the finding made by Kaur and Gera (2016), on

problem solving ability of adolescents in relation to parenting styles and resilience. The findings indicated no significant relationship between problem solving ability and parenting style of adolescents.

The finding of this study showed that authoritative parenting style had a very low negative relationship with academic learned helplessness which was tested not significant at 0.05 level of significance. This implies that authoritative parenting style does not lead to academic learned helplessness. In other words, students who are reared with authoritative parenting style are less likely than their peers to develop academic learned helplessness.

The finding of the present study is in agreement with the study carried out by Steinberg, Elmen and Mounts (1989), on authoritative parenting in terms of psychosocial maturity and academic success among adolescents. A sample of 120 students within the ages of 11 and 16 years was used. The results of the study indicated that authoritative parenting has a positive impact on psychosocial maturity, which in turn has a high impact on school achievement. In other words, students who described their parents as treating them warmly, democratically and firmly are less likely than their peers to develop academic learned helplessness and are more likely to develop positive attitudes towards their

achievement.

The present study found that Permissive parenting style had a moderate positive relationship with academic learned helplessness. The relationship was found not significant at 0.05 level of significance. This means that permissive parenting leads to academic learned helplessness. It implies that students who are reared with permissive parenting style are more likely than their peers to develop academic learned helplessness.

This finding is not in conformity with the finding made by Huisstede (2013), on perceived parenting, emotion regulation and adult depression. It was found that permissive parenting was significantly predictive of depression. The difference in findings could be as a result of the use of different dependent variables, while the present study used academic learned helplessness. Huisstede (2013), used depression.

The finding of this study showed that uninvolved parenting style had a low positive relationship with academic learned helplessness, which was tested not significant at 0.05 level of significance. This means that the higher the use of uninvolved parenting style, the higher the tendency to experience academic learned helplessness in the children.

This finding is in agreement with the study conducted by Mofrad, Yam and Uba (2013), on the impact of peer relationship, parenting styles and learned helplessness behavior, among university students. Their findings revealed no significant relationship between parenting style and learned helplessness behavior.

The findings of this study showed that Parenting styles of (Authoritarian, Authoritative, Permissive and Uninvolved parenting styles) jointly had a very low positive relationship with academic learned helplessness. The relationship was not significant at 0.05 level of significance. This finding is not in agreement with the findings made by Lamborn and colleagues (1991), on depression and parenting styles. Their findings revealed a significant effect of parenting style on depressive symptoms with authoritative parenting associated with the lowest levels of depression, followed by indulgent, authoritarian and neglectful parenting.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Parents should be sensitized to make use of positive (authoritative) parenting style that encourages high academic performance and reduces the problem of academic learned

helplessness and avoid negative parenting styles that encourages academic learned helplessness such as authoritarian, permissive and uninvolved parenting styles

2. Finally, Guidance counselors should be employed in all public secondary schools in Rivers state, to help students with the problem of academic learned helplessness.

Conclusion

This study found that parenting styles of (authoritarian parenting, authoritative parenting, permissive parenting and uninvolved parenting styles) jointly, had a low positive relationship with academic learned helplessness.

Independently, all the parenting styles had positive non significant relationship with academic learned helplessness except authoritative parenting style which had a negative but not significant relationship with academic learned helplessness. Therefore the problem of academic learned helplessness experienced by many students in Rivers state is a function of parenting styles they had.

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