RELATIONSHIP BETWEEN READING ATTITUDES AND PERCEIVED PARENTING STYLES OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE, NIGERIA.

Anthonia U. Echedom (Ph.D)
(*Head, Department of Library and Information Science*
NnamdiAzikiwe University, Awka
Email: tonianwabueze@yahoo.com)

&

Tochukwu Victor Nwankwo
(*NnamdiAzikiwe Library University of Nigeria, Nsukka*)
Email: tochukwu.nwankwo@unn.edu.ng

Abstract

This study examined the relationship between reading attitudes and perceived parenting styles of secondary school students in Anambra State, Nigeria. Two research questions and one hypothesis guided the conduct of the study.. Design of the study was descriptive survey. The population comprised 4,987 students of public secondary school students in Awka Educational Zone of Anambra State. The sample size consists of 499 students selected through stratified random sampling. Instrument for data collection was a questionnaire. Arithmetic mean was used to answer the research questions while pie chart was employed to further represent research question two. Pearson Product Moment Correlation was used for the testing of the hypothesis at 0.05 level of significance. Findings of the study among others reveal that the students' attitude towards reading was positive and highly encouraging. The authoritative parenting style, more than any other, aids in ensuring healthy reading attitude. From the students' perception, the authoritative parenting style was the most prevalent type of parenting because it has the highest influence on the students' reading attitude. The findings also reveal that the relationship between authoritative parenting style and students' attitude towards reading was moderate and positive. The relationship between both authoritarian parenting style and permissive parenting style vis-à-vis students' attitude towards reading were low and positive.Whereas relationship between uninvolved parenting style and students' attitude towards reading was low and negative.The study further recommends that parents should devote more time in teaching their children how to read and that teachers and Ministry of Education should join hands in this venture.

Keywords: ***Reading Attitude, Parenting Style, Authoritative Parenting, Authoritarian Parenting, Permissive Parenting, Uninvolved Parenting.***

Introduction

Reading plays an important role in the life of every individual. It is an essential aspect of everyday living in a civilised society. Reading is amongst the most crucial determinants in developing an individual's vision, as it shapes his personality and makes him become closer to other individuals. Reading makes individuals truly free and protects them from ignorance and false beliefs (Ünal, 2010). Ifedili (2009) opined that it improves individual's welfare, social progress and international understanding; provides skill, knowledge and right attitude; frees one from boredom or idleness, and so on. Reading is not just to achieve academic success in school but also to achieve lifelong education. It enhances the chances of academic success at school and beyond. The relationship between reading to achieve academic success cannot be over emphasised. Achievement in

reading is necessary for successful academic performance in school.

Attitude toward reading according to Annamalai and Muniandy (2013) is an individual's feeling about reading. It causes learners to adopt or avoid a reading situation. Attitude and interest towards reading has a direct bearing on feeling and willingness to read. Reading attitude is defined by McKenna, Kear and Ellsworth (1996) as a system of feelings related to reading which causes the learner to approach or avoid a reading situation. Despite current advances in information technology and the development of a range of communication tools in the modern world, learning to read and maintaining an interest in reading is crucial both in academic achievement and success in life. Students' attitude to reading has been found to have effect on both engagement and achievement in reading (McKenna, Kear & Ellsworth, 1995).

As children progress from early childhood through their school years, they develop strong likes and dislikes, including positive or negative attitudes towards reading (Joseph, 2004). Parents may underestimate and neglect the critical role they play in the development, nurturing, and shaping of their children's reading attitude. For example, young children see their parents as experts. Therefore, the information and value parents share with their children about the importance and benefits of reading can significantly affect the attitude children develop for reading.

Parenting is the family involvement process that consists of parents' attitudes, values, and practices in raising youths. The parenting styles adopted to engage youths, the quality of parents–youth relationships, and ways parents monitor youths' behaviour collectively and uniquely influence adolescents' achievement (Havard Family Research Project, 2007). Research findings suggest that parents' attitudes affect their children's academic achievement in a positive way (Hui-Chen Huang & Mason, 2008). In view of the ongoing, parenting style has a critical role to play in shaping the reading attitudes of their children; as such it cannot be neglected.

Parenting style according to Efobi and Nwokolo (2014) refers to methods or techniques parents employ in the upbringing of their children. The terms parenting styles, parental styles and parenting practices are often used interchangeably by researchers. According to Baumrind (1991), there are four parenting styles: 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 rules set and other preferred methods of discipline that are implemented. 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 uninvolved parent simply fulfils a child's physical needs and is completely removed from any emotional or disciplinary guidance (New & Cochran, 2007). This study is therefore an effort to understand the reading attitude of students and the possible relationship between this reading attitude and their perceived parenting styles in secondary schools students.

Statement of the Problem

No nation can develop without its people developing the right attitude towards reading. Good reading habit is a sure way towards raising an enlightened citizenry. An enlightened citizenry is an informed citizenry. Only then can they make informed choices which help them to shape their future and contribute their quota in governance. However developing a good reading attitude is a conscious effort which is influenced by a number of factors. There is a general lament in Nigeria that youths especially students no longer have interest in reading. At most, they read to pass their examination. This not only affects their academic performance but also their future as they leave the school environment. A number of factors could have affected their attitude towards reading habit. Reading habit is developed both in the school and at home. At home parents may help to shape the children's reading habit. This study was therefore set to examine the various parenting styles and its attendant effect on the reading attitude of secondary school students in Awka Education Zone in Anambra State.

Purpose of the Study

The main objective of the study was to carry-out an analysis of the relationship between the reading attitudes and perceived parenting styles of secondary school students in Awka South Local Government Area of Anambra State. Specifically, the study sought to:

1. Ascertain the students' attitudes towards reading in secondary schools in Awka South LGA
2. Ascertain the students' perception of their parents' parenting style in Awka South LGA
3. Determine the relationships between parenting styles and students' attitude toward reading in Awka South LGA

Research Questions

The study was meant to supply answers to the following questions:

1. What are the students' attitudes toward reading in secondary schools in Awka education zone of Anambra State?
2. What are the students' perceptions of their parents' parenting styles influence on their reading attitude?
3. What are the relationships between parenting styles and students' reading attitudes?

Review of Related Literature

Reading attitudes which has been defined as a system

of feelings related to reading which causes the learner to approach or avoid a reading situation (Tunnell, Calder, Justen, &Phaup, 1991), and as "a state of mind, accompanied by feelings and emotions, that makes reading more or less probable" (Smith, 1990); has become an important matter of concern as it greatly influences the academic, psychological, and social lives of students. As pointed out by Chou, Wang, and Ching (2011), reading attitude is related with readers' perceptions and points of views, such as likes or dislikes for the reading materials during the processes of reading. Briggs (1987) pointed out that children who have been mistreated as a result of their lack of reading skill or achievement develop strong negative emotions concerning reading. Negative emotion can also be developed if children set educational goals that are too high and unattainable. For example, a child may expect to begin reading upon entering school. The parent could also have the same unrealistic goal. The child becomes distraught when he is unable to read immediately upon entering school. Consequently, the parents become distressed when their child makes no significant progress in learning to read. As a result, the child may then avoid or withdraw from reading activities. He may resort to this evasive action to keep his parents from having a confrontation or an emotional outburst.

Other researchers have also studied the extent to which student's success with reading is directly related to how they feel about reading (Garret, 2002). Children who love and enjoy reading are proficient and skilled in it. Some children however, view reading in a negative way and according to Garret is failing as a result. As children mature and as more and more leisure options compete with reading, positive attitudes toward reading will on average worsen. This trend may well apply to many skilful readers because of their beliefs that other activities are more pleasurable (McKenna, Kear, & Ellswoth, 1995).

Brannen *et al*, (2000) observed that children have specific ideas about parenting roles within the family. In the study, most children suggested that mothers and fathers were equally important despite some differences in terms of roles and relationships. The progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other (Brown &Iyengar, 2008). Furthermore, children's reading motivation and behavior are directly influenced by family activities and parents' behavior, which are seen as the external factor. For instance, there is a positive outcome for both parents and children when parents interact in a fun and loving way during children's homework time. Conversely, when parents are neglectful, academic disengagement and problem behavior are generated (Brown &Iyengar, 2008).Children's descriptions of what parents do in a family revealed a variety of parental roles: providing sustenance, protection, emotional and financial support; monitoring and regulating children's behaviour; sharing activities; guiding and teaching;

and facilitating children's independence and autonomy (Nixon & Loughran, 2010).

There is an undeniable fact that parenting styles have strong influence and relationship with students reading attitudes. Briggs (1987) asserts that because the environment has such a big impact, the home life is all-important in helping children develop a positive attitude towards reading. Children who see individuals and parents reading books and enjoying the activity will have a different attitude toward reading from children who never see their parents, brothers, sisters, or playmates looking at or reading books. Over a period of time, children gradually assimilate attitudes from the actions and beliefs of those with whom they regularly come in contact.

According to Epstein (2009), ample research evidence suggests that most parents want their children to succeed in school and in order for them to be good partners in their children's education; they yearn to obtain more information from schools. Obtaining information from school will bring to the parents' knowledge: whether the child enjoys reading in school, if he performs well in reading activities, if he is eager to learn how to read, how best to follow-up the child to improve his/her reading attitude. Hence, the mode of involvement is seriously dependent on the parent's parenting style. However, most students at all school levels, be it elementary school, middle school or high school level, want their families to be familiar and acquainted partners.

While the relationship between some parents and their children's reading attitude would be prospectively progressive, some relationships can be very devastating and discouraging. Briggs (1987) revealed that parents who constantly confront their child with his/her inability to perform educational task help produce a poor attitude, as well as a negative self-concept. Some parents do not understand how their child can make so little progress in developing reading skills and are not able to see how the home and patterns of overprotection, psychological rejection, excessively high standards, perfectionism, or unfilled psychological needs stemming from the family configuration, are related to reading failures (Heilman, 1972). The positive effect that parental involvement has on students' academic achievement appears to be undeniable. Therefore, it should be a top priority for parents and schools to establish and maintain a strong partnership between schools and homes

Methodology.

The research design adopted for this study is descriptive survey. The study was carried out in public secondary schools in Awka Educational Zone of Anambra State. The Zone comprises five Local Governments namely: Anaocha, Dunukofia, Njikoka, Awka North, Awka South. All the public schools in Awka Zone were involved in the study.The population of the study is 4,987 of all SS1 students of public secondary schools in Awka Educational Zone of

Anambra State (Post-Primary Schools Service Commission Report, Anambra State, 2016). The sample size consists of four hundred and ninety-nine (499) SS1 students, selected from all the fifty-one public secondary schools in the entire five local governments under Awka Education Zone. Proportionate stratified random sampling technique was adopted to select 10% of the population as sample.The instrument for data collection was a questionnaire based on the research questions that guided the study. Arithmetic mean was used to answer the research questions while pie chart was employed to further represent research question two. Furthermore, Pearson Product Moment Correlation was used for the testing of the hypothesis.

Result and Discussion of Findings

Data collected were analysed based on the research questions which guided the study and presented in tables as shown below.

Research Question 1: What are the students' attitudes toward reading in secondary schools in Awka education zone of Anambra State?

Table 1: Mean scores of responses of students on their reading attitudes

N	Responses based on their levels of happiness	Mean	Remark
1	How do you feel about reading for fun at home?	3.58	Very Happy
2	How do you feel about getting a book for a present?	3.66	Very Happy
3	How do you feel about spending free time reading a book?	3.71	Very Happy
4	How do you feel about reading during vacation?	3.46	Not So Happy
5	How do you feel about reading instead of playing?	3.23	Not So Happy
6	How do you feel about reading your school books?	3.54	Very Happy
7	How do you feel when you learn from a book?	3.78	Very Happy
8	How do you feel about reading an interesting book?	3.83	Very Happy
9	How do you feel when you are commended on reading?	3.29	Not So Happy
10	How do you feel when a teacher asks you questions about what you read?	3.55	Very Happy
	Responses based on their levels of agreement		
11	I like talking about what I read with other people	3.19	Agree
12	I would be happy if someone gave me a book as a present	3.20	Agree
13	I think reading is boring	1.76	Strongly Disagre
14	I would like to have more time for reading	3.20	Agree
15	I like to read things that make me think	3.28	Agree
16	I learn a lot from reading	3.51	Strongly Agree
17	I need to read well for my future	3.65	Strongly Agree
	Aggregate Mean	**3.38**	

The mean responses on the students' attitudes toward reading shown in Table 1for responses based on their levels of happiness indicate that the respondents scored 2.50 and above in all the items. This shows that the students are not so happy on their attitudes towards reading. It also shows that students are not so happy reading at home (3.58) and on vacations (3.46), getting books as gifts, learning and reading from interesting books, and happy when commended on their reading attitudes. For responses based on their levels of agreement, the mean responses were all above 2.50 except item 13. This shows that they will like to have more time for their reading too (3.20) and like talking about what they read with other people (3.19). However, they disagreed that reading is boring (1.76). The analysis of the overall scores on the survey (3.38) indicates that students' overall responses to the survey were positive. Therefore, the students' attitude towards reading in secondary schools is positive and encouraging.

These results relate with the findings of Chou, Wang, and Ching (2011), Garret (2002), Martinez, Aricak, and Jewell (2008), Kush, Watkins, and Brookhart (2005), and McKenna, Kear, and Ellswoth (1995).Chou, Wang, and Ching (2011) on balanced reading instructions: an action research on elementary cram school students found that reading attitude is related with readers' perceptions and points of views, such as likes or dislikes for the reading materials during the processes of reading. In support of this, Garret (2002) on enhancing the attitudes of children toward reading stated that researchers have also studied that the extent to which students are successful with reading is directly related to how they feel about reading. Support for the positive attitude could be found in Martinez *et al*. (2008) and Kush *et al*. (2005). In their different studies of attitude toward reading, they reported that the majority of elementary school students in their studies had positive attitude toward reading, regardless of ethnic group or the presence of intervention. The researchers examined the attitude toward both academic and recreational reading, a little different from the present study, which focused only on attitude toward reading.

However, the students stated that they like reading during leisure and vacations which is in contrast with (McKenna, Kear, & Ellswoth, 1995) findings, that as children mature and as more and more leisure options compete with reading, positive attitudes toward reading will on the average worsen which may well apply to many skilful readers because of their belief that other activities are more pleasurable.

Research Question 2: What are the students' perception of their parents' parenting styles influence on their reading attitude?

Table 2: Mean($\bar{x}$)scores of the responses of students on their parents' parenting styles on reading

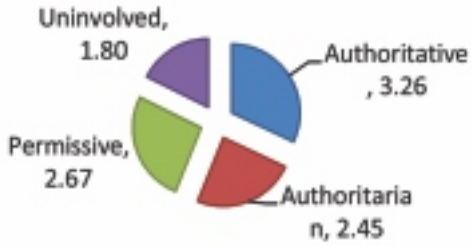
	Items	Mean	Remark
18	My parents help me in learning new reading skills	3.38	Agreed
19	When my parents are very much involved and concerned about my reading behaviour, I perform better in reading	3.57	S.Agree
20	My parents consider my suggestions concerning my reading attitude, but would not decide for something simply because I wanted it.	2.83	Agreed
21	My parents ensure I do well in reading by influencing my reading decisions	3.40	Agreed
22	Whenever my parents directed me to do something about my reading life, they expected me to do it immediately without asking questions	1.30	Agreed
23	My parents let me know what reading achievements they expected of me, and if I didn't meet those expectations, they punished me	2.65	Agreed
24	My parents like allowing me make most decisions especially when it concerns how I read	3.31	Agreed
25	My parents do not believe that their involvement in my reading activities are important to my performing better in school	2.38	Disagreed
26	My parents give nearly everything and anything I want for my reading activity without conditions	2.35	Agreed
27	My parents do not like directing the reading activities and decisions of the children in the family through reasoning and discipline	2.16	Disagreed
28	My parents see my reading activities as burdensome, hence always feel unconcerned.	1.62	S.Disagree
29	As I was growing up, my parents rarely taught me how to change positively in my reading attitude	1.62	Agreed

3.26

2.45

2.67

1.80



From the results in Table 2, students agreed positively on how they perceived their parents' parenting style towards reading in nine items. The twelve (12) items were divided such that three (3) each represent a given parenting style. The mean of each of the represented style was calculated and displayed in the pie chart. Information from the chart as extracted from the table reveals that Authoritative parenting style was the most prevalent style with an average mean of 3.26; Authoritarian parenting style followed with an average mean of 2.45; Permissive parenting style pulled an average mean of 2.67; while the Uninvolved parenting style is the least perceived style with a mean average of 1.80. Hence, the mean responses for the Uninvolved (1.80) indicate that students had low level of agreement with the questionnaire items that exemplified uninvolved parenting style. Therefore from the students' perception, the authoritative parenting style is the most prevalent type of parenting (3.26) as it has the highest influence on the students' reading attitude.

The authoritative style was the most highly practiced by the parents according to the students' perception on their parents preferred type of parenting. Outcomes of the present research reported that the authoritative parenting style had the highest mean 3.26; it was followed by the authoritarian style with the mean score of 2.45. The permissive style received a mean rating of 2.67 whereas the uninvolved had a mean score of 1.80. Therefore from the students' perception, the authoritative parenting style is the most prevalent type of parenting (3.26) as it has the highest influence on the students' reading attitude.

Children under the authoritative parenting style with a mean of 3.26 perceived that their parents help them in learning new reading skills, and also perform better when their parents are involved and concerned about their reading. They also agreed that their parents do consider the children's suggestions on reading but would not decide simply because the child wanted it. This concurs with Brown & Iyengar, (2008) findings that there is a positive outcome for both parents and children when parents interact in a fun and loving way during children's homework time. Conversely, when parents are neglectful, academic disengagement and problem behaviour are generated. The outcome of this finding vindicates the power of presence and interaction between the parents and the children. This do not come as a surprise, as a child would cherish the closeness, availability and attention of their parents in their reading activities; and feel more confident and assured of an improved result when their parents are involved.

Children under the authoritarian parenting style with a mean of 2.45 perceived that their parents specify what reading achievements they expect from them, and punished them if the expectations were not met. From the children's perception, whenever their parents directed them to do something about their reading life, they are expected to do it immediately without asking questions. Hence, their parents ensure they do well in reading by influencing their reading

decisions. This concurs with Moore (2013) as he posited that authoritarian parents expect full cooperation and maturity from their children. This, in relation to the present study shows that the parents are more interested in the reading outcomes of the child and feels that the child would not perform desirably well if they do not make some reading decisions for him/ her.

Children under the permissive parenting style with a mean of 2.67 perceived that their parents do not believe that their involvement in the children's reading activities are important to their performing better in school. They also agreed that their parents give nearly everything and anything they want for their reading activity without conditions and always allow them make most decisions especially when it concerns how the children read. This relates with the findings of Kopko (2007) who stated that permissive parents are warm but not demanding; indulgent and passive and that such parents apparently believe that the way to prove their love is to allow their children to have all they desire, not minding the consequences. From the present study, the parents would like to avoid having problems or disagreement with the child; they value their relationship with the child more than the relationship between the child and his/ her studies. This might be that the parents are not literate enough to make some reading decisions for the child or that they trust the child so much to always make the right decisions about reading, hence giving him/ her full autonomy.

Children under the uninvolved parenting style with a mean of 1.80 perceived that as they were growing up, their parents rarely taught them how to change positively in their reading attitude. Their parents see their reading activities as burdensome, hence always feel unconcerned; and do not like directing the reading activities and decisions of the children in the family through reasoning and discipline. This relates with Cherry (2013) who opined that an uninvolved parent is characterized by few demands, low responsiveness as well as little communication between parent and child; and also Miller, (2010) who stated that uninvolved parents are consumed with their own needs so much that they ignore or neglect the needs of their children. In relation to the present study, the students under this category may have had some altercations with their parents within, or outside the context of reading that may have caused their parents to develop this parenting style.

Summarily, the finding of the present study is in line with the findings of Yahaya and Nordin (ND). They identified the most practiced parenting styles amongst the parents of 216 fourth formers in Johor Bahru School, Malaysia and found that the most dominant parenting style was the authoritative style with 50.9% of the parents of their respondents practicing this style; but contradictory to the present study followed by the permissive style (26.9%), authoritarian (13.9%), and 8.3% for the careless (uninvolved) style.

Research Question 3:.What are the relationships between parenting styles and students' reading attitudes?

This research question was answered using Pearson Product Moment and hypothesis testing as seen below.

Table 3a:

The score distribution of the relationship between parenting styles and Students' attitude towards reading (N=499)

Variables	**Students' attitude towards reading ($\bar{x}$ = 3.38, SD = 0.47)**			**Remark**
	Mean	Std. Dev.	Pearson Correlation coefficient (r)	
Authoritative parenting style	3.26	0.235	0.611	Moderate and positive relationship
Authoritarian parenting style	2.45	0.324	0.094	Low and positive relationship
Permissive parenting style	2.67	0.251	0.024	Low and positive relationship
Uninvolved parenting style	1.80	0.114	-0.252	Low and negative relationship

The result in Table 3 reveals the relationships between the parenting styles and students attitude to reading. The Table 3 showed that: relationship between authoritative parenting style and students' attitude towards reading is moderate and positive (r = 0.611); relationship between authoritarian parenting style and students' attitude towards reading is low and positive (r = 0.094); relationship between permissive parenting style and students' attitude towards reading is low and positive (r = 0.024); and the relationship between uninvolved parenting style and students' attitude towards reading is low and negative (r = -0.252).

Test of Hypothesis

One research hypothesis was tested at 0.05 level of significance using z-test statistical tool because of the large number of the sample size.

Null Hypothesis

There is no significant relationship between parenting styles and students' reading attitudes.

Table 3b:

Pearson Product moment Test for the relationship between parenting styles and students' reading attitudes (N =499)

Variables	Students' attitude towards reading			Remark
	Pearson Correlation coefficient (*r*)	*p*-value	*t*-calc.	
Authoritative parenting	0.611	0.000	3.92	**S**
Authoritarian parenting	0.094	0.035	30.27	**S**
Permissive parenting	0.024	0.587	0.98	**NS**
Uninvolved parenting	-0.252	0.000	38.64	**S**

NS *– Not Significant correlation at 0.05 level of significance*
S *– Significant correlation at 0.05 level of significance*

The result in Table 3b revealed the significance of the relationships between the parenting styles and students attitude to reading. The result in Table 3b showed that the relationship between: authoritative parenting style and students' attitude towards reading is significant (r = 0.61, p =0.00); authoritarian parenting style and students' attitude towards reading is significant (r = 0.09, p =0.04); permissive parenting style and students' attitude towards reading is not significant (r = 0.02, p =0.59); while the uninvolved parenting style and students' attitude towards reading is significant (r = -0.25, p =0.00).

There is an undeniable fact that parenting styles have strong influence and relationship with students' reading attitudes. The foundation for parenting style and academic achievement is formed by the belief systems and attitudes in parents and their children (Brown & Iyengar, 2008).

Briggs (1987) asserts that because the environment has such a big impact, the home life is all-important in helping children develop a positive attitude towards reading. Children who see individuals and parents reading books and enjoying the activity will have a different attitude toward reading from children who never see their parents, brothers, sisters, or playmates looking at or reading books. Over a period of time, children gradually assimilate attitudes from the actions and beliefs of those with whom they regularly come in contact. Based on previous findings which indicated positive reading attitude of students toward reading and its correlation with the perceived parenting style, the finding of the current study could be concluded as consistent with the study by Fakaye (2014) where the research revealed significant relationship between parenting styles and the students' achievement in reading.

Conclusion

From the interpretation and discussion of results of this study as they affect the research questions and hypothesis, the following conclusions were made.

This study has shown that secondary school students in Awka Educational Zone of Anambra State, Nigeria, appear to be positive in their attitudes towards reading. It shows that students are happy reading at home and on vacations, getting books as gifts, learning and reading from interesting books, and happy when commended on their reading attitudes. Therefore, the students' attitude towards reading in secondary schools is positive and highly encouraging. Most secondary school students perceived their parents to be more of authoritative in their parenting styles, agreeing that their parents help them in learning new reading skills, and also perform better when their parents are involved and concerned about their reading. Therefore from the students' perception, the authoritative parenting style is the most prevalent type of parenting (3.28) as it has the highest influence on the students' reading attitude. The finding of the study indicate that there was an identifiable relationship between students' attitude toward reading and their parents' parenting style. The result also revealed that the relationship between the whole parenting style and reading attitude was significant except for the permissive parenting.

Implication of the Study

The result of the study revealed that students are positive in their attitudes towards reading. This implies that secondary school students are happy reading at home and on vacations, getting books as gifts, learning and reading from interesting books, and happy when commended on their reading attitudes. Hence, the students' attitude towards reading in secondary schools was positive and highly encouraging. This means that the students are aware of the detrimental effect of not engaging in reading, and have personally taken these commendable decisions only requiring regular monitoring by the school management, teachers and parents to help them uphold this attitude. Therefore, any parent who wishes to improve and encourage the reading attitude of their children can adopt the authoritative parenting style.

As the study revealed, the authoritative style was the most practiced by the parents according to the students' perception on their parents preferred type of parenting with the highest mean of 3.28. Hence, the authoritative parenting style is the most prevalent type of parenting as it has the highest influence on the students' reading attitude. This implies that majority of the parents realize the salient effect of their parenting styles in shaping lifelong readers with a habitual love for reading hence adopting attributes of the authoritative parenting for their children's improved reading attitude. Therefore parents who wish to have positive influence on their children's reading attitude should be more of authoritative.

Also as the study revealed, there was identifiable relationship between students' attitude toward reading and their parents' authoritative, authoritarian and permissive parenting styles. This implies that parents have no excuse whatsoever not to influence and effect improved changes in the reading attitude of their children irrespective of the type of parenting style they exhibit. Therefore, parents seeking to

improve the reading attitude of their children can seize the opportunity of an existing relationship between the parenting style and students' reading attitude and impact positively on the attitudes of their children to reading.

Recommendation

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

Parents should try to devote more time to the training of their children in reading. They should be encouraged by teachers and education ministries to adopt the best parenting practices in the upbringing of their children.

2. It has been proven that authoritative parenting style is the method that yields the best result in child upbringing. Hence, parents who wish to have positive influence on their children's reading attitude should be encouraged to be more of authoritative.
3. Counsellors should organize regular seminars and conferences for parents to enlighten them on the importance of adopting good parenting practices in their homes.
4. Parents who are more of authoritarian should relax some of their rules, restrictions and criticisms and build a friendly atmosphere between them and their children in reading activities. Also, parents who are permissive in their parenting style should try as much as possible to engage their children in reading. Failure to emphasize this compulsion by parents means the children might choose either the wrong method of reading or not to read at all.
5. Parents, teachers and the school management need also to teach the students reading strategies for effective and improved results. This can be achieved by organizing seminars yearly during the Parent Teachers Association (PTA) meeting.

References

Agbama, D. (2014). Need to promote reading culture. *The Nigerian Observer*. Accessed at http://nigerianobservernews.com/20012014/features/features6.html#.VWb22s9Viko

Annamalai, S., & Muniandy, B. (2013).Reading habit and attitude among Malaysian Polytechnic students.*International Online Journal of Educational Sciences*, 5 (1), 32-41. Accessed at: http://www.iojes.net/userfiles/article/iojes_946.pdf

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use.*The Journal of Early Adolescence, 11*(1), 56-95.

Brannen, J., Heptinstall, E., & Bhopal, K. (2000) *Connecting Children: Care and Family Life in later Childhood*. London: Routledge Falmer.

Briggs, L.G. (1987). A Poor Attitude: A Deterrent to Reading Improvement. *Reading Horizons* 27(3) 1987 Article 7, April 1987. Accessed at http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1795&context=readinghorizons

Brown, L., & Iyengar, S. (2008). Parenting styles: The impact on student achievement. *Marriage & Family Review. 43*(1-2) 14-38.

Cherry, K. (2013). Parenting styles: the four parenting styles. Free Psychology Newsletter. Accessed at:http://psychology.about.com/od/developmentalpsychology/a/parenting-style.htm

Chou, C.P., Wang, S., & Ching, G.S., (2011). Balanced reading instructions: and action research on elementary cram school students. *International Journal of Research Studies in Language Learning* 1(1), 3-20. Accessed at: http://www.consortiacademia.org/index.php/ijrsll/article/viewFile/7/8

Efobi, A., & Nwokolo, C., (2014). Relationship between parenting styles and tendency to bullying behaviour among adolescents.*Journal of Education & Human Development.*March 2014, 3 (1), 507-521. Accessed at:http://jehdnet.com/journals/jehd/Vol_3_No_1_March_2014/27.pdf

Epstein, J.L. (2009). *School, family, and community partnerships: Your handbook for Action* (3rd ed.). USA: Corwin Press.

Fakeye, D.O. (2014). Parenting style and primary school pupils' reading achievement in South-Western Nigeria.*African Research Review: An International Multidisciplinary Journal, Ethiopia* 8 (2), 280-293. Accessed at: *http://www.ajol.info/index.php/afrrev/article/viewFile/104280/94368*

Garrett, J. E. (2002). Enhancing the attitudes of children toward reading: implications for teachers and principals.*ReadingImprovement.*AccessMyLibrary.

Havard Family Research Project, (2007).Family involvement in middle and high school students' education. *Havard Graduate School of Education*, 3 (Spring, 2007).

Heilman, A. W. (1972). *Principles and Practices of Teaching Reading*. Columbus Ohio: Charles E. Merrill Publ. Co.

Hui-Chen Huang, G., & Mason, K. L. (2008).Motivations of parental involvement in children's learning: Voices from urban African American families of preschoolers. *Multicultural Education, 15*(3), 20-27.

Ifedili, C. (2009). An assessment of reading culture among students in Nigerian tertiary institution--a challenge to educational managers. *Reading Improvement Publisher* : *Project Innovation (Alabama*). Winter 2009 (46) 4.

Joseph, L. (2004). *Reading - Encouraging positive attitudes: Strategies for parents and teachers*. National Association of School Psychologists, Bethesda, MD 20814—(301) 657-0270.

Kopko, K. (2007). *Parenting styles and adolescents*.Cornell University Cooperative Extension. Accessed at http://www.parenting.cit.cornel.edu.

Kush, J. C., & Watkins, M. W. (2001). Construct validity of the WISC-III for white and black students from the WISC-III standardization sample and for black students referred for psychological evaluation. *School Psychology Review,30*(1), 70-89.

Martinez, R.S., Aricak, O.T., & Jewell, J. (2008). Influence of reading attitude on reading achievement: a test of the temporal-interaction model. *Psychology in the Schools*, 45, 10, 1010-1022.

McKenna, M., Kear, D., & Ellsworth, R. (1996).Children's attitudes toward reading: A national survey.*Reading Research Quarterly*, 30 (4), 934-956 . Accessed at http://www.jstor.org/stable/748205

McKenna, M.C., Kear, D.J., & Ellswoth, R.A. (1995). Children's attitudes toward reading: a national survey. *Reading Research Quarterly*, 30(4), 934-956.

Miller, M., (2010).*The Ideal Parenting Style*. The center for Christian counselling & relationship development, L.L.C. Pavilions at Greentree, Ste. 303, 12000 Lincoln Dr. W., Marlton, NJ 08053. (856) 396-0111.

Moore, A. (2013). The impact of parenting styles on children development. Accessed at: http://www.livestrong.com/article/541560-the-impact-of-parenting-styles-on-childrens-development/

New, R.S., & Cochran, M. (2007). *Earlychildhood Education: An International Encyclopedia*. Greenwood Publishing Group, USA., ISBN-13: 9780313014482, p 1379.

Nixon, E., & Loughran, I. (2010).*Children's Perspectives on Parenting Styles and Discipline: A d Developmental Approach*. Accessed at: https://www.tcd.ie/childrensresearchcentre/assets/pdf/Publications/Children%27s_perspectives_on_parenting_styles.pdf

Smith, L.R., & Ryan, B.E.B. (1997).Language arts achievement level, attitude survey format, and adolescents' attitudes toward reading. *Adolescence*, 32(126), 271-275.

Timpano, K. R., Keough, M. E., Mahaffey, B., Schmidt, N. B., & Abramowitz, J. (2010).Parenting and obsessive compulsive symptoms: Implications of authoritarian parenting. *Journal of Cognitive Psychotherapy: An International Quarterly*, 24(3), 151-164.

Tunnell, M., Calder, J., Justen III, J., & Phaup, E. (1991). Attitudes of young readers.*Readers Improvement*, 28(4), 237-243.

Ünal, E. (2010). An analysis of the reading attitudes of elementary school fourth and fifth grade students.*The New Educational Review*, *22*(3-4), 117-127.

Yahaya, A, & Nordin, K. (N.D.).*Relationship between Self Concepts, Motivation, and Parenting Styles Effected Students Achievements*. Faculty of Education: University Technology Malaysia.

Yilben, J.J., & Kitgkka, G. (2008).Revolutionary secondary school students reading habits for better academic performance. *Nigerian Journal of Sociology of Education* 2(2): 222- 226