



Evaluating Traditional and Contemporary Parenting: Educational Policy Implications for Child-To-Adulthood Development in Nigeria

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Abstract. This study looked at the nature of traditional and modern parenting in Nigeria and their educational policy implications for children from childhood to adulthood in Nigeria. The aim was to examine the effects of changing parenting practices on the educational outcomes, discipline, value orientation and decision-making of school administrators and children from childhood to adulthood in selected states of Nigeria with a descriptive survey design method, which involved questionnaires and interviews in the collection of data. 300 parents, teachers and school administrators were sampled. The results showed that traditional parenting focuses on community work, values, moral discipline, respecting elders and authority to grow into adulthood, while contemporary parenting emphasizes on child autonomy, dialogue, opinion and exposure to digital learning. These models have coexisted and have led to both harmony and disillusionment in the field of education, which has affected students' behaviour, academic motivation, and the relationship between teachers and parents. The study found that effective educational policies in Nigeria should be grounded in insights from both parenting styles to promote complete child development to adulthood. It suggests that policymakers can enhance family education programs, include family involvement as a part of school policies and foster value education in both family and school for a better balance between expectations and goals. The blend of tradition and modernity is crucial for improving teaching and learning results and nurturing responsible adult citizens.

Keywords: Traditional, Contemporary Parenting, Educational Administration, Policy Implications, Child to Adulthood Development.

1. Introduction

Parents are universally recognized as a vital and important determinant of the moral, social, emotional and intellectual development of children and it is a cornerstone of child development (Okafor & Nwankwo, 2022). It determines the attitudes and behaviours of children that impact their lives and learning within the school environment as well as at home. Traditionally, parenting in Nigeria is shaped by cultural norms, religious beliefs, and community values, and is seen as a task of the collective family and community, both as a social and moral duty (Adeniyi, 2021). The job of the grown-up education is to do this. In the past, Nigerian parents stressed respect for their elders, industriousness, honesty, and community service. Children are brought up in a disciplined and moral environment with a view to maintaining family integrity and values in society (Uche & Eze, 2020).

But in Nigeria, parenting has undergone a tremendous transformation with the onset of modernization, urbanization and globalization. The traditional concept of family child care has been replaced by modern methods that are in accordance with Western norms and experiences of global digitalization. In today's world, parents are more likely to take a flexible stance, encouraging conversations, emotional support, and autonomy in their children (Ogunyemi, 2023). Digital technology and a new social and economic landscape have reinforced this change, reshaping the roles and expectations of parents. As such, a child today in Nigeria is raised in an environment that encourages freedom of expression and technological skills over traditional moral discipline and community rearing (Adewale, 2021).

The evolution of these parenting changes has far-reaching ramifications for educational policy and practice. The challenge for schools now is how to deal with children whose families are born to different values and beliefs, and therefore have different lifestyles. The concept of child-centeredness and participatory school governance (Aina & Olayinka, 2022) is pressing for contemporary parents to call for a change in the discipline and conformity approach that traditional parents are using. This puts pressure on the school atmosphere where school leaders are trying to reconcile the traditional concept of discipline with the contemporary notions of students' rights and inclusion.

Moreover, parenting styles tend to manifest in children's schoolwork, social interactions with peers and their attitudes towards authority figures in school. An awareness of these trends is critical in formulating educational policies that will meet Nigeria's changing family structure. Educational policies and administrators should help to reconcile the traditional values and norms with various educational approaches to foster comprehensive learning and character-building. This study aims, therefore, to examine the impact of parenting changes on policy development, school discipline and the development of childhood to adulthood outcomes. It highlights the importance of culturally competent education administration, which can link home and school in the current context in Nigeria (Ezeaku, 2023).

1.1 Statement of the Problem

Over the last few years, the family and parenting structure in Nigeria has experienced consistent changes as a result of socio-cultural, technological and economic influences (Okafor & Nwankwo, 2022). The traditional parenting style is based on community work and discipline, respect for seniors, authority and morality. Today, however, it has been gradually replaced or diluted with modern methods that focus on the voice of the child, their autonomy, conversation and negotiation (Ogunyemi, 2023). Today's parenting has led to a decrease in conventional moral control and adherence to authority, both of which are critical for the administration of the school to be effective (Aina & Olayinka, 2022).

These paradigm shifts have led to certain problems in educational administrative practices. Nowadays, schools in Nigeria are facing challenges of low moral values, indiscipline, poor motivation among students, lack of respect for school authorities, and lack of cooperation between home and school (Adewale, 2021). The expected roles of parents and educators'

conflict, with traditional parents calling for stiffer school discipline, while modern parents find this "repressive" and "outdated. The differences make the job of the school administrators difficult to keep harmony, discipline and effective teaching-learning processes both in the classroom and in the school (Ezeaku, 2023).

Further, the relationship between the new parental style and the management of the school has not been sufficiently considered in Nigeria's educational policies. Likewise, there is a lack of clear policy frameworks that encourage parent involvement in school while at the same time respecting traditional values and the demands of contemporary educational practice (Uche & Eze, 2020). This policy gap has led to inconsistencies in discipline enforcement, a decrease in students' sense of moral responsibility, and a breakdown in communication between home and school, which is expected to resolve that gap between responsible children to adulthood development. This is the problem to be addressed by the study.

1.2 Research Gap

In view of these challenges, the need to explore the impact of traditional and contemporary parenting attitudes on educational administration in Nigeria cannot be overemphasized. An awareness of these influences will support the creation of more culturally inclusive and relevant education policies by policymakers and administrators. If not, the schools can continue to have conflicts between what parents want and what the administration considers its aim, which will then impact student behaviour, performance, and national education outcomes (Adeniyi, 2021). This, therefore, is an attempt to fill the gap with the intention of studying the link between Parenting Style, Child-to-Adulthood development and educational administration with a view of formulating policy recommendations that will be able to blend traditional values and modern trends for the general good of the Nigerian educational system.

1.3 Purpose/objective of the Study

The purpose of the study is to evaluate traditional and contemporary parenting practices with their educational policy implications for child-to-adulthood development; specifically, the following objectives will be the focus:

- To evaluate the influence of traditional and contemporary parenting styles on children's development and academic outcomes of students in schools in Nigeria.

- To examine the policy implications of the co-existence of traditional and contemporary parenting practices for effective educational administration for child-to-adulthood development in Nigeria.

1.4 Research Questions

- How do traditional and contemporary parenting styles influence children's development and academic outcomes of students in schools in Delta State, Nigeria?
- What are the policy implications of the co-existence of traditional and contemporary parenting practices for effective educational administration for child-to-adulthood development in Delta State, Nigeria?

1.5 Research Hypotheses

- There is no significant relationship between traditional and contemporary parenting styles and child development for academic outcomes in Delta State Nigerian.
- There is no significant relationship between the policy implications of traditional and contemporary parenting practices and effective educational administration of child-to-adulthood development in Delta State, Nigeria.

1.6 Significance of the Study

The findings of the study are relevant to both national, state and local authorities, particularly the educational policymakers and school administrators, to understand the need to develop policies that are more inclusive and blend to both parenting practices.

The findings will also facilitate individuals, families and societies to align traditional and modern parenting to achieve better child-to-adulthood development.

1.7 Scope of the Study

The study is limited to the evaluation of traditional and contemporary parenting and its educational policy implications for the child to the adulthood development. Emphasis is on Delta State, South-South Nigeria.

2. Conceptual and Theoretical Underpinnings of Parenting

Parenting is a multidimensional construct, comprising practices, beliefs and the emotional atmosphere in

which caregivers socialize their children (Lansford, 2021). Although classic typologies (authoritative, authoritarian, permissive, and neglectful) are still valuable analytical constructs, it is important to recognize that parents cannot be analyzed without taking into account the cultural, economic, and historical contexts within which they exist (Lansford, 2021). However, cross-cultural research indicates that parenting behaviour can have varying child outcomes as a result of culturally influenced norms and expectations (Lansford, 2021). These theoretical approaches emphasized the need to examine Nigerian parenting in a socio-cultural context as distinct from the Western context.

2.1 Traditional Nigerian Parenting: Features and Educational Consequences

The parental styles found in Nigeria are described as community-oriented, disciplinarian and based on moral education and respect for elders (synthesis studies on Nigerian parenting trends). Here, the extended family is involved in child rearing and socialization emphasizes obedience, duties, and conformity to communal norms (communal responsibility, moral discipline). Empirical studies in Nigeria also connect such practices with increased respect for school authority and clearer notions of duty and behaviour, which help maintain an orderly classroom and greater adherence to school rules (country studies reviewed). But some critics say that traditional expectations of authority can inhibit autonomy and critical thinking, a feature of modern curricula in increasing demand.

2.2 Contemporary Parenting in Nigeria: Urbanization, Media, and the Digital Age

Modern Nigerian parenting is a product of the increasing rate of urbanization, the higher education of mothers and fathers, their exposure to foreign media and the popularization of digital technologies. In recent years, some Nigerian studies have pointed out the gradual transition toward more dialogic and child-centred pedagogies, more attention to negotiation, concerns about emotional support, and increased focus on digital literacy, which have been affected by global parenting discourses and the possibilities of smart devices (digital parenting studies). These strategies can encourage creativity, self-expression and the development of 21st-century competencies, but can also face some challenges such as the loss of community-based norms of behaviour, heightened risk exposure to young people in online environments and the fuzzy boundaries between adult and child authority. Research indicates that while some aspects

of education are better, others are worse; students are more likely to engage more with digital learning resources, but are also more likely to suffer from attention problems and Internet addiction and from dismissing traditional authority structures.

2.3 Parenting Styles and Student Academic/Behavioural Outcomes in Nigeria

The relationship between parenting styles and school outcomes has been the subject of empirical investigation in Nigeria in recent years. Some regional studies show a positive relationship between authoritative (warm but firm) parenting and academic achievement and psychosocial adjustment, while extreme authoritarian and permissive parenting are associated with either poor academic performance or discipline problems (studies from Sokoto, Delta State, Lagos, among others). The results are consistent with the cross-national pattern but show some local variation too, such that in some Nigerian settings firm parental control can also be a source of good academic performance; in others, it can be a source of poor academic performance. Such heterogeneity suggests that assessment needs to be localized and the dangers in extrapolating from any one study or area.

2.4 Parental Involvement, School Policy and Educational Administration

The role of the parent is always highlighted as a key variable linking home parenting practices to school success. The study by the Nigerian researchers shows that good communication between parents and schools, parent involvement in school governance and homework monitoring with students are linked to good discipline and achievement (Lagos district and nationwide studies). But system barriers (poverty, time constraints, poor school outreach, and lack of policies) create obstacles for effective engagement in many communities. Therefore, the educational administrator is faced with the double challenge of formulating policies that can (a) take advantage of the strengths of both traditional and contemporary parenting and (b) reduce parental conflicts with the school over parenting and pedagogy. The following policy interventions were identified in the literature: structured parent-education programs, school-based family liaison officers and family-friendly mechanisms of school governance that take into account cultural values and support contemporary pedagogical goals.

3. Methodology

3.1 Research Design

This study used a descriptive survey research design as this research methodology is suitable for obtaining the opinions, perceptions and experiences of the respondents to the study on traditional and contemporary parenting and its implications for educational administration and child-to-adulthood development in Nigeria. The design allowed the researcher to collect quantitative and qualitative data from both parents and teachers and school administrators who were drawn from a cross-section of the population without manipulating any of the variables. Nworgu (2015) stated that descriptive survey design is appropriate for educational research to describe the existing phenomena as they occur naturally and relationships between the variables.

3.2 Population of the Study

All parents, teachers and school administrators in 1200 purposively selected public and private secondary schools in Delta State, Nigeria constituted the population of this study. The groups were selected due to their complementary roles in child development and educational management. Parenting agency is the family system of values and discipline, and teachers and administrators are the family system in their manifestation and management of values and discipline within the school environment.

3.3 Sample and Sampling Techniques

Thirty parents, 30 teachers, and 30 school administrators were selected as a total of 300 respondents using Taro Yamen Formula. The sample was taken using a multistage sampling technique. Three Local Government Areas (LGAs) were randomly selected from each senatorial zone in Delta State, with the result that a total of three LGAs selected from this state. Delta State, with a total of 3 LGAs, was selected by random selection from each senatorial zone of the state. The five secondary schools were selected by a simple random sampling technique in the second stage, in each of the selected LGAs. Finally, stratified sampling was used to ensure the representation of gender and role of respondents in each school, proportionately. This enabled a balance of views and experiences within the population to be represented (Uzoagulu, 2011).

Taro Yamen Formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n= sample size

N=population size
 e=Level of significance (margin of error)
 Given: N= 1200, e= 0.05
 $e^2 = (0.05)^2 = 0.0025$
 $N(e^2) = 1200 \times 0.0025 = 3.0$
 $1 + N(e^2) = 1 + 3.0 = 4.0$
 $n = \frac{1200}{4.0} = 1200 \div 4 = 300$
 n=300.

3.4 Instrument for data collection

The major data collection tool used was a structured questionnaire, which was called “Parenting Styles and Educational Administration Questionnaire (PSEAQ).” The questionnaire was divided into four sections, with each item rated on a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1), with a grand mean of 2.50 and acceptable representing a positive response, while 2.49 or below is rejected, representing a negative response. In addition, the instrument was supplemented by semi-structured interviews with selected school administrators to better understand the implications of the changes in parenting trends for the policy.

3.5 Content and Face Validity

The instrument was subjected to the review of three experts in Educational Administration and policy development of the University of Delta, Agbor, to ensure content and face validity of the instrument. Their input enabled the refinement of unclear statements and matched elements with the study goals. To ensure the reliability of the data, a pilot test was conducted on 30 respondents outside the main study area and the internal consistency of the data was determined using the Cronbach Alpha method with a coefficient of 0.82, which is very high, signifying high internal consistency (Ogunbameru, 2019).

4. Results

Demographic Characteristics of Respondents (N = 285)

Variables Respondent	Category of Respondents	Frequency	Percentage
	Parents	140	49.1%
	Teachers	95	33.3%
	School Administrators	50	17.6%
	Total	285	100.0%
Gender	Male	128	44.9%
	Female	157	55.1%
Age Range (Parents)	Total	285	100.0%
	25–34 years	35	12.2%
	35–44 years	90	31.6%
	45–55 years	115	40.4%
	56 years & above	45	15.8%

3.6 Administration of Instrument for Data Collection

Out of the 300 questionnaires administered to the study respondents by the researcher, with the help of some trained research assistants, a total of 285 questionnaires were recovered from the study respondents. This value represents a 95% retrieval rate, which, according to world best practices, in terms of administering questionnaires, is considered reasonably high. The confidentiality and anonymity of the answers to the questionnaire were guaranteed to provide unbiased answers. The completed questionnaires were collected over a period of three weeks.

3.7 Method of Data Analysis

The quantitative data gathered from the questionnaire were analyzed using descriptive statistics (i.e., mean, frequency count and standard deviation). The hypotheses were tested using inferential statistics, the Pearson Product Moment Correlation (PPMC) and t-test at a 0.05 level of significance. The qualitative data from the interviews were analyzed thematically and the emerging trends and views were discussed with respect to policy implications for educational administration and parenting practices.

3.8 Ethical Considerations

This study was completed within an ethical framework, which was observed throughout the process of conducting this study, to ensure that the study is credible, transparent and respectful to the rights and dignity of the participants. The researcher was aware that studies with human participants, especially on potentially sensitive topics like family practices and parenting, need to be carefully conducted within the required ethical guidelines (Creswell & Creswell, 2018).

	Total	285	100.0%
Years of Experience (Teachers/Admins)	Less than 5 years	35	12.3%
	5–10 years	90	31.6%
	Above 10 years	160	56.1%
	Total	285	100.0%

Rudimentary parenting style, students tend to be rude, aggressive and behave negatively in class. In the case of a traditional parenting style, students tend to be rude, aggressive and behave negatively in class (Mean ($\bar{X}$)).

Table 2: Influence of Traditional and Contemporary Parenting Styles on Students' Behaviour and Academic Performance

S/N	Questionnaire	Mean(x)	Decision
1.	Traditional parenting helps improve students' discipline and respect for authority.	3.52	Agree
2.	Traditional parenting fosters moral development and hard work.	3.48	Agree
3.	The modern parenting style enhances creative and confident children.	3.28	Agree
4.	Students' digital competence is enhanced by contemporary parenthood.	3.16	Agree
5.	Parents today tend to be more interested in negotiation than in obedience.	3.22	Agree

Grand Mean = 3.33 is considered agreed as a positive response, meaning both traditional and contemporary parenting significantly influence child development and academic outcomes of students in Nigeria.

Table 3: Policy Implications for Effective Educational Administration for Child-to-Adulthood Development in Delta State, Nigeria, through Co-existence of Traditional and Contemporary Parenting Practices

S/N	Questionnaire	Mean(x)	Decision
1.	Traditional parents value strong discipline.	3.55	Agree
2.	Modern parents hold an opinion that dialogue and counseling policies are preferred.	3.38	Agree
3.	Implementing school policies is difficult because of competing expectations held by parents.	3.46	Agree
4.	There is a need to improve the way schools respond to variations of parenting situations.	3.41	Agree
5.	Schools should have policies which combine a mixture of traditional and modern family values.	3.52	Agree

The result from Table 3 shows a Grand Mean of 3.46, implying that the coexistence of traditional and modern parenting demands policy changes to connect home–school values.

Table 4: Test of Hypothesis One: There is no significant relationship between traditional and contemporary parenting styles and child development for academic outcomes in Delta State Nigerian.

Statistical Test: r-value: p-value: Decision: Interpretation: Pearson Product Moment Correlation 0.64 0.03

Reject H_0 . Significant positive correlation between parenting styles and student outcomes.

Table 5: Hypothesis Two: There is no significant relationship between the policy implications of traditional and contemporary parenting practices and effective educational administration of child-to-adulthood development in Delta State, Nigeria.

Statistical Test t-cal t-crit (0.05) Decision

Interpretation

Educational administration does not significantly differ when it comes to the policy implications of traditional and contemporary parenting practices. Independent t-test: 3.27 1.96 Reject H_0 : Parenting differences significantly affect educational policy and administrative practices.

Interpretation of Results

The above tabular representation shows that parents' traditional and modern parenting styles have a significant impact on students' academic and behavioural performance. Furthermore, they coexist in Nigeria, posing complex problems and opportunities to the educational administrators. Data confirm the validity of the role of parents and the need for inclusive education policy changes: both null hypotheses were rejected.

Analysis of Research Questions

The analysis of the two research questions that were developed to guide the study, Traditional and Contemporary Parenting in Nigeria: Policy Implications for Educational Administration, is presented in this section. Descriptive data analysis across mean and standard deviation was used to provide insight into the influence of parenting style on the behaviour, academic achievement and direction of education policies of students.

Research Question 1: How do traditional and contemporary parenting styles influence children's development and academic outcomes of students in schools in Delta State, Nigeria?

The presentation of the results revealed that the mean scores of most of the items were between +3.16 and +3.52 and the grand mean was +3.33, which meant that the respondents' responses were highly agreed. This implies that the concepts of traditional and modern parenting are both major factors affecting students' character development, discipline and academic performance.

Respondents concurred that traditional parents have a positive impact on discipline, obedience, moral uprightness and respect for authority, which is reflected in behaviour at school and respect for the school rules. This agrees with the assertion of Adeyemi (2019) that traditional parenting in Nigeria values communal responsibility and reverence for elders, which helps to create responsible learners. Likewise, Olatunji and Ogunyemi (2021) noted that pupils who were brought up by their parents to have discipline tend to be more disciplined in their academic activities.

In contrast, modern parenting styles such as negotiation, emotional support and technology were also found to have a positive impact on student learning and creativity. Children from modern homes showed signs of confidence, having an open mind and being technologically competent, which also made them adaptable to the current trends in learning, participants pointed out. But at times, some of the freedoms and less supervision in modern parenting practices were associated with indiscipline and academic distractions, as mentioned by Adegoke (2020) that permissive parenting can bring about overindulgence and lack of respect for academic authorities.

Overall, this study showed that traditional parenting is still vital in the moral development of children, while modern parenting is important for creativity and self-expression. These two styles are essential to produce well-rounded students and educational administrators should plan policies that build on the strengths of both styles.

Research Question 2: What are the policy implications of the co-existence of traditional and contemporary parenting practices for effective educational administration for child-to-adulthood development in Delta State, Nigeria?

The results obtained from Table 3 indicated mean scores between 3.38 and 3.55 and grand mean is 3.46. This suggests a high level of agreement from respondents that the two parenting styles have a direct impact on educational policy and administration. The findings indicate that traditional parents are more favorable to school rules, corporal punishment, and

moral education, while contemporary parents are more favorable to counseling, child-centered education, and inclusive school governance. Increasingly, there is a variety in the expectations and demands of parents, which can lead to tensions for school leaders in their administration as they try to cater to both the traditional and modern variety of demands (Nwankwo & Okorie, 2018).

In addition, findings indicated that there is a lack of responsiveness of many of the educational policies in Nigeria to the evolving nature of parenthood and the family system. The lack of common values at home and school was a concern raised by the respondents about a lack of discipline and student engagement. It aligns with the assertion of Eze and Okeke (2022) that the success of policy reforms in education requires family influence and socio-cultural changes to be taken into consideration.

Hence, the study reveals that if educational administration is to continue to be relevant, then the school policies should be able to embrace cultural values and contemporary pedagogical approaches. To foster parent participation, to teach values and ethics of the electronic social world, and to support the social and digital lives of modern learners, administrators must establish structures which allow parents to participate.

5. Summary of Analysis

Both analyses of the two research questions indicated that:

- There are differences in parenting styles (traditional and contemporary) that affect behaviour, discipline and learning outcomes of students.
- These parenting styles must be complemented by flexible and accommodating policies within educational administration.
- Balanced approach combining moral discipline and modern learning support: More balanced educational outcomes.

Testing of Hypotheses

The statistical analysis of the two hypotheses was done in this section. The inferential statistics used to test the significance of the relationship and difference between the variables included Pearson Product Moment Correlation (PPMC) and an independent t-test. The hypotheses were tested at a 0.05 level of significance to guide the acceptance or rejection of each null hypothesis.

Hypothesis One: There is no significant relationship between traditional and contemporary parenting styles and child development for academic outcomes in Delta State Nigerian.

Statistical Tool: Pearson Product Moment Correlation (PPMC)

Variables	N	r-cal	p-value	Decision	Interpretation
Parenting Styles and Students' Behaviour/Performance of students/Discipline	285	0.64	0.03	Reject	There is a significant relationship that exists between parenting styles and student outcomes.

The correlation analysis showed that the r value was 0.64 with a p value of 0.03, which is lower than the significance level of 0.05. This means that there is a positive relationship between parenting styles and students' behaviour, discipline and academic performance, which is statistically significant. Thus, the null hypothesis is rejected.

The results indicate that the traditional and contemporary parenting styles have a strong effect on the behaviour and academic performance of students. The children of traditional parenting have demonstrated greater discipline and respect to authority, and children raised by modern parenting have been seen to have greater creativity and confidence. This is in line with Olatunji and Ogunyemi's (2021) findings, which highlight the importance of parenting style in the moral and academic growth of students. Likewise, Adegoke (2020) noted that the direct relationship between home values and students' motivation and behaviour in the classroom.

The idea is that both parenting styles have positive parts that should be identified and harnessed to improve behaviour and academic performance among students if effective school administration is to be attained.

Hypothesis Two: There is no significant relationship between the policy implications of traditional and contemporary parenting practices and effective educational administration of child-to-adulthood development in Delta State, Nigeria.

Statistical Tool: Pearson Product Moment Correlation (PPMC)

Variables	N	t-cal	t-crit (0.05)	p-value	Decision	Interpretation
Traditional Parenting and Contemporary Parenting practices.	285	3.27	1.96	0.02	Reject	There is evidence of some significant policy implications of the two parenting practices.

The t-calculated is 3.27, which is greater than the t-critical value of 1.96 at a level of significance of 0.05, and the p-value is 0.02, which is less than the level of significance. So, we reject the null hypothesis.

This suggests that there is a great distinction between the traditional and modern parenting styles concerning the influence on educational policy and administration. Traditional parenting is more in line with policies that focus on discipline, hierarchy and teacher authority, while contemporary parenting is more in line with participatory decision-making, student-centred learning and inclusivity (Nwankwo & Okorie, 2018; Eze & Okeke, 2022).

The differences pose a challenge for educational administrators to create policies that are flexible and culturally responsive, incorporating the traditional moral values and contemporary education innovations. Schools need structures for administration that are sensitive, respectful, and appropriate to parents' diversity and that foster effective learning and teaching environments.

6. Summary of Findings

- The parenting style profoundly influences the students' behaviour, discipline and learning outcomes.
- Traditional and contemporary parenting styles differ significantly and have an impact on the educational administration in different ways.
- Existing education policies in Nigeria are inadequate to take into consideration changing parenting structures.
- Parents and schools working together enhance student achievement and policy implementation.
- The combination of old and new is a comprehensive base for educational reform and the development of a nation.

The results showed that the traditional and modern parenting styles have a significant effect on the students' behaviour, discipline and academic performance. Students were seen to value rules, obey rules, and behave in a good manner as a result of traditional parenting, which is characterized by

authority, communal responsibility and moral discipline. The finding corroborates Adeyemi (2019), who opined that the traditional Nigerian family is the first moral arena where values are transmitted to children that help to mold their attitudes towards learning and authority.

On the other hand, contemporary parenting, which promotes communication, emotional support, and exposure to technology, was found to enhance creativity, problem-solving skills, and digital literacy. This is in line with what Adegoke (2020) said that students' confidence and independent thinking, which are skills needed in the modern learning environment, are being cultivated in the modern learning environment through modern parenting.

The findings showed that there were significant differences in the policy consequences of traditional and contemporary parenting and their impacts on educational administration. Conventional parents support strict discipline and teacher-centred methods, whereas modern parents believe in participatory policies, guidance-based discipline and child-centred classroom environments. This duality can be a challenge to the administration to ensure that home expectations and school practices are in harmony (Nwankwo & Okorie, 2018).

The other significant conclusion in the study is that of parental participation in good educational management. Collaboration between parents and administrators was linked to higher student achievement, behaviour and engagement among those schools that had such collaboration. This is in line with Adegoke (2020), who believes that home-school collaboration contributes to improved learning experiences. Similarly, Epstein (2018) highlighted that students learn and behave better when parents are involved in student learning and school governance.

The study concludes that parenting style plays a vital role in determining the students' behaviour and academic achievement. Traditional and modern parenting practices coexist, reflecting Nigeria's socio-cultural transformation and, therefore, its need for a similarly dynamic educational policy response. Administrators need to play a mediating role between evolving family expectations and institutional norms and requirements for harmonizing the management of education.

The results essentially reinforce that the quality of the education Nigeria delivers, apart from the curriculum and teachers' quality, also relies on the effectiveness of educational institutions in incorporating the moral

wisdom of traditional parenting with the progressive values of today's family life.

7. Conclusion

This study was an investigation of the policy implications of Traditional and Contemporary Parenting in Nigeria on Educational Administration with emphasis on how parenting styles affect students' behaviour, discipline, academic performance and the implications of the parenting styles for school administration and policy formulation. The results indicated that traditional and contemporary parenting styles have meaningful, but different impacts on children's overall development.

The traditional parenting values, based on communal values, respect for authority and moral discipline, are still very significant in moulding responsible and culturally oriented individuals. It has a rigid and authoritarian nature, which can restrict creativity and openness to communication, however. In contrast, the modern parenting style with flexibility, emotional responsiveness and access to modern technology encourages independence, innovation and confidence, but can also contribute to overindulgence and discipline problems.

An educational administration perspective requires adaptive leadership and inclusive school policies in these dual parenting systems. The school leaders need to be aware that students have different family backgrounds and different expectations, and policy-making and school running should be carried out in a way in which the disciplinary and caring aspects are balanced. This is a reminder that administrative practices should be dynamic, which encourages traditional and modern values and hence effective teaching, learning, and development of morality.

In addition, the study finds that parental participation is still a key element of good school management. Where parents (of all styles) work together with school authorities, students show greater performance and positive social behaviours. The policy of education in Nigeria must therefore adapt to the new situations, but at the same time, traditional values of the Nigerian ethnic group that promote social cohesion and moral uprightness must be maintained.

8. Recommendations

The Federal and State Ministries of Education should consider the realities of parenthood in Nigeria in revisiting policies in educational institutions. Policies should be reflective of both traditional and modern

viewpoints, and promote discipline, emotional growth and digital literacy in students.

Seminars and community workshops should be held by the government, schools and non-governmental organizations and disseminated to parents periodically on how to effectively parent children with a blend of cultural values and modern development needs.

Parents and schools should have a formal, consistent parent-school communication system and moral and academic standards for students should be consistent in both schools and at home.

Teacher education programs should have a component dedicated to family diversity, parenting relationships and how they impact on student learning outcomes to better equip teachers to work with students from diverse backgrounds.

School administrators should embrace culturally responsive leadership methods that respect local traditions but also keep up with international education trends so that the school's policies are accepting and meaningful.

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