

Parent – Adolescence Communication and the Academic Achievement of These Adolescents in Idemili North Local Government Area

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DOI: <https://doi.org/10.47772/IJRISS.2026.100700426>

Received: 20 July 2026; Accepted: 25 July 2026; Published: 03 August 2026

ABSTRACT

The study was designed to investigate the perception of the parent-adolescent communication and their academic achievement. Two hundred and forty students were selected for the study from public and private secondary schools in the area of study. Four research questions guided the study. Questionnaire instrument as developed by the researcher was used for data collection. The results were analysed using percentages and mean. The result showed that those students who perceived their parent communication as Good, Very good achieved better grades than those who perceived their communication as poor. The study stresses the importance of good adolescent –parent communication in pursuit of academic achievement.

INTRODUCTION

The issue of academic achievement of the Nigerian adolescent attracts discussion in the public domain. According to Onyejebu (2004) it highlighted that the family, the school, the teacher, teaching methods and the academic environment are all contributors to the academic achievement of the adolescent.

The family is the place where basic trust is cultivated. If the children feel good and well in the home and communicate freely at home, they will display acquired good values out and achieve a reasonable standard of academic achievement, the basic element in display of goodness lie in parent adolescent communication and their academic achievement.

The study therefore tends to establish the perceived parent adolescent communication and the academic achievement of these adolescents.

Research Question

Four research questions guided the study

1. How has the adolescent perceived their parents communication towards their academic achievement ?
2. How has the girl adolescent perceived their academic achievement based on their parents communication ?
3. How has the male adolescent perceived their academic achievement based on their parents communication ?
4. What is the outcome of the perceived parent –adolescent communication towards their academic achievement.?

METHOD

The design of the study was an ex-post factor research design. A total of two hundred and forty adolescent student were selected from the forty secondary schools in the area of study. Ten schools were selected from the secondary schools through multi-stage sampling method. Four schools of two boys secondary school and two girls secondary school were selected through simple random sampling from ten schools selected after the multi-

stage sampling. Purposive sampling was adopted to select the two private schools in the area of study . A total of two hundred and forty students were selected through the simple random method from the schools One hundred and twenty boys and one hundred and twenty females were the sample collected from the public and private schools This is the actual population for the study .The sample comprises of three streams of ss1-ss3 adolescents of boys and girls. These sample population met the inclusion criteria.

Questionnaire instrument as developed by the researcher was the instrument for data collection. .The questionnaire instrument was distributed after having obtained clearance from the school authority to carry out the research.

Validation of the instrument

The questionnaire was validated by two experts in the field of educational foundation, measurement and evaluation . Their constructive criticism gave the instrument the required answers to the questions vis-avis the face validity.

The instrument required the adolescents to respond to their perception of their communication with their parents towards their academic achievement

The questions were graded as Strongly Agree with 5 points, good with average of 4 points, and poor 2 points . A mean score of 2.5 is accepted as a good average while a mean of less than 2.5 is low.

The students latest academic record from the school register was used to assess their perceived adolescent parent communication The students who scored above average and average had good communication with their parents while those who had poor scores had poor communication with their parents The students scores were based on their scores in at least five subjects with A, B, C, P, F..Those who scored A-B had good perception of their parents communication towards their academic achievement while those with P,F had poor perception .

Table 1 Shows Number of Male and Female Adolescents and their Perception about Parent adolescents communication and their level of Academic achievement .

Number of adolescents and their level of academic achievement and their perception of parents adolescents communication

	Above	Average			Average			Below	Average
	Males	Females	Total	Males	Females	Total	Male	Female	Total
Very Good N- 60	9	16	25	12	19	31	2	2	4
Good N=84	5	10	15	25	30	55	5	9	14
Poor N-96	3	3	6	25	14	39	34	17	51
Gran Total 240=	17	29	46	62	63	125	41	28	69

Table 1 reveals that of the 60 adolescents who perceived their parents communication with them as very good, only 4 of them achieved below average . Of the 96 of them who reported their parents communication with them as poor, up to 51 of them had an achievement of below average level.

Table 2 presents the data elicited by research questions 2 and 3

Number and percentage of male and female adolescents showing their perception of their parents communication with them.

Key ;s=sample grp =Group, M= male, f= female

Table Number and percentage of Male and Female Adolescents showing their Perception of their Parents Communication with them

Very good parent-Adolescent communication						Good parent –Adolescent Communication						Poor parent –Adolescent communication					
Total	%	M	%	F	%	Total	%	M	%	F	%	Total	%	M	%	F	%
	Of		Of		Of		Of		Of		Of		of		of		of
	S		Grp		Grp		Grp		Grp		Grp		gr		g		
60	25	23	38.3	37	61.7	84	34	35	41.7	49	58.3	96	40	62	64.6	34	

Key; S= sample, grp= Group M= male F=Female

Table shows that 60 adolescents who make up 25% of the entire sample came under the group that perceived their parents communication with them as very good . Out of this 60 23 of them who make up 38.3 % of this group were females while 37 of them who make up 61.7 % the group. . 84 adolescents who make up 35 % the entire sample came under the group that perceived their parents communication with them as Good . Out of the 84 , 35 of the group were females . 96 , 62 of them who make up 64 , 65 of the group were males while 34 of them who make 35.4 of the group were females . The data generated for research questions 2 and 3 were shown in table 2

Table 4 Number and percentages of Male and female Adolescents Showing their level of Academic Achievement

Above Average						Average						Below average					
Total	%	m	%	f	%	Total	%	m	%	f	%	Total	%	m	%	f	%
	Of		Of		Of		Of		Of		Of		Of		Of		
	s		s		S		s		s		s		s		S		
46	19.7	17	7.0	29	12.8	125	52.0	62	26.7	63	26.3	69	28.7	41	17.0		

Key ;S=sample; M= Male; F=female

Table 4 revealed that out of the 240 adolescents (120 males and 120 females) , only 46 of them achieved above average the achievement of 125 was average while 69 of them achieved below average . Out of the 46 (19.17 %of the sample) who achieved above average , 17 of them who made up 7.08% of the entire sample were males while 29 of them who made up 12.08 % of the sample were female . Out of the 125 (52.08% of the sample) who achieved average level 62 of them (26.73 of the sample) were males while 63 of them (26.25% of the sample) were females . Out of the 69 (28.75 % of the sample) whose achievement was below average .

DISCUSSION

Table 1 revealed that very few number of adolescents achieved above average level

A large number 69 achieved below average .Out of the 60 who perceived their parents communication with them as very good , only 4 achieved below average as shown in table 1 . 96 adolescents perceived their communication

as poor while as many as 51 achieved below average .This highlights the adage cited elsewhere that children should not be outspoken in discussing with their parents hence poor parental communication pointed to poor academic achievement.(according to McNeal , 1999, Jones 1997, Steinberg & Ritter)

Table 2and 3 revealed that few adolescent students in the sample perceived their parents communication with them as very good . The largest number among them perceived their communication with them as very poor. this highlights the culture seen in the area of study that adolescents should not speak directly with their parents . This hinders communication process among adolescents seen in the area of study which led to poor academic achievement seen especially among the male adolescents According to, Umeano(2004),(Cotton 2001),(Hobson 2000), the classroom communication have not sufficiently exposed the adolescents to a robust interaction with the teachers ,this hinders effective communication to boost their academic achievement. However, the questioning skill used by teachers helps the adolescent to achieve a better understanding of the subject matter thereby improving their academic achievement.

Table 3 further revealed that more female students perceived their parents communication as very good and this in line with the study by Umeano (1999) which cited the skill of communication with information is seen mainly as a feminine characteristics while the males are more assertive in character , this male behavior can hinder communication which invariably causes less academic achievement as a result of poor parent adolescent communication .

RECOMMENDATION

Based on the findings, Suggestions were made to not only parent adolescence communication in the family ,that more interaction in the classroom should be encouraged, teaching strategies allowing the adolescents to participate actively in the class thus allowing them to have more questioning skills which enhances academic communication ..Further in the family, more time should be encouraged by the parents to view their notebooks, revise their assignments, reach out to the teacher in view to detecting the adolescents classroom performance .

CONCLUSION

The study underscores the importance of communication between the adolescence and their parents. The study cited that females achieve better communication with parents resulting in high academic achievement .This study highlights that further avenues such as improving students participation in the class room and application of instructional materials can enhance better academic achievements among the adolescents

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APPENDIX 1

	SA	A	D	SD
Most of the time my parents ignore me				
They do not hold discussions with me				
They hand down instructions to me				
They take decision affecting me without involving me				
I am not allowed to take questions				
They hand down these decision as orders				
They do not praise my good efforts in school work				
They only exaggerate my weakness especially in school work				
They criticise me a lot				
They do not ask me I am getting at school.				
They do not spend time with me				