




Relationship Between Parenting Styles and Students' Adaptability to Blended Learning Environments in Uyo Metropolis of Akwa-Ibom State Nigeria

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Abstract

This study examined the relationship between Authoritative, authoritarian, permissive and uninvolved parenting styles and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom state, Nigeria. The study sample consisted of 361 students. The study employed a correlational design. The instruments used for data collection were the parenting styles questionnaire and the students' adaptability to blended learning environments questionnaire. Data were analyzed using descriptive and inferential statistics. The descriptive statistics were used to analyze the Bio-data of the respondent; while the inferential statistics of Pearson Product Moment Correlation (r) were used to test all four hypotheses at 0.05 alpha level of significance. Findings revealed a significant positive relationship between Authoritative Parenting and students' adaptability to blended learning environments ($r=0.714$, $p=0.001$). There is a significant negative significant relationship that exists between authoritarian parenting style and students' adaptability to blended learning environments ($r= -0.625$, $p=0.002$). There is a strong negative significant relationship that exists between permissive parenting style and students' adaptability to blended learning environments ($r=0.792$, $p=0.010$). That there is a strong negative significant relationship that exists between uninvolved parenting style and students' adaptability to blended learning environments ($r=0.792$, $p=0.010$). Based on the findings, it was recommended that educational psychologists and school counselors should educate parents on the benefits of an authoritative parenting style, through Workshops and resources that will help parents create supportive environments that encourage independence and adaptability in their children.

A. Introduction

The rapid evolution of educational landscapes, particularly with the advent of blended learning, has transformed how students interact with knowledge. In Nigeria, and specifically Akwa-Ibom State, this transformation poses unique challenges and opportunities for students, shaped significantly by their home environments. Central to this dynamic is the influence of parenting styles on children's adaptability to blended learning environments. Parenting styles is defined as the emotional climate and strategies parents use in raising their children, parenting styles play a critical role in shaping children's attitudes towards

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learning, motivation, and overall adaptability (McDougall, 2019). In blended learning settings, which combine traditional face-to-face instruction with online elements, students are required to be more self-directed and adaptable than in conventional classrooms. Research suggests that children's adaptability in such environments can be heavily influenced by their parents' engagement, expectations, and the overall parenting approach (Tus, 2021). In Akwa-Ibom State, where educational challenges are exacerbated by socioeconomic factors and infrastructural limitations, understanding the interplay between parenting styles and children's readiness for blended learning is paramount.

This study seeks to explore how different parenting styles such as authoritative, authoritarian, permissive, and uninvolved affect student's ability to thrive in blended learning environments. Authoritative parenting is characterized as warmth and structure, has been linked to higher levels of academic achievement and adaptability (Llorca et al., 2017). Equally, authoritarian and permissive styles often seen to hinder children's self-regulation and resilience, essential traits for navigating the complexities of blended learning. Furthermore, the unique cultural context of Akwa-Ibom State must be considered, as parenting practices are often influenced by local values, traditions, and economic conditions (Peters & Bassey, 2019).

Parenting Styles refers to the way parents rear, bring up and train their children with the inculcation of appropriate values, attitudes and norms in order to be useful to the society. Parents have an important role to play as both socializing and control agent over their children 's adaptability toward blended learning environments. parenting styles are the technique parent use to guide, train their child from early childhood to adulthood in order to fit in to the expected objective of the parents and the society (Udo et al., 2024). The relationship between a student and his or her parents has been noted to have an influential impact not only on the student performance in school but also in his/her life generally. Parenting styles have been analyzed and grouped by educationists. Parenting style experienced by children contribute in no small measure to their adaptability toward blended learning environments. The relationship between parenting styles and children's performance in blended learning has shown that parents have dramatic impact on children's performance, often resulting in a removable improvement. It is also shown that parents have a powerful impact on their children's adaptability blended learning environments (Topping et al., 2022).

The persistence aspects of parenting styles on children which are strong discipline, parental disharmony, rejection of the child and inadequate involvement in the child's activities might cause students mal-adaptability to blended learning environments. When the relationship between the parent and the adolescent is warm, it creates a healthy environment for the student to adapt positively to blended learning environments (Budhrani et al., 2021). A child well brought up by their parents adapt positively to blended learning environment and remain a source of joy and happiness for their parents (Cano & Argemí, 2021). The neglected students on the other hand adapt negatively to blended learning environment and gradually becomes a drug addict, hardened criminal, aggressive, restive, arm robbers, cultist, rituals and rapist and so on. Some of the suggested parenting styles according to Baumrind (2021) are; as authoritative, authoritarian, permissive, and uninvolved (Ayisi-Boateng et al., 2022).

Authoritative parenting is characterized by high responsiveness and high demands. Authoritative parents support their children's autonomy while also establishing clear guidelines and expectations. This style fosters open communication, encouraging children to express their thoughts and feelings (Vasiou et al., 2023). Children raised in authoritative households typically exhibit strong adaptability skills. They are accustomed to balancing independence with responsibility, which aligns well with the self-directed nature of blended learning environments. Research shows that authoritative parenting leads to better problem-solving skills and adaptability in various settings, including educational contexts. In blended learning, students from authoritative backgrounds tend to engage more actively with online content and collaborate effectively in group settings. Their ability to self-regulate and manage time effectively is crucial for navigating the demands of both in-person and online learning. Furthermore, the communication skills nurtured in authoritative households enable these students to seek help and feedback when needed, enhancing their learning experience.

Authoritarian parenting is defined by high demands and low responsiveness. Parents adopting this style enforce strict rules and expectations, often prioritizing obedience over emotional support (Levinson et al., 2017). Communication is typically one-sided, with little encouragement for children to express their views.

Students from authoritarian backgrounds may struggle to adapt to blended learning environments due to their limited experience with autonomy and self-direction. These children often face challenges in critical thinking and problem-solving, which are essential for success in a blended setting that requires independent learning and decision-making. Additionally, the lack of encouragement to express ideas can lead to anxiety

in students when engaging in collaborative online discussions or seeking assistance from peers or instructors. This discomfort can hinder their ability to fully participate in blended learning activities, limiting their overall academic success.

Permissive parenting is characterized by high responsiveness but low demands. Parents in this category are lenient, often acting more like friends than authority figures (Okonkwo, 2024). They avoid setting strict rules, allowing children significant freedom in decision-making. While children raised in permissive environments may thrive in terms of creativity and self-expression, they often struggle with self-discipline and time management, crucial for success in blended learning. The lack of structure can lead to difficulties in meeting deadlines and staying focused on tasks. Moreover, students from permissive backgrounds may rely heavily on external guidance, making them less likely to take initiative in their learning processes. In blended environments, where self-motivation is essential, these students may find it challenging to adapt and may underperform academically.

Uninvolved parenting, also known as neglectful parenting, is characterized by low demands and low responsiveness. Parents are emotionally distant, providing minimal guidance and support to their children. Students from uninvolved backgrounds often exhibit significant challenges in adaptability. The lack of parental support can result in feelings of isolation and low self-esteem, which can further hinder their engagement in blended learning environments. These students may struggle with self-motivation and often fail to take initiative, leading to poor academic performance. Moreover, the absence of structured guidance in both home and educational settings can leave students feeling overwhelmed by the demands of blended learning. They may find it difficult to balance online and face-to-face components, often leading to disengagement or dropout.

Blended learning has emerged as a transformative educational approach that combines traditional face-to-face instruction with online learning components. This model seeks to enhance the educational experience by leveraging the strengths of both methodologies. As technology continues to evolve, understanding the relationship between blended learning environments and its impact on parenting styles is crucial for educators, administrators, and policymakers. Blended learning is defined as an educational approach that integrates online digital media with traditional classroom methods (Vergonia & Mombas, 2022). Graham, further states that Blended learning environment is the hybrid of educational framework that merges traditional classroom methods with digital learning tools. It encompasses a variety of instructional strategies and learning experiences, allowing for flexibility in how students learn. The blend can vary in the proportion of online to face-to-face instruction, making it adaptable to different contexts and learner needs.

Several models of blended learning have been proposed, each with unique structures and methods of integration. The models are as follows the Rotation Model: This model involves students rotating between different learning modalities, including online learning and traditional classroom instruction. It can be further divided into: Station Rotation here Students learn at various stations, including both online and offline resources and Lab Rotation under this model Students rotate between classroom instruction and a computer lab. Flipped Classroom: Students learn new content at home through videos or online resources and apply knowledge in class through discussions and activities (Zabaleta, 2020). The Flex Model: In this model, online learning is the primary mode of delivery, with teachers providing support as needed. Students have control over their pace and path of learning, making it highly personalized. The Self-Blend Model: Students choose to supplement their traditional courses with additional online courses. This model allows for a high degree of autonomy and personalization in learning. The Enriched Virtual Model: This model requires students to complete most of their coursework online, with occasional face-to-face sessions. It is particularly beneficial for students who need more flexible learning arrangements. It is in view of the foregoing discourse that the research intends to seek to explore how different parenting styles such as authoritative, authoritarian, permissive, and uninvolved affect student's ability to thrive in blended learning environments.

This study explores the relationship between various parenting styles and students' adaptability to blended learning environments in Uyo Metropolis, Akwa-Ibom State, Nigeria. To achieve this, four research hypotheses were formulated to examine the potential impact of distinct parenting styles on students' ability to adapt to these learning environments. The first hypothesis (Ho1) posits that there is no significant relationship between authoritative parenting style and students' adaptability to blended learning environments. The second hypothesis (Ho2) suggests that there is no significant relationship between authoritarian parenting style and students' adaptability to blended learning environments. The third hypothesis (Ho3) asserts that there is no significant relationship between permissive parenting style and students' adaptability to blended learning environments. The fourth hypothesis (Ho4) proposes that there is

no significant relationship between uninvolved parenting style and students' adaptability to blended learning environments. These hypotheses were tested at a 0.05 level of significance, aiming to provide valuable insights into how different parenting styles might influence students' ability to effectively navigate blended learning environments.

B. Research Methods

This study employed correlational design. [Aroyewum et al. \(2023\)](#) defined correlational design as a type of study that seeks to establish what relationship exists between two or more variables. Usually, such studies indicate the direction and magnitude of the relationship between the variables. The reason for adopting this design was that all the hypotheses are based on relationships. This is justified based on the view of [Maryam & Sulistiyaningsih \(2023\)](#) that when researchers want to find out about the relationship between two variables then correlation design should be used. Therefore, this study established the relationship among variables of authoritative, authoritarian, permissive, and uninvolved parenting styles and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom State.

The population of the study comprised of all the S.S.1 students both males and females in the public senior secondary schools in Uyo metropolis of Akwa-Ibom state, of which three (3) are boarding schools and thirteen (13) day school their number stands at six thousand, seven hundred and seventy two (6,772) as at the time of conducting this research.

The sample for this study is 361 students of public senior secondary school in Uyo metropolis. The sample of the schools was selected using simple random technique. The schools were numbered from one (1) to fifteen (15) and ten (10) schools were picked through balloting. Proportionate sampling technique was used in the allocation of sample of the ten (10) schools. This is because the schools differ in their population and to ensure equitable distribution of the sample. The sample selection was guided by Krejcie and Morgan (1970).

Two main instruments were used for this study. The instruments are parenting styles questionnaire, and students' adaptability to blended learning environments questionnaire. The parenting styles instruments were adapted from [Fahiroh et al. \(2019\)](#) while students' adaptability to blended learning environments questionnaire was adapted from Keegan and Caroline (2015).

The researcher collected a letters of introduction from the Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, Nigeria which was taken to the principals of the target population where the research was carried out. After permission was sought from the principal, the researchers administered the questionnaire to the respondents, with the promised to keep the information highly confidential as it is going to be used solely for the purpose of research. The process lasted approximately one hour duration. After completion, the researcher collected them back, for analysis.

The data collected from this study was analyzed using descriptive and inferential statistics. The study made use of tables for the presentation of result. The descriptive statistics was used to analyze the Bio-data of the respondent; while the inferential statistics of Pearson Product Moment Correlation (r) was used to test all the four hypotheses. The hypotheses were tested at 0.05, alpha level of significance. SPSS version 21.0 statistical software was used for data analysis and storage.

The main focus of this study is on the relationship between parenting styles and students' adaptability to blended learning environments in uyo metropolis of akwa-ibom state, nigeria. The study focused on the indices including authoritative, authoritarian, permissive and uninvolved. The study was delimited to S.S.1 students. They are more suitable for this study because they are at a critical stage of their educational journey, transitioning from junior secondary to senior secondary. This transition often involves increased academic expectations, greater independence, and adaptation to new learning environments, making them ideal candidates to study adaptability. Also, at this age, students are in a developmental phase where they begin to form more independent learning habits and attitudes toward education. Their ability to adapt to new educational methods, such as blended learning, is influenced by both their personal development and external factors like parenting styles.

The study on the relationship between parenting styles and students' adaptability to the blended learning environment in Uyo Metropolis, Akwa Ibom State, Nigeria, was conducted over a period of six months, from May to October 2024. During this time, data was collected through questionnaire to assess how different parenting styles influenced students' ability to adapt to the blended learning approach.

C. Results and Discussion

There is no significant relationship between authoritative parenting style and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom State, Nigeria.

Table 1. Pearson product Moment Correlation (r) statistics on the relationship between authoritative parenting style and students' adaptability to blended learning environments

| Variables | N | Mean | Std.dev | Df | r | p |
|--|-----|---------|----------|-----|---------|-------|
| Authoritative parenting | 361 | 36.1790 | 8.98301 | 359 | 0.714** | 0.001 |
| Adaptability to blended learning environment | 361 | 45.7901 | 16.20767 | | | |

$P < 0.05$, **. Correlation is significant at the 0.05 level (2-tailed).

Results of the Pearson Product Moment Correlation (r) statistic revealed that positive significant relationship exists between Authoritative Parenting and students' adaptability to blended learning environments ($r=0.714$, $p=0.001$). This shows showed that the more authoritative parents are, the more students positively adapted to blended learning environment and vice versa. This implies that the relationship between authoritative parenting style and students' adaptability to blended learning environments is directly proportional therefore the null hypothesis which state that there is no significant relationship between authoritative parenting style and students' adaptability to blended learning environments, is hereby rejected.

There is no significant relationship between authoritarian parenting style and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom State, Nigeria

Table 2. Pearson product Moment Correlation (r) statistics on the relationship between authoritarian parenting style and students' adaptability to blended learning environments

| Variables | N | Mean | SD | Df | Correlation index r | p |
|--|-----|---------|----------|-----|---------------------|-------|
| Authoritarian parenting | 361 | 35.0556 | 9.56711 | 359 | -0.625** | 0.002 |
| Adaptability to blended learning environment | 361 | 40.8056 | 13.31604 | | | |

**. Correlation is significant at the 0.01 level (2-tailed). $P < 0.05$

Results of the Pearson Product Moment Correlation (r) statistic revealed that negative significant relationship exists between authoritarian parenting style and students' adaptability to blended learning environments ($r= -0.625$, $p= 0.002$). This shows that the more authoritarian parents are, the more students negatively adapted to blended learning environment and vice versa. This implies that the relationship between authoritarian parenting style and students' adaptability to blended learning environments is directly proportional, therefore the null hypothesis which state that there is no significant relationship between authoritarian parenting style and students' adaptability to blended learning environments, is hereby rejected.

There is no significant relationship between permissive parenting style and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom State, Nigeria

Table 3. Pearson product Moment Correlation (r) statistics on the relationship between permissive parenting style and students' adaptability to blended learning environments

| Variables | N | Mean | SD | Df | Correlation index r | P |
|----------------------|-----|---------|----------|-----|---------------------|-------|
| Permissive Parenting | 361 | 40.4066 | 10.48065 | 359 | -0.792** | 0.010 |
| | | | | | | |

| Variables | N | Mean | SD | Df | Correlation index r | P |
|---|-----|---------|----------|----|---------------------|---|
| Adaptability to blended learning environments | 361 | 39.6484 | 13.31363 | | | |

****.** *Correlation is significant at the 0.01 level (2-tailed). $P < 0.05$*

Results of the Pearson Product Moment Correlation (r) statistic revealed that strong negative significant relationship exists between permissive parenting style and students' adaptability to blended learning environments ($r=0.792$, $p= 0.010$). This shows that the more authoritarian parents are, the more students negatively adapted to blended learning environment and vice versa. This implies that the relationship between permissive parenting style and students' adaptability to blended learning environments is directly proportional. Therefore, the null hypothesis which state that there is no significant relationship between permissive parenting style and students' adaptability to blended learning environments, is hereby rejected.

There is no significant relationship between uninvolved parenting style and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom State, Nigeria

Table 4. Pearson product Moment Correlation (r) statistics on the relationship between uninvolved parenting style and students' adaptability to blended learning environments

| Variables | N | Mean | SD | Df | r | P |
|---|-----|---------|----------|-----|--------|-------|
| Uninvolved parenting | 361 | 3.1502 | .71649 | | | |
| Adaptability to blended learning environments | 361 | 48.7593 | 12.48466 | 359 | -0.829 | 0.010 |

Correlation is significant at 0.05 level (2 tailed)

Results of the Pearson Product Moment Correlation (r) statistic revealed that strong negative significant relationship exists between uninvolved parenting style and students' adaptability to blended learning environments ($r=0.792$, $p= 0.010$). This shows that the more uninvolved parents are, the more students negatively adapted to blended learning environment and vice versa. This implies that the relationship between uninvolved parenting style and students' adaptability to blended learning environments is directly proportional. Therefore, the null hypothesis which states that there is no significant relationship between uninvolved parenting style and students' adaptability to blended learning environments, is hereby rejected.

This study focused on the relationship between parenting styles and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom State, Nigeria.

Hypothesis one: The findings from hypothesis one revealed significant positive relationship between Authoritative Parenting and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom State, Nigeria. The findings are in line with that of Baumrind (2021) who states that children raised in authoritative households typically exhibit strong adaptability skills. They are accustomed to balancing independence with responsibility, which aligns well with the self-directed nature of blended learning environments. It is also in line with Gonzalez, (2017) who states that the communication skills nurtured in authoritative households enable these students to positively adapt to blended learning environments. The reason for the above result is that this style of parenting promotes a balanced approach with high expectations and support thereby fostering independence and adaptability in students. The nurturing environment helps students develop skills necessary for navigating blended learning.

Hypothesis two: The findings from hypothesis two revealed that significant negative relationship exists between authoritarian parenting style and students' adaptability to blended learning environments in the study area. This is in line with position of Liu & Wang, (2015) who states that students from authoritarian backgrounds struggle to adapt to blended learning environments due to their limited experience with autonomy and self-direction. These children often face challenges in critical thinking and problem-solving, which are essential for success in a blended setting that requires independent learning and decision-making. what could have accounted for this finding is that this style of parenting is characterized by strict rules and little room for autonomy, which may hinder adaptability. Students raised in such environments might struggle with self-directed learning and flexibility, essential for effective participation in blended settings.

Hypothesis three: The findings from hypothesis three revealed that significant negative relationship exists between permissive parenting style and students' adaptability to blended learning environments in the study area. This finding is in line with Grusec & Hastings (2020) who states that children raised in permissive environments may thrive in terms of creativity and self-expression, they often struggle with self-discipline and time management, crucial for success in blended learning. The reason for this result is that while permissive parents are warm and accepting, they often fail to provide structure. This lack of guidance can lead to challenges in adaptability, as students may not develop the discipline required for a blended learning environment.

Hypothesis four: The findings from hypothesis four revealed that significant negative relationship exists between uninvolved parenting style and students' adaptability to blended learning environments in Uyo Metropolis of Akwa-Ibom State, Nigeria. This finding is in agreement with Maccoby and Martin (2019) who states that students from uninvolved backgrounds often exhibit significant challenges in adaptability. The lack of parental support often results in feelings of isolation and low self-esteem, which can further hinder their engagement in blended learning environments. The reason for this result is that this style of parenting is marked by a lack of engagement and support, likely leaves students ill-prepared for the demands of blended learning. Without guidance, students may struggle to adapt to new technologies and learning strategies.

The study was conducted in Uyo Metropolis of Akwa-Ibom State, Nigeria. This limited geographical focus may not make the findings generalizable to other regions in Nigeria or internationally. Cultural and contextual factors, such as educational systems, socio-economic backgrounds, and parental expectations, could differ significantly elsewhere, affecting how parenting styles influence adaptability to blended learning. The study adheres to the four major parenting styles of authoritative, authoritarian, permissive, and uninvolved based on the work of established theorists like Baumrind. However, these categories may oversimplify the complexities of parenting. For example, many parents exhibit a mix of these styles, and the impact of such combinations on students' adaptability may differ from those of clear-cut categories. The study examines adaptability to blended learning environments, but the nature of blended learning can vary significantly between educational institutions. Differences in technology infrastructure, teaching methods, and student support services could all influence students' ability to adapt, making it difficult to assess adaptability uniformly.

These limitations suggest that while the study provides meaningful insights, further research is necessary to explore these relationships in broader contexts, with more diverse samples, and using methodologies that allow for more robust conclusions about causality.

Based on the findings of this study, the following recommendations are hereby made;

1. Educational psychologists and school counsellors should educate parents on the benefits of authoritative parenting style, through Workshops and resources that will help parent create supportive environments that encourage independence and adaptability in their children.
2. Educational psychologists and school counsellors should develop programs aimed at helping authoritarian parents adopt more balanced approaches, emphasizing the importance of flexibility and emotional support in fostering adaptability.
3. School counsellors working with educational psychologist should Provide guidance for permissive parents on establishing boundaries and structure, that will help their children develop the self-discipline necessary for blended learning.
4. Educational psychologists and school counsellors should initiate community programs to engage uninvolved parents, encouraging them to take an active role in their children's education and well-being.

D. Conclusion

Based on the findings of the study, it was concluded that authoritative parenting style positively affects students' adaptability to blended learning environments, leading to their thriving in the Uyo Metropolis of Akwa-Ibom State, Nigeria. In contrast, the authoritarian, permissive, and uninvolved parenting styles were found to have a negative impact on students' adaptability to blended learning environments, thereby hindering their adaptability in the same region of Uyo Metropolis, Akwa-Ibom State, Nigeria.

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