PARENTING STYLES IN ANAMBRA STATE: A CATALYST FOR STUDENT READING ATTITUDE DEVELOPMENT

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Article Info	Abstract
Keywords: Reading Culture, Scholastic Success, Personal Development, Social Progress, Knowledge Acquisition	Reading holds a pivotal role in human life, shaping individual vision, personality, and fostering connections with others. It empowers individuals, shielding them from ignorance and misinformation. This paper underscores the profound significance of cultivating a strong reading culture. Drawing from the insights of Ifedili (2009), it is evident that reading not only contributes to personal welfare and social progress but also nurtures international understanding, imparts essential skills, knowledge, and a positive attitude. Furthermore, reading liberates individuals from boredom and idleness, thus enriching both academic and real-life experiences. It transcends the boundaries of educational institutions and significantly enhances one's prospects for success in education and life beyond the classroom. The undeniable connection between reading proficiency and scholastic achievement is highlighted, where competence in reading is not just advantageous but an imperative for overall success in education. Poor reading skills, if not addressed, lead to a path of frustration and academic failure. As emphasized by Oyeyemi (2005), reading acts as a conduit for acquiring knowledge from more informed minds, shaping thoughts and behaviors in accordance with the reader's objectives. This process results in the development of modified thoughts, behaviors, attitudes, and contributes to personal and societal growth. This paper explores the profound impact of reading on personal and social development, emphasizing its role in building a well-rounded, informed, and successful individual.

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Introduction

Over the years, reading has played strong and important roles in thelives of people. It is so much a part of everyday living that one can hardly imagine a life without it. Reading is amongst the most crucial determinants in developing an individual's vision, that shapes his or her personality and that makes him or her become closer to other individuals. Reading makes individuals truly free and protects them from ignorance and false beliefs (Ünal, 2010). The importance of good reading culture cannot be over-emphasized.

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, etc. Reading is not just for school but also for life. It enhances the chances of success at school and beyond. The relationship of reading ability to scholastic success is not open to dispute. Achievement in reading is necessary to achievement in school. When a poor reader makes no provision for achievement, he eventually is frustrated into a miserable state of failure. Oyeyemi (2005) observed that reading is a means of tapping knowledge from superior minds. The resulting meanings are thereafter organized into thought process according to the purpose adopted by the reader. Such an organization leads to modified thought and/or behaviour, or else leads to a new behaviour or attitude which takes its place either in personal or in social development.

The ability to understand the role of attitude in developing readers is deemed important for two principal reasons. First, attitude may affect the level of achievement that is ultimately attained by a given student through its influence on such factors as engagement and practice. Second, even for the fluent reader, poor attitude may occasion a choice not to read when other options exist (McKenna, Kear, & Ellsworth, 1995). It is important to understand what factors influence attitude. The question of if the ability of the reader affects their attitude, often arises. Society is looking for ways to make our children more engaged in reading and attitude is one of the factors that play an important role in reading engagement (Parker, 2004).

Reading attitudes 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). Students' reading attitude determines their future successes in reading and writing. The attitude fulfils a fundamental role in the development and use of a student's lifelong reading skills (Krashen, 2002). The way it is nurtured has a serious impact on the students' academic progress from childhood. The student's attitude toward reading is a central factor affecting their performance as a reader (Lipson &Wixson, 1992). Other researchers have also studied that the extent to which students are successful with reading is directly related to how they feel about reading (Garrett, 2002). Most of the researches show that the success in reading skills is closely correlated to the attitude towards reading (Guthrie and Wigfield, 2000; Wigfield and Asher, 2002; Morgan and Fuchs, 2007).Reading attitude which can also be seen as reading culture is the process of building up positive reading attitude among children and students over a period of time. In other words, reading culture is an attitude that is developed over a period of time. Since the best time to groom the reading attitudes of children is the childhood stage at home, parents have huge role to play in making or marring children's reading attitudes.

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 behavior towards their infants. Obviously, it entails all functions, attributes, behaviours, instructions, characters etc. exhibited and initiated by parents with the aim of influencing a particular aspect or general life attitude of their children.

Parenting style according to Efobi and Nwokolo (2014) refers to 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).

Given the possibility of parenting styles having different meaning for different cultural groups, and grounded on the theory that parents' attitude toward reading will probably reflect on the children's attitude toward reading (Marrero, 2009), it is necessary to investigate the influence of the authoritative, authoritarian, permissive and the uninvolved parenting styles on the reading attitudes of students in Anambra State, Nigeria.

Objectives of the Study

The general objective of the study is to carry-out an analysis on influence of the authoritative, authoritarian, permissive, and the uninvolved parenting styles on the reading attitudes of students. The specific objectives are to:

1. Ascertain the students' attitudes towards reading in secondary schools
2. Ascertain how the authoritative parenting style influence students' attitude toward reading
3. Ascertain how the authoritarian parenting style influence students' attitude toward reading
4. Ascertain how the permissive parenting style influence students' attitude toward reading
5. Ascertain how the uninvolved parenting style influence students' attitude towards reading

However, a brief review of related literatures on the above sub-themes of the study coupled with the research method used, Presentation and Discussion of Findings will be much necessary for the comprehension of the study.

Review of Related Literature

Students' Attitudes towards Reading in Secondary Schools

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 our 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. According

to Alexander and Hearhington (1988) affective domain related to reading comprise four elements: attitude toward reading, motivation for reading, reading interest, self-concept to related reading. They also stated that reading attitude is the most important element among these four elements. Similarly, Fishbein and Ajzen (1975) emphasized that reading attitude is a definition of student's reading belief, reading feeling, and reading behavior. In relating attitudes to children's emotions, Briggs (1987) pointed out that the emotional state of children impacts reading performance. The emotional state has been described as a hypothetical state that is the predisposition to act in a certain manner that is the function of circumstances in the individual's history. Therefore, children who have been mistreated as a result of their lack of reading skill or achievement develop strong negative emotions concerning reading. Negative emotions can also be developed if children set educational goals that are too high and unattainable in actual sense. For example, children may expect to begin reading upon entering school. The parents could also have the same unrealistic goal. The children become distraught when they are unable to read immediately upon school entrance, and the parents become distressed when their children make no significant progress in learning to read. As a result, the children may then avoid or withdraw from reading activities. The children resort to this evasive action to keep them from having a confrontation or an emotional outburst.

The more negative confrontations the children have, the more their emotions are built-up. A vicious circle has been established, and the children, instead of improving, tend to get worse. They become bewildered with their inability to resolve the enigma. The best and most used escape route is withdrawal from, or the avoidance of, any type of reading activity. Thus, a negative attitude toward reading has been established or sustained. Furthermore, Briggs (1987) stated that children with poor attitudes toward reading reflect a number of characteristics. Headaches, upset stomachs, or other psychosomatic illnesses become excuses for nonparticipation.

For some children who not only have poor attitudes but are also poor readers, oral reading may subject them to embarrassment and peer ridicule, thus resulting in an even poorer attitude toward reading, causing them to evade reading activities. After withdrawal, these children may daydream or just stare into space. On other occasions, children with poor attitudes may become aggressive, antisocial, and belligerent toward classroom peers, especially those who may have gained success in reading and who frequently make fun of their less adept classmates. Peers frequently taunt poor readers by laughing at their misreading of textbook passages and their inability to answer comprehension questions.

To promote a lifetime of reading should be one of the most important goals in schools (Sanacore, 2000; Smith & Ryan, 1997; Tunnell, Calder, Justen, &Phaup, 1991). As of late, it seems that schools are moving away from doing this. One problem is the drive back to standards based instruction, which is being pushed by parents, school boards, and the media (Krashan, 2002; Sanacore, 2000). Unfortunately the pressure on educators to meet these outcomes in a limited amount of time with the students creates a de-emphasis on the more meaningful activities that help to create more positive reading attitudes (Worthy, 2002). Reading for pleasure is one way to build a student's reading attitude. Yet, reading for pleasure is not given the same status as basic skills instruction. This creates an obstacle for teachers who are attempting to encourage readers with a lifelong love for reading (Sanacore, 2000).

Other researchers have also studied that the extent to which students are successful with reading is directly related to how they feel about reading (Garret, 2002). Some children love and enjoy the task of reading and are proficient and skilled in this area. Too many children, however, view reading in a negative way, and are failing as a result (Garret, 2002). 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).

In addition, a number of studies document that there is a negative trend in student attitudes toward reading as they go through the elementary grades (McKenna, Kear, &Ellsworth, 1995; Davies and Brember, 1995; Garrett, 2002). It has been stated that even accomplished readers with average to poor attitudes toward reading may not read when other more enticing options such as television viewing or video games are available (McKenna, Kear, & Ellsworth, 1995).In their opinion, Annamalai and Muniandy (2013) grouped reading attitude according to their various reading types. They cited McKenna Model of Reading Attitude Acquisition (McKenna, Kear& Ellsworth, 1996) who suggested that the individual's reading attitude develops over time as a result of three factors: (i) normative beliefs (how one's friends view about reading); (ii) beliefs about outcomes of reading (whether reading is likely to be pleasurable, useful, frustrating or boring) and beliefs about outcomes of competing activities; and (iii) specific reading experiences. The degree of positive or negative attitudes towards reading differs according to the kind of reading to be performed and the purpose of reading (McKenna et al., 1996). Thus, it is more meaningful and practical to discuss reading attitudes with reference to a particular type or use of reading (Taylor, Harris & Pearson, 1988).

Positive reading attitudes inspire positive reading experiences. This creates the possibilities to encourage higher academic performances (Annamalai&Muniandy, 2013). Some studies focused on the influences of positive attitudes toward reading in secondary school students (Bintz, 1993; Walberg & Tsai, 1985). Walberg and Tsai (1985) reasoned that a positive attitude toward reading is one of the strongest correlates of reading achievement. They (Walberg & Tsai, 1985) stated that factors contributing to a positive attitude among adolescents included; believing that reading is important; enjoying reading; having a high self-concept as a reader; and having a home environment where verbal interaction takes place regularly. As students read they transform printed texts while at the same time emotionally transform themselves (Mizokawa & Hansen-Krening, 2000).

Without an emotional connection to texts, students will not positively engage in reading and consequently their academic achievement levels will suffer. Teachers need to make reading irresistibly attractive to students to enhance their positive reading attitudes (Deford, 2004).Though teachers agree students' reading attitudes are important, limited class time appears to be devoted towards fostering positive reading attitudes (Kush &Watkins, 2001). If students are taught to read, but have limited desire to do so, then teachers will have only partially succeeded in their role as a teacher of reading (Morrow, 2004). Those students, who can read but choose not to, are a significant concern for educators. In their opinion, Okebukola, Owolabi, and Onafowokan (2013) stated that recent studies on reading achievement show that children in the middle and upper primary schools hold less positive attitudes than previously towards reading; this obviously is still the case with secondary schools. Also, fewer African children read for pleasure as a leisure activity outside of school (Arden 1999; Bamhare 1999; Warwick, 1999).

Many researchers consider these developments alarming not only because of links between the attitudes that children in these levels of school hold towards reading and the scores they obtain on reading tests, but also because the amount of time that teachers spend teaching reading at these levels of the primary, as well as secondary schools tend to drop off (Bruzo & Flint 2007; McKenna & Kear 1990).

Whether this decline in positive attitude towards reading found amongst African primary school children is caused by the lack of school time available to explore reading pleasure (Bruzo& Flint 2007), lack of development of indigenous languages (Rugemalira, 2007), poor knowledge of English from home (Okebukola, 2012) or the effect of socio-economic status or incompetence of teachers (Onakaogu, 2001), or most especially the influence of their parents style and attitude to reading; is worthy of consideration by all and sundry.

Baumrind's Parenting Style Theory

The first theoretical tripartite model of parenting style was postulated by Baumrind (1966, 1967, and 1973). She stated that parenting styles fall into three main categories (i.e., *authoritarian-* firm but not warm*, permissive-* warm but not firm, and *authoritative-* warm and firm), which focus on four important aspects of family functioning, namely, nurturance or warmth, firmness and clarity of control, level of maturity demands, and degree of communication between parent and the child. Later, by analyzing Baumrind's conceptualization of parenting styles, Maccoby and Martin (1983) elaborated and revised her typologies. They proposed a variation of Baumrind's categorization in which parents are classified based on two dimensions. These are the degree of demand and control; and the degree of acceptance/rejection. According to Maccoby and Martin (1983), these two dimensions jointly create four types of parenting styles, three of which are quite similar to Baumrind's original classification and conceptualization of parenting styles. Their conceptualization adds the fourth type, *the neglecting* or *uninvolved parenting style* (i.e., neither warm nor firm). This can be seen from the diagram below.
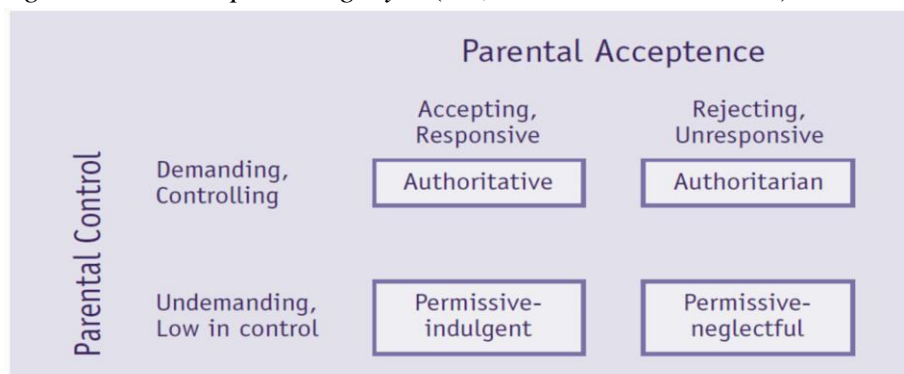
Source: Maccoby and Martin (1983)

According to Baumrind (1967, 1973) and Maccoby and Martin (1983), the four types of parenting styles and their typical characteristics are as follows:

(1) **Authoritative Parenting Style:**
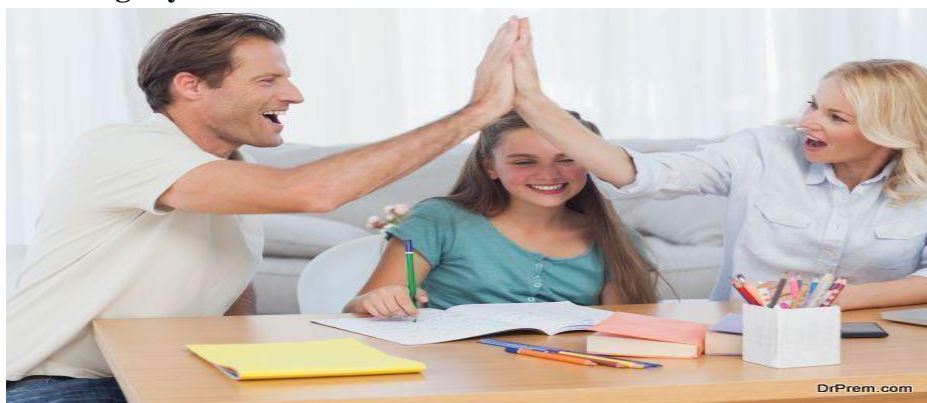
A parenting style characterized by an optimum balance of responsiveness and demandingness; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules. It is high in all four dimensions of family functioning. As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility for reacting to the needs of other people in the family within their abilities. Issues related to the child's academics and reading attitude is discussed by both the parents and the child, which normally ends in mutual understandable consensus between both parties.

This type of parenting style consists of a constellation of parental characteristics of high standards, such as high emotional attachment and support to children's education and reading, encouragement of a two-way communication between parents and children in reading matters, and consistent implementation of the rules established by parents. Children reared under such style are most expected to have good attitude towards reading.

(2) **Authoritarian Parenting Style**:

Style	Typical Parent Characteristics	Typical Child Characteristics
Authoritarian (High in demandingness and low in supportiveness)	Nonresponsive to their children's needs Enforce their demands through the exercise of parental power and the use of threats and punishment Are oriented toward obedience and authority Expect their children to comply without question or explanation	Low in social and academic competence in childhood and adolescence As children, they tend to be unhappy and unfriendly, with boys affected more negatively than girls in early childhood

A parenting style marked by parental behaviours that are highly restrictive and very demanding. It is high in control and maturity demands, but low in nurturance and bi-directional communication between parents and children. Authoritarian parents constrain their children's independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders. They might go as far as developing a timetable for reading which the child must strictly adhere to under severe supervision. They are strict disciplinarians, use a restrictive, punitive style, and insist that their adolescent follow parental directions. Authoritarian parents invoke phrases such as, —you will do this because I said,‖ and —because I'm the parent and you are not.‖ Authoritarian parents do not engage in discussions about reading with their teen and family rules and standards are not debated. Authoritarian parents believe the adolescent should accept, without question, the rules and practices that they establish. The child cannot decide independently on when, what or how to read, even when they do. Their decisions must concur with the parents' principles or otherwise nullified. This kind of children might be forced to follow a particular field of study naturally against his/her wish, which normally results in poor performances.

(3) Permissive (Indulgent) Parenting Style:

Permissive Parenting
- Too much friendly
- Permissive
- Giving indulgence
- Nontraditional and Lenient
- Less discipline
- Avoidance
- More responsive to the demand of
- Child
- Allow considerable self-regulation

A parenting style characterized by non-restrictiveness and high levels of responsiveness. It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children. According to Baumrind (1989), the permissive parenting style is a careless style in which parents make few demands, encourage their children to express their feelings, and barely use power to gain control over their

behaviour; and tend not to need mature behavior from their children, but encourage their children's independence instead. This style of parenting is good, when the child is naturally good mannered, knowing when, how and what to read without being compelled or reminded. However, when the child is a bad one; giving him/her freedom in his/her reading attitude is highly detrimental to the child's future, because the child will never culture him/herself on reading. Kopko (2007) in his view stated that permissive parents invoke such phrases as, ―sure, you can stay up late if you want to,‖ and ―you do not need to do any chores if you don't feel like it.‖ Permissive parents do not like to say no or disappoint their children's reading activities. As a result, teens are allowed to make many important decisions without parental input. The child is allowed to make decisions concerning his/her reading life, and any decision is sure to be approved and implemented.

(4) Uninvolved or Neglecting Parenting Style:

Uninvolved parentsare low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting–neglecting and neglectful parents, although most parents of this type fall within the normal range. Kopko (2007) stated that uninvolved parents minimize their interaction time, and, in some cases, are uninvolved to the point of being neglectful. They do not care how the child is getting-on in reading, or what the child's academic performances are. Uninvolved parents are indifferent to their adolescent's needs, whereabouts, or experiences at school or with peers. Uninvolved parents invoke such phrases as, ―I don't care where you go,‖ or ―why should I care how you read?‖. These parents may be overwhelmed by their circumstances or they may be selfcentered. Parents might also engage in this style if they are tired, frustrated, or have simply ―given up‖ in trying to maintain parental authority over the reading lives of the children. These children normally resort to outside help when faced with academic problems, than complaining to their unconcerned parents.

Summarily, parents can benefit from an understanding that *how* they parent, or their parenting *style*, provides a basis for many healthy developmental outcomes academically, physically and emotionally during childhood. Understanding the different parenting styles and their impact on the parent-child relationship may help parents— and their teens—ascertain which styles best promote reading attitudes in the lives of their children.

Influence of authoritative parenting style on students' attitude toward Reading

Research based on parent interviews, child reports, and parent observations consistently finds children and adolescents whose parents are *authoritative* rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative (Baumrind, 1991; Weiss &Schwarz, 1996; Miller et al., 1993).

According to Moore (2013) Authoritative parenting is associated with healthy development. The authoritative parenting style, more than any other, aids in ensuring healthy development, because children are taught to follow rules, ask questions and have their own opinions. Research conducted by Betsy Garrison and colleagues for

Louisiana State University on how parenting styles influence cognitive ability found authoritative parenting in both fathers and mothers to be positively correlated with cognitive development in children.

Social development also benefits from this parenting style, because communication is welcomed and children feel more comfortable with peers and in other social situations. This being the case, it can be well asserted that a child with improved cognitive development and socially comfortable, thrives well in his/ her reading attitude and academics than other children.

While reviewing the literature on parenting style, Darling (1999) asserted that one is struck by the consistency with which authoritative upbringing is associated with both instrumental and social competence and lower levels of problem behaviour in both boys and girls at all developmental stages. The benefits of authoritative parenting and the detrimental effects of uninvolved parenting are evident as early as the preschool years and continue throughout adolescence and into early adulthood. It can be noted that children with authoritative parentage perform well in their reading activities even as early as the preschool years. Although specific differences can be found in the competence evidenced by each group, the largest differences are found between children whose parents are unengaged and their peers with more involved parents. Differences between children from authoritative homes and their peers are equally consistent, but somewhat smaller (Weiss & Schwarz, 1996).

According to Miller (2010), there are many benefits for children who are raised by parents who use an authoritative parenting style. The authoritative parent encourages a child's growing sense of autonomy by slowly increasing the freedoms allowed to the child based on the child's maturity, responsibility and trustworthiness. An authoritative parent's goal is to prepare children to live fully autonomous lives upon adulthood. As a result, when compared with the three other parenting styles, children who have been raised in authoritative homes score higher on a many measures including: competence, reading attitude, social development, self-perceptions, and mental health. The authoritative parents do not only help their children for a given academic case at hand, but prepares them to be able to solve the same problem or the like, even in their (parent's) absence.

Miller (2010) pondered that children raised in authoritative families generally do well in school and reading. Why? These children receive several benefits that are correlated with school performances and reading attitudes. First, they receive parental interest and involvement from an early age. These children are used to seeing their parents attending sports events, music recitals and school conferences. Second, their parents offer help, support, and counsel with school, emotional, and spiritual issues. This help is not always in the form of telling the child what to do. Rather, the parents trust the child to make appropriate choices. It should be noted that the trust placed in the child is earned and age appropriate. Third, there is an expectation that children will work to their potential. This is different than an expectation that the child will be the best or get straight A's. The expectations are based on a knowledge and understanding of their own child. This knowledge and understanding prevents these parents from living vicariously through their children. Fourth, these families discuss problems and find solutions together. When possible, parents give children choices to allow them to begin the process of considering alternatives. It does not mean that the family is a democracy. Rather, it is a benevolent dictatorship at first, moving to more of a democracy as the child gets older.

According to Diana Baumrind's (1967) Kids' social behavior and inner being (the effect of the authoritative parenting style); because of the use of positive reinforcement (praise) along with logical and fair rules done in a warm, caring manner, the child has learnt that behaving and following the rules feels good and get them positive attention. Hence, children of an authoritative parent do not need to be compelled to start reading or to develop a given reading attitude, but sees the reason and benefits of doing so. Their ability to decode and subsequently live up their parents' rules and expectations provide them with well-developed social skills and emotional regulation. According to research, kids of authoritative parents do well in school; are self-confident and goal orientated.

Influence of authoritarian parenting style on students' attitude toward Reading

According to Moore (2013), authoritarian parents expect full cooperation and maturity from their children. Parents that practice authoritarian parenting demand total cooperation from their children and have no tolerance for questions or breaking rules. This parenting style expects high degrees of maturity from the child with low levels of parent-child communication. Children disciplined by authoritarian parents stay out of trouble and make good grades, but their social development is negatively affected due to not being encouraged to have opinions, being shy and constantly worrying about disappointing their parents. Here, children engage themselves in reading because their parents want them to, and mostly because they would not like to disappoint their parents.Furthermore, Miller (2010) suggested that there is a strong element of fear that pervades an authoritarian household. Much like an authoritarian government, there is compliance with rules, but the compliance is typically not out of love. Children in an authoritarian home comply out of fear.

Fear of punishment and fear of the withholding of affection drives these children to comply. The child only reads because there will be punishment for not reading not because of what he/she stands to gain from reading In addition to fear, he continued, the child does not feel loved and accepted by their parents. Children are punished for even minor infractions. Often, these punishments do not fit the crime and are overly punitive. Even worse, the punishments often result in relationship consequences which include a withholding of love and affection from the parents to the child. As a result, the child begins to learn that they are loved and accepted for what they do, rather than for who they are.

A child from an authoritarian parent is normally applauded and loved when he/she improves in his/her reading attitude and outcomes. The child is loved by how well he gets in reading than who he/she really is. This assertion is rightly supported by Miller (2010) who gave an instance of John, a high-school basketball player he met, who also had this type of relationship with his father. His father would come to all of his games to see him play. While a parent's presence at a child's games should be a source of encouragement, for John it was not. If John had a good game, his father was like a ―Chatty Kathy‖ doll on the way home. You could not shut him up. On the other hand, if John's game did not go as well, there was absolute silence. His father would not speak to him. John learned quickly that there were conditions placed on him to received love. He was loved if he performed. He was not loved if he did not perform. In same vein, a child that does well in his or her reading and academics attracts love and attention of parents and even friends around, and this attraction is based purely on the child's performance. In addition, Berhanu (1996) reported that an authoritarian parenting style was negatively related with academic achievement; but there were no significant relationships between either of indulgent or neglectful parenting style and academic achievement.

Children raised by authoritarian parents often are compliant with parental rules. Authoritarian parents point to this compliance as evidence that their style of parenting is working. However, as with many things in life, there is an opportunity cost to decisions we make. Growing up is difficult, especially in this day and age. There are many times that a child will need help and guidance as they grow. When we seek guidance, we tend to seek it from relationships where we feel loved and accepted. Since children of authoritarian homes do not experience love and acceptance from their parents, they will seek counsel from someone outside the home, or they may seek no counsel at all. While the authoritarian parent may be a good person who has much wisdom to offer, when it comes to the major issues of reading and life generally, the children do not seek their counsel. Baumrind (1967) coinciding with Miller (2010), outlined the effects of the authoritarian parenting style which can be related to reading attitudes as follows:

Kids of authoritarian parents quickly learn to adjust to the parents' expectations. In other words they are wellbehaved out of fear. They develop reading habits because they are afraid: "If I don't read, I will be punished!" They tend to willingly obey authorities (parents). They have internalized and accepted the prevailing norm and value system (in reading) which means they do relatively well in school, do not engage in 'deviant' behavior such as criminal acts or experimental drug or alcohol use. They are not used to making independent choices, taking full responsibility for their selves and do not experiment much with new ways of doing things or alternative ways of thinking. They are instructed on how, why, and when to read by their parents, and are solely following these formulas instead of checking out which other ways their reading attitudes can be improved.

According to research, kids of authoritarian parents are not as socially 'skilled' as kids from authoritative and permissive families. Their social interactions are somewhat limited to the dictation of their parents.According to research they find it difficult to handle frustration: girls tend to give up in the face of challenges and boys tend to react with aggressiveness. Because the love for reading was not developed personally but influenced in compulsion, they are easily discouraged when things are not working out as expected. They are also more prone to suffer from low selfesteem, anxiety and depression. They do not show strengths of confidence on their personality because they have learned to always be subjective to their parents.

There are many reasons why these issues may develop in children with authoritarian parents. In an authoritarian home, compliance is expected, while independence is discouraged. Because they are taught to follow rules rather than take initiative, they are more capable of following instructions than becoming leaders. They are taught what to think rather than how to think. As a result, these children remain dependent emotionally into adulthood, sometimes even living in the parental home long after what would be considered emotionally healthy. This lack of independence: emotional, academic, and physical, can result in low self-esteem, low self-confidence, and even poor performances in the child's reading activities.

Children growing up in an authoritarian home, like growing up under an authoritarian regime, experience a loss of control over their own lives which duly affect their reading habits. When we come to believe that no matter what we do, we cannot gain actual control of our own life, eventually a sense of helplessness ensues. This ―learned helplessness‖ is a major component in the development of depression. This sense of powerlessness does not leave us when we leave the authoritarian parent. Instead, this becomes a deeply entrenched view of ourselves that can take years to overcome and can impact all future academic achievements, marital and parenting relationships.

Influence of permissive parenting style on students' attitude toward Reading

In his opinion, Moore (2013) opined that permissive parenting promotes more of positive social development. Indulgent or permissive parents focus more on being their child's friend than a disciplinary figure. There is an extensive amount of parent-child communication, but very low levels of maturity and demands required of the child. Children raised by indulgent parents have higher self-esteem, better social skills and lower levels of depression, which aids in positive reading attitudes and social development. The decreased maturity and independence associated with parental indulgence harms a child's emotional development because he is not required to grow in these areas. Since there is no compulsion from parents to engage their children in reading, this type of attachment to parents might not improve the reading attitude of children.

In support of this view, Cherry (2013) stated that permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. They are not much expecting or relatively compelling the child to make the most of his/her reading activities and performances, but are instead demanding a little as long as the child reads at all. According to Baumrind (1991), permissive parents "are more responsive than they

are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation". Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent, and this do not help in bringing up the academic and reading aspirations of the child.

Permissive parenting is characterized by a lack of adult control over the child. Permissive parents allow a child or adolescent to self-regulate without concern for the effects of their actions (Baumrind, 1966). A parent who employs a permissive style works more as a counselor or advisor than as a figure of authority. A child may look to upon the parent as a resource, but not as an enforcer. The parent only advices the child on the benefits of reading but does not follow up to ensure the child is keeping to the advice, and does not enforce good reading habits if it is realized that the child is not working with the advice. This also transitions into other areas of life because a permissive parent does not appeal to the child to conform to external standards (Baumrind, 1966). Studies have found that a lack of parental control may contribute to adolescent involvement in deviant peer groups and delinquency including vandalism and other deviant peer group activity (Ary et al., 1999).

 (Miller 2010) described the effects of the permissive parenting style:A complete lack of limits, absence of authority figures, no consistent routines, no predictability may lead to a sense of insecurity in the child: "How far can I go and what can I count on?" the child is filled with uncertainty over how best to pursue his/her academic dreams and what standards to focus on, so as to improve his/her reading attitude for a better future.

Because of the instilled beliefs that the world is open for experimentation and that there are very few 'musts', children of permissive parents are found to be more impulsive and involved in 'problematic' behavior such as drug and alcohol use and do less well in school than kids from authoritative and authoritarian parents. They do not take their school activities seriously and are often engaged in social vices going-on both within and outside school environment. Children like this have no interest in reading at all neither do they feel pathetic about their reading attitudes. As these kids are brought up in the belief that they are adults' equals, they are well equipped in dialogue, have high social skills and high self-esteem, low levels of depression, and an embarrassing reading attitude.

Influence of uninvolved parenting style on students' attitude towards Reading

Uninvolved parenting is typified by low levels of control and low levels of warmth (Baumrind, 1966). An indifferent parent is not involved emotionally with the child beyond providing for basic needs and resources. This type of style is also characterized by a lack of control (Paulson & Sputa, 1996). They have zero tolerance for reading and academics.

According to Moore (2013), uninvolved parents take no interest in their children. Parents who are ambivalent to their child's wants and needs are considered uninvolved parents. Often, this parenting style is associated with neglect and abuse. While there are no demands or rules to follow for the child, there is also no communication and no encouragement from the parent. When parents are psychologically or physically unavailable to their children, all elements of development are negatively affected. Social development is stunted because the child is never taught how to act around people and, therefore, feels awkward in social situations. Because of the lack of emotional and psychological connections between the parent and child, cognitive development also suffers. Parents do not take their children's academics and reading seriously; they seldom ask for school activities from their children and do not help them with their assignments at home. This unconcerned behaviour is sure to lead to a drastic failure in the reading life and attitude of a student, especially one who does not have the natural hunger for reading.

With the aim of ascertaining the parental behaviour of typical successful students and comparing them with students who were encountering behavioural and academic problems, Gutman and McLoyd (2000) carried out research. Their findings suggest that parents of academically successful students used a more specific approach

to assist their children with schoolwork. For instance, they had more supportive communication with their children than the parents of less academically successful students. In addition, they frequently checked their children's progress by contacting the school, and maintained positive relationships with school staff; hence improving their children's attitude towards reading and academics as a whole. Whereas, the parents of less achieving children seldom contacted the school and have no time to help their children in reading and doing their assignments at home. Sheldon (2009) concurs with this, and claims that parental involvement and a supportive home environment are no less important for academic success, than quality teaching and committed and caring teachers are.

The uninvolved parents might be so busy with themselves either with their work, or meeting or even reading their own books; without having time to put through or assist their children in reading at home. Miller (2010) described neglectful parents as consumed with their own needs so much that they ignore or neglect the needs of their children. While on the outside, neglectful parents may look like indulgent parents, there are many differences. Indulgent parents have few rules for their children. Rather, they tend to be very lenient with their children. Desiring closeness in relationship is a good thing. However, the way they go about achieving the relationship blurs the lines of the relationship. While they are extremely responsive to the needs and wants of their children, they often do not provide the structure necessary for healthy emotional development. Neglectful parents also place few rules and restrictions on their children. However, the lack of rules and controls is not designed to foster relationship. Rather, the lack of rules reflects self-indulgence on the part of the parent and an overall lack of care for the child. A neglectful parenting style can have long term effects on the emotional development of the child even into adulthood. A child that does not inculcate the attitude of reading in childhood is bound to be a —never-do-well‖ in adulthood.

In childhood consequences, Miller (2010) stated that there is a strong element of disconnect that pervades a neglectful household. While the basic needs of the children are met, there is a physical, emotional, and spiritual disconnect that the children endure from the parents. In their desire to meet their own emotional needs, often needs not met in their own childhood, these parents neglect the emotional and spiritual needs of their children. With neglectful parents there are no sports teams or play dates, no reading mates and competitions. This leads to a lack of social development and isolation. Children with neglectful parents also have difficulty in reading and in school. Neglectful parents often shift the responsibility of monitoring the education and reading life of the child to another child in the family or the school system. As a result, when these children struggle in their reading attitude, there is no parental guidance to get them the help that they need. In addition, because the children are not being monitored, truancy is also a consequence. Finally, when the school seeks out the parent to deal with problems with school, neglectful parents are often unresponsive.

Methodology

The research design that was adopted for this study is descriptive survey research design. According to Nworgu (2006), descriptive survey are those studies which aim at collecting data on, and describing in a systematic manner; the characteristics, features or facts about a given population. This study was carried out in public secondary schools in Awka Educational Zone of Anambra State. Awka, which is the capital of Anambra State is a place of the blacksmiths that created implements which made agriculture possible. The Zone comprises of 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 comprising all the Senior Secondary One (SS1) students of public secondary schools in Awka Educational Zone of Anambra State.

Record from the Post-Primary Schools Service Commission; Ministry of Education Anambra State as at February 2016 showed that there are (4,987) SS1 students in Public secondary schools in AwkaZone (find attached, the

distribution of the students based on their schools). With respect to the participants of the study, this research focused on students in SS1, with the understanding that there must have been some reading adjustments for senior secondary education, and previous escapades on reading which helped them pass the Junior Secondary School Examination and deciding between either the arts or sciences fields of specialization.The sample size consists of four hundred and ninety-nine (499) SS1 students, selected from all the fifty-one (51) public secondary schools in the whole Five (5) Local Governments under Awka Zone. The proportionate stratified random sampling technique was adopted to ensure that sub-groups in the population participated in the study in the same manner as their population appeared. 10% is used to determine the sample size in each stratum; that is, the sample size of the secondary schools in each Local Government which made up the entire population.The instrument for data collection for this study was a questionnaire designed by the researchers titled―Parenting Style Influence on Students‗ Reading Attitude Questionnaire (PSISRAQ)‖. Items were deducted from the instrumentusing the views and findings from the review of related literature.

The instrument has a total of Fifty-Three (53) items. The first ten (10) items were structured on a 4-point rating scale of Very Upset (VU), Not So Upset (NSU), Not So Happy (NSH) and Very Happy (VH); while the remaining items were structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The drafts of the (PSISRAQ) together with the copies of the purpose of the study, the research questions and the hypothesis were subjected to both face and content validity. Some colleagues face-validated the instrument; while two senior lecturers in the department of Library and Information Science and one expert in Measurement and Evaluation, all from Faculty of Education, NnamdiAzikiwe University, Awka; helped with the content validity of the instrument. For reliability, the instrument (PSISRAQ) was administered to three (3) public secondary schools in Aguata Educational Zone of Anambra State. Thirty SS1 students were randomly chosen from the three (3) schools. The data collected were analyzed and the result used to calculate the internal consistency of the Parenting Style Influence on Students‗ Reading Attitude Questionnaire (PSISRAQ) using Cronbach Alpha Method.

Reliability coefficients of 0.89, 0.85, 0.75, 0.70, 0.69; were obtained for the Parenting Style Influence on Students‗ Reading Attitude Questionnaire for th five research questions respectively. The copies of the final version of the instrument were administered by the researcher to the respondents in case there arise questions that need clarity. Data obtained from the study was analyzed using descriptive statistics.

Presentation and Discussion of Findings

The findings of the study were presented and discussed in tables with the aid of their research questions as seen below.

Research Question 1

1. What are the students‗ attitudes toward reading in secondary schools?

Table1. Mean ( ) scores of the responses of students on their reading attitudes

S/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 items. This shows that the students are not so happy on their attitudes towards reading. It 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) indicated that students' overall responses to the survey were positive. Therefore, the students' attitude toward reading in secondary schools is positive and encouraging.

Research Question 2

2. How does the authoritative parenting style influence students' attitude toward reading?

Table 3. Mean ( ) scores of the responses of students on how authoritative parenting style influences students' reading attitude

S/N	Items	Mean	Remark
18	My parents encourage me, not leaving me to struggle on my own when reading	3.11	Agreed
19	I confide in my parents on everything that concerns my reading activities	3.13	Agreed
20	My parents show thoughts and attention concerning my reading attitude	3.41	Agreed
21	My parents take note of my likes, dislikes, opinions and needs when it relates to my reading attitude	3.33	Agreed
22	My parents systematically train me on yielding qualities of improved reading behaviour	3.48	Agreed
23	We normally arrive at reading decisions only after consultations between myself and my parents	2.97	Agreed
24	My parents are always interested in my reading activities and participate in them	3.38	Agreed
25	My parents are always ready to share and help in my work and reading activities	3.38	Agreed
26	My parents always react to my facial expressions and body language in matters concerning my reading attitude	3.18	Agreed
	Aggregate Mean	**3.26**	

The students' mean responses as revealed in table 3 shows that students scored 2.50 and above in all the items. The students highly agreed that the authoritative style of parenting from their parents affect their attitudes towards reading, in the sense that they confide in their parents on everything that concerns their reading activities (3.13),

their parents take note of their likes, dislikes, opinions and needs when it relates to their reading attitude (3.33). Their parents are interested and do participate in their reading activities (3.38), and also react to their facial expressions and body language in matters concerning reading (3.18). Hence, with an aggregate mean of 3.26, it is agreed that the authoritative parenting style has a very high and encouraging influence on the students' attitude to reading.

Research Question 3

3. How does the authoritarian parenting style influence students' attitude toward reading?

Table 4. Mean ( ) scores of the responses of students on how authoritarian parenting style influences students' reading attitude

S/N	Items	Mean	Remark
27	My parents mood always change whenever there are issues about my reading attitude	2.19	Disagreed
28	My parents are suspicious and show lack of faith in my reading behaviour	1.81	Disagreed
29	I hardly do anything concerning my reading life without my parents' permission	2.12	Disagreed
30	My parents words are the only consideration and final decision in matters concerning my reading activities	2.50	Agreed
31	My parents set rules to aid my reading attitude, which if I transgress may imply punishments	2.62	Agreed
32	Any transgression regarding my reading attitude results in corporal punishments from my parents	2.62	Agreed
33	My parents believe that they are always right and don't need to consider my wishes in my reading activities	2.22	Disagreed
34	My parents feel dejected and disappointed whenever I fail to achieve a feat in my reading activities	3.07	Agreed
35	I am always criticized by my parents whenever I fail to impress them in my reading life	2.92	Agreed
	Aggregate Mean	**2.45**	

From the results in Table 4, students' mean responses revealed that students scored 2.50 and above in five items, and below 2.50 in four items. The students disagreed that they hardly do anything concerning their reading life without their parents' permission (2.12), they agreed that their parents' words are the only consideration and final decision in matters concerning their reading activities (2.50). Their parents set rules to aid their reading attitude, which if transgressed imply criticism and punishments (2.62). They also feel dejected and disappointed whenever

the child fails to achieve a feat in reading (3.07). Hence, with a mean average of 2.45, it is agreed that the authoritarian parenting style has a low and discouraging influence on the students'attitude to reading.

Research Question 4

4. How does the permissive parenting style influence students' attitude toward reading?

Table 5. Mean ( ) scores of the responses of students on how permissive parenting style influences students' reading attitude

S/N	Items	Mean	Remark
36	My parents always express joy or anger with changes in my reading attitude	2.95	Agreed
37	My parents pamper me and yield to my wishes in matters concerning reading	2.42	Disagreed
38	My parents lack knowledge about what I am doing or how I feel about reading	2.08	Disagreed
39	My parents accede to all my demands without condition especially when it concerns my reading life	3.07	Agreed
40	My parents give nearly everything and anything I want for my reading activity without conditions	3.05	Agreed
41	My parents don't make any demand on my expending efforts to improve my reading attitude	2.63	Agreed
42	I get easy approval from my parents for my reading needs	3.17	Agreed
43	My parents are tolerable on whatever reading attitude I develop	2.79	Agreed
44	My parents do not notice or bother about my reading activities	1.86	Disagreed
	Aggregate Mean	**2.67**	

From the results in Table 4, students scored 2.50 and above in six items, and below 2.50 in three items. As revealed, the students agreed that their parents give nearly everything and anything the children want for their reading activity without conditions (3.05) and do not make demands on their expending efforts to improve their reading attitude (2.63). Hence, the children get easy approval from their parents for their reading needs (3.17). Also, their parents are tolerable on whatever reading attitude the children develop (2.79) and accede to all their demands without condition when it concerns their reading lives (3.07). Hence, with a mean average of 2.67, it is agreed that the permissive parenting style has a moderate and encouraging influence on the students reading attitudes.

Research Question 5

5. How does the uninvolved parenting style influence students' attitude toward reading?

Table 6. Mean ( ) scores of the responses of students on how uninvolved parenting style influences students' reading attitude

S/N	Items	Mean	Remark
45	My parents are usually busy with their problems, they don't have time for me concerning the way I read	1.74	S. Disagreed
46	My parents pretend to be concerned just to boost my reading attitude	1.78	S. Disagreed
47	My parents are so busy and engrossed with their work that they have less time to help me in my reading	1.25	S. Disagreed
48	My parents are so engrossed with their activities that they could not be bordered with controlling my reading patterns	1.94	S. Disagreed
49	My parents fail to give due care and attention to me in my reading activities	1.83	S. Disagreed
50	My parents are not ready to abandon their own interest and think about my reading needs	1.97	S. Disagreed
51	My parents are so busy with their own activities that they are unaware of my reading activities	1.83	S. Disagreed
52	My parents are usually under stress resulting from their occupations, and too busy to check my reading attitude	1.91	S. Disagreed
53	My parents are not always close and friendly to me when I am reading	1.94	S. Disagreed
	Aggregate Mean	**1.80**	

From the results in Table 6, students mean responses were below 2.50 in all items. The students rejected the whole items that depict the behaviour of their parents as uninvolved and disagreed with the fact that their parents are so busy and engrossed with their work that they have less time to help them in their reading (1.25). They also do not concur with the fact that their parents are not always close and friendly to them when they read (1.94). Hence, with a mean average of 1.80, it is agreed that the uninvolved parenting style has a low and discouraging influence on the students' attitude to reading since the whole items exemplifying uninvolved parenting style were all disagreed on.

Discussion of the Findings

Students' attitudes toward reading in secondary schools

The results of research question one revealed that students are positive on 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. They will also like to have more time for their reading too. Therefore, the students' attitude toward reading in secondary schools is positive and highly 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 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 to the present study, which is only focused 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)'s findings, that as children mature and as more and more leisure options compete with reading, positive attitudes toward reading will on average worsen which may well apply to many skilful readers because of their beliefs that other activities are more pleasurable.

Influence of authoritative parenting style on students' attitude toward reading

The students agreed to a large extent that their parents show thoughts and attention and take note of their likes, dislikes, opinions and needs when it relates to their reading attitude. Their parents are always interested in their reading activities and participate in them; they are always ready to share and help in their reading activities which results in improved reading attitude.

This relates with Moore (2013), Darling (1999) and Miller (2010). Moore (2013) suggested that authoritative parenting is associated with healthy development. The authoritative parenting style, more than any other, aids in ensuring healthy development, because children are taught to follow rules, ask questions and have their own opinions. Concurrently, Darling (1999) identified that authoritative parentage perform well in their reading activities even as early as the preschool years. Miller (2010) pondered that children raised in authoritative families generally do well in school and reading. Why? These children receive parental interest and involvement from an early age, their parents offer help, support, and counsel with school, emotional, and spiritual issues, there is an expectation that children will work to their potential and these families discuss problems and find solutions together.

Influence of authoritarian parenting style on students' attitude toward reading

The students disagreed that their parents' mood always change whenever there are issues about their reading attitude; and that their parents are suspicious and show lack of faith in the children's reading behaviour. They also disagreed that their parents believe that they are always right and don't need to consider their wishes when it concerns reading. However, the students agreed that their parents words are the only consideration and final decision in matters concerning reading and they set rules to aid the student's reading attitude, which if transgressed may imply punishments. The children are always criticized by their parents whenever they fail to impress them in their reading life.

This relates with Miller (2010) who discussed that there is a strong element of fear that pervades an authoritarian household. Much like an authoritarian government, there is compliance with rules, but the compliance is typically not out of love. Children in an authoritarian home comply out of fear. Fear of punishment and fear of the withholding of affection drives these children to comply. The child only reads because there will be punishment for not reading not because of what he/she stands to gain from reading.

Influence of permissive parenting style on students' attitude toward reading

The students disagreed that their parents lack knowledge about what they are doing or how they feel about reading, and do not notice or bother about their reading activities; but agreed that their parents easily approve of their reading needs and accede to all their demands without condition especially when it concerns the children's reading life. Also, their parents are tolerable on whatever reading attitude they develop and don't make any demand on their expending efforts to improve the child's reading attitude.

In support of this view, Cherry (2013) stated that permissive parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. They are not much expecting or relatively compelling the child to make the most of his/her reading activities and performances, but are instead demanding a little as long as the child reads at all. Moore (2013) summarily stated that since there is no compulsion from parents to engage their children in reading, this type of attachment to parents might not improve the reading attitude of children.

Influence of uninvolved parenting style on students' attitude towards Reading

The result showed that the students had very low level of agreement with all the questionnaire items that exemplified the uninvolved parenting influence on their reading attitudes. The students disagreed that their parents are so busy and engrossed with their work resulting in having less time to help them in their reading and fail to give due care and attention to them in their reading activities.

Relative to this consensus, Gutman and McLoyd (2000) carried out a research with one of their findings suggesting that the parents of less achieving children seldom contacted the school and have no time to help their children in reading and doing their assignments at home. Also, Miller (2010) pointed out that uninvolved parents are consumed with their own needs so much that they ignore or neglect the needs of their children.Conclusively, the students did not agree that their parents' uninvolved style of parenting has an influence on their attitude towards reading.

Conclusions

From the interpretation and discussion of results of this study as they affect the research questions, the following conclusions are made. This study has shown that secondary school students in Awka Educational Zone of Anambra State, Nigeria, appear to be positive on 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 toward reading in secondary schools is positive and highly encouraging.

Authoritatively, theyagree that their parents are always interested in their reading activities and participate in them; they are always ready to share and help in their reading activities which results in improved reading attitude. Hence, it is agreed that the authoritative parenting style has a very high and encouraging influence on the students' attitude to reading. Also, the secondary school students of the authoritarian parents are always criticized by their parents whenever they fail to impress them in their reading life. They take their parents' words are the only consideration and final decision in matters concerning reading. Hence, it is agreed that the authoritarian parenting style has a low and discouraging influence on the students'attitude to reading.

Furthermore, the permissive parents of the students easily approve of their reading needs and accede to all their demands without condition especially when it concerns the children's reading life. Also, their parents are tolerable on whatever reading attitude they develop and don't make any demand on their expending efforts to improve the child's reading attitude. Hence, it is agreed that the permissive parenting style has a moderate and encouraging influence on the students reading attitudes. However, the students did not agree that their parents' uninvolved style of parenting has an influence in their attitude towards reading. The uninvolved parenting style has a low and discouraging influence on the students' attitude to reading since the whole items exemplifying uninvolved parenting style were all disagreed on.

Implications of the Study

The findings of this study have some educational implications which have provided a basis for parents/guardians to understand the influence of their parenting styles on their children. 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 toward reading in secondary schools is positive and highly encouraging.This means that the students are aware of the detrimental effects 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 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 effects 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.

As the study revealed, the students under the authoritarian parenting style agreed that their parents' words are the only consideration and final decision in matters concerning reading and they set rules to aid the student's reading attitude, which if violated evokes punishments. The children are always criticized by their parents whenever they fail to impress them in their reading life. Hence, it is agreed that the authoritarian parenting style has a low and discouraging influence on the students'attitude to reading. This implies that the parents are afraid of granting complete autonomy to their children in their reading activities. Reasons might be because the parents do not trust the child to make the right decisions or that the child in previous times have shown evidences of obstinacy to rules and failures in reading activities, hence would not like repetitions and reoccurrences of such. Therefore parents exhibiting this parenting style can reduce the rules, punishments, restrictions and criticisms to be able to get the best out of their children in their reading attitude.

As the study revealed, the students under the permissive parenting agreed that their parents easily approve of their reading needs and accede to all their demands without condition especially when it concerns the children's reading life. Also, their parents are tolerable on whatever reading attitude they develop and do not make expending efforts

to improve the child's reading attitude.It is hence agreed that the permissive parenting style has a moderate and encouraging influence on the students reading attitudes. This implies that the parents see the child as naturally and independently good, and can only get better in their reading attitudes if all their reading needs and demands are acceded to. This can prove grave consequences if the child tilts from his exalting reading attitude without the parents knowing it. Therefore, inasmuch as the parents believe the child is naturally good, they can intermittently look into the children's reading activities to ensure sustained progress in their reading attitude.

As the study revealed, the uninvolved parenting style has a low and discouraging influence on the students' attitude to reading since the whole items exemplifying uninvolved parenting style were all disagreed on. The students did not agree that their parents' uninvolved style of parenting has an influence in their attitude towards reading, which is a commendable attribute implying that the parents have their reading attitude at heart and would not purposely do anything to exacerbate the reading attitudes of their children. Therefore, parents who wish to see their children do well in reading can desist from exhibiting the attributes of the uninvolved parenting style.

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APPENDIX

Population and Sample Distribution

Awka Zone = Anaocha + Dunukofia + Njikoka + Awka North + Awka South

S/N	AWKA ZONE	SCHOOL POPULATION	SS1 POPULATION	% SAMPLE 10%

1.	ANAOCHA LOCAL GOVERNMENT AREA	5,978	1,063	106.3
2.	DUNUKOFIA LOCAL GOVERNMENT AREA	3,856	574	57.4
3.	NJIKOKA LOCAL GOVERNMENT AREA	4,758	698	69.8
4.	AWKA NORTH LOCAL GOVERNMENT AREA	2,723	431	43.1
5.	AWKA SOUTH LOCAL GOVERNMENT AREA	13,522	2,221	222.1
	TOTAL		4,987	499

Detailed Breakdown Of Table (Awka Zone) According To Their Local Governments. Anaochalga

S/N	Name Of Public School	Pop Of School	Pop Of Ss 1		Total	% Sample 10%
			M	F		
1.	Agulu Grammar School, Agulu	209	40		40	4.0
2.	Bubenduff Memorial Grammar School, Adazi-Nnukwu	696	84		84	8.4
3.	Community High School, Adazi	270	28	20	48	4.8
4.	Community High School, Akwaeze	392	32	38	70	7.0
5.	Community Secondary School, Agulu	394	24	25	49	4.9
6.	Community Secondary School, AguluOzoigbo	280	20	27	47	4.7
7.	Community Secondary School, Ichida	333	25	11	36	3.6
8.	Community Secondary School, Obeledu	550	46	43	89	8.9
9.	Flora Azikiwe Memorial Community School, Neni	445	34	31	65	6.5
10.	Girls High School, Agulu	732		146	146	14.6
11.	Girls Secondary School , Adazi-Nnukwu	127		14	14	1.4
12.	Lake City Secondary School, Nri	190	16	12	28	2.8
13.	Lorita Special Science School, Adazi	520		210	210	21.0
14	Orjiako Memorial Grammar School, Adazi Ani	242	16	30	46	4.6
15.	Regal Secondary School, Nri	334	27	24	51	5.1
16.	Union Secondary School, Agulu	264	20	20	40	4.0
	Total	**5978**			**1063**	**106.3**

Dunukofia

S/N	Name Of School	Pop Of School	Pop Of Ss 1		Total	% Sample 10%
			M	F		
1.	Community High School, Nawgu	173	2	13	15	1.5
2.	Community Secondary School, Ukpo	208	22	36	58	5.8
3.	Community Secondary School, Ukwulu	370	23	28	51	5.1
4.	Community Secondary School, Umunnachi	420	20	50	70	7.0
5.	St. Kizito Secondary School, Umudioka	826		128	128	12.8
6.	Nneamaka Girls Secondary School, Ifitedunu	652	21	39	60	6.0
7.	St. Mary's High School, Ifitedunu	625	92		92	9.2
8.	Walter Eze Memorial Secondary School, Ukpo	582	53	47	100	50
	Total	**3856**			**574**	**57.4**

Njikoka

S/N	Name Of School	Pop Of School	Pop Of Ss 1		Total	% Sample 10%
			M	F		
1.	Community Secondary School, Abba	303	20	20	40	4
2.	Comprehensive Secondary School, Nawfia	1158	207		207	20.7
3.	Girls Secondary School, Nimo	353		55	55	5.5
4.	Girls Secondary School, Abagana	410		56	56	5.6
5.	Community Secondary School, EnugwuAgidi	170	1	30	31	3.1
6.	Ide Secondary School, Enugwu-Ukwu	504	36	54	90	9.0
7.	Nawfia Community Secondary School, Nawfia	204	11	19	30	3.0
8.	NnamdiAzikiwe Secondary School, Abagana	640	60		60	6.0
9.	Okutalukwe Secondary School, Enugwu-Ukwu	262	19	14	33	3.3
10.	St. Michael Model Comprehensive Secondary School, Nimo	556	65		65	6.5
11.	Government Technical College, EnugwuAgidi	198	30	1	31	3.1
	Total	**4758**			**698**	**69.8**

Awka North

S/N	Name Of School	Pop Of School	Pop Of Ss 1		Total	% Sample 10%
			M	F		
1.	Community Secondary School, Achala	359	35	35	70	7.0
2.	Community Secondary School, Amansea	569	40	31	71	7.1
3.	Community Secondary School, Amanuke	184	16	28	44	4.4
4.	Community Secondary School, Awba-Ofemili	175	10	20	30	3.0
5.	Community Secondary School, Ebenebe	415	27	38	65	6.5
6.	Community Secondary School, Isuaniocha	352	26	29	55	5.5
7.	Community Secondary School, Mgbakwu	426	20	33	53	5.3
8.	Community Secondary School, Urum	243	23	20	43	4.3
	Total	**2723**			**431**	**43.1**

Awka South

S/N	Name Of School	Pop Of School	Pop Of Ss 1		Total	% Sample 10%
			M	F		
1.	Community Secondary School, Mbaukwu	426	47	30	77	7.7
2.	Comprehensive Secondary School, Umuokpu	1172	82	120	202	20.2
3.	Union Secondary School, Amawbia	515	50	44	94	9.4
4.	Nneoma Community Secondary School, Nibo	327	20	26	46	4.6
5.	Union Secondary School, Umuawulu	187	8	14	22	2.2
6.	Community Secondary School, Amawbia	291	21	22	43	4.3
7.	Community Secondary School, Agulu-Awka	469	22	38	60	6.0
8.	Girls Secondary School, Awka	1500		281	281	28.1
9.	St. John of God Secondary School, Awka	1438		236	236	23.6
10.	Community Secondary School, Isiagu	104	10	1	11	1.1
11.	Community Secondary School, Okpuno	1331	63	117	180	18.0
12.	Capital City Secondary School, Awka	1286	108	119	227	22.7
13.	EziAwka Community Secondary School, Awka	788	54	65	119	11.9
14	Ezike High School, Nibo	500	35	25	60	6.0
15.	Kenneth Dike Memorial Secondary School, Awka	1120	100	92	192	19.2
16.	Igwebuike Grammar School, Awka	1483	300		300	30.0
17.	EmekaAghasili High School, Nise	433	27	23	50	5.0
18.	Holy Cross High School, Umuawulu	152	15	6	21	2.1
	Total	**13522**			**2221**	**222.1**

Source: Post-Primary Schools Service Commission, Ministry of Education Anambra State. (2016)