

PARENTING STYLES AS A PREDICTORS OF ACADEMIC ACHIEVEMENT OF STUDENTS

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Abstract- The present study was attempted to examine the role of paternal and maternal parenting styles as predictor of students' academic achievement. Parental Authority Questionnaire (Buri, 1991) further translated in Urdu by (Babree, 1997) was used to collect the information from participants. Student's result of previous final Exam was taken as Academic Achievement. Sample of the present study was consist on the F.A/F.Sc students (N= 350) of final year. Simple linear regression analysis was applied to test the hypothesis. The result of the study showed that maternal and paternal authoritative style was a positive predictor of academic achievement of adolescent. While maternal and paternal authoritarian styles of parents was found to be a negative predictor of academic achievement. The results for permissive parenting style of both mother and father were non-significant. The present study provided an insight to the roles of parenting to academic achievement

Key words: maternal and paternal parenting, authoritative, authoritarian, permissive, academic achievement.

I. Introduction

The parent's home is the first natural institution for the physical, mental and the psychological development of children where parents act as administrator and guider, while the children are subordinators and followers. Children spend most of time with their parents hence they are affected positively as well as negatively. Their natural abilities and characteristics are affected by the disciplinary and rewarding actions of their parents.

Academic success or failure is related to parental attitudes. At the time when the children enter in educational institutes where the same strategy of rewarding and punishment is operated then those Children who's talent, capabilities, competencies and efficiencies were positively influenced by their parent's role, excel in academic performance while the others who were negatively influenced by their parents are backward in their academic career. Dornbusch *et al.* (1991) found that adolescents who have authoritative parents are reported to have higher academic and get better grades. Adolescents raised under authoritarian parents were similar to those in authoritative ones. However, they lack self-reliance and social competence. Finally, adolescents grown up in permissive atmosphere report the lowest level of academic competence.

II. Theoretical Framework of Study

The theoretical model of parenting was developed by Baumrind (1971). She presented three parenting styles based on Earl Schaefer's (1959) concepts of parental demandingness

and responsiveness. Parental responsiveness refers to supportive and loving and guiding behavior. Parental demandingness refer to teaching good antiquates and controlling the bad behavior. With the help of these concepts, Baumrind identified three styles: authoritative, authoritarian, and permissive.

In authoritarian style the attitude of parents towards their children is stricter and less friendly consequently the children perform their duties under the fear of their parents and later in educational career under the fear of their teachers. In Permissive style the parents' behavior is less strict and more loving, resulting in spoiling of children in their social and educational life. In Authoritative style parents manage their role with equal degree of control and warmth, resulting in provision of pleasant ways and options for children in their educational and practical life. This is a balanced, moderate and ideal style of discipline. Present study is based on Baumrind's (1971) model of parenting.

III. Influence of Parenting Styles on Academic Achievement

Authoritative parenting is a combination of demandingness and responsiveness. These parents monitor and discipline their children attitude, while provide support and warmth at the same time (Baumrind, 1971). Authoritative parenting was found to be related to adolescent grade point average (Steinberg *et al.* 1992). This parenting results in increased academic performance (Dornbusch, Ritter, Leiderman, Robert and Fraleigh, 1987).Hoghuighi and Long (2004) have also pointed out that the outcome of a positive parenting is a healthy and thriving student. Turner *et al.*, (2009) also examined the relationship between parenting styles and academic performance. They found that students raised by authoritative parents show higher overall GPAs. Farzana, Chaudhry, Awan and Tariq also concluded that the authoritative parenting style has positive influence on children education.

On the contrary, authoritarian parents are high on demandingness and low on responsiveness. They expect them to accept adult's requests without any inquiries and have little intercommunication with the children. Steinberg (1996) found a strong negative correlation between authoritarian parenting and good grades. Cohen, Deborah, Rice and Janet (1997) conducted a study on children in grade 8-9 and their parents (aged 26-45 yrs), parenting styles were found to have association with academic achievement. Higher grades were related to low authoritarianism.

The permissive parents are opposite to authoritarian. This child rearing style unfolded a tolerant methodology for socialization of their children with responsive and undemanding child rearing conduct. Misconduct is mostly ignored in this parenting style. Steinberg (1996) found a strong correlation between permissive parenting and poor grades. As the negative side is concerned, there exist many examples, such as permissive parenting was found to influence their children by fostering higher rates of school misconduct and lower levels of academic achievement (Lamborn et al 1991).

There are inconsistencies in literature regarding authoritarian and permissive parenting styles. The authoritarian style resulted in higher academic achievement in Asian cultural context. Chao (1994) examined these inconsistencies, he revealed that Chinese parents has often been found to show their behavior as "controlling" or "authoritarian." These styles of parenting predict poor school achievement among European-Americans, while it was found to show improved school performance among Chinese children. Kim and Rhoner (2002) found that Korean American adolescents raised by indulgent (Permissive) fathers have shown better academic achievement as compared to authoritative fathers.

Spera (2005) concluded in her study for these inconsistencies in literature regarding results of parenting styles that Darling and Steinberg (1993) proposed a contextual model of parenting to explain these discrepancies in literature. They suggest that the first possibility is that parents of different ethnicities hold unique educational aspirations, goals, and values for their children, and therefore they adopt unique parenting practices. A second possibility is that socioeconomic status of parents also effect the relationship between parental socialization goals for their children and parenting strategies. Finally, a third possibility is that parenting styles plays its role as a moderator between parenting styles and adolescent outcomes which is distinct depending upon the combinations of parenting styles and practices.

IV. Significance of the study

The present study attempt to investigate the effects of three basic parenting styles authoritative, authoritarian and permissive presented by Baumrind (1971) on students' academic performance. The three parenting styles exhibited by mothers and father individually are analysed to see its effect on academic achievement of adolescents.

V. Objectives

1. To find the effects of parenting style of parents on academic achievement.
2. To compare the academic achievement of male and female students

VI. Hypthesis

1. Maternal Authoritative Parenting Style is positive predictor of Children's Academic Performance.
2. Maternal Authoritarian Parenting Style is negative predictor of Children's Academic Performance.

3. Maternal Permissive Parenting Style is negative predictor of adolescent's Academic Performance.
4. Paternal Authoritative Parenting Style is positive predictor of adolescents's Academic Performance.
5. Paternal Authoritarian Parenting Style is negative predictor of adolescents's Academic Performance.
6. Paternal Permissive Parenting Style is negative predictor of adolescent's Academic Performance.
7. There is a significant difference between academic performance of male and female adolescents.

VII. Measures

Parental Authority Questionnaire

Parental authority Questionnaire developed by Buri (1991) and translated in Urdu by Babree (1997) was used to identify parenting styles. The scale consisted of 60 items. There were two parts in the questionnaire consists of 30 items each parts and three subscales for measuring the authoritative, authoritarian and permissive parenting styles. Part 1 measures mother's parenting and part 2 measures father parenting. The scale was based on five point Likert type scale ranging from Strongly Agree to Strongly Disagree. Item no 4, 5, 8, 11, 15, 20, 22, 23, 27, 30 are for authoritative parenting style and item no 2, 3, 7, 9, 12, 16, 18, 25, 26, 29 are for authoritarian parenting style. For permissive parenting style the item no are 1, 6, 10, 13, 14, 17, 19, 21, 24, and 28. Reliability coefficients for subscales were .78 for mother authoritative, .65 for mother authoritarianism, .55 for mother permissiveness, .71 for father authoritative, .66 for father authoritarianism, and .53 for father permissiveness. Thus, the scale have satisfactory internal consistency to use it in current study.

VIII. Academic Achievement

The marks of students in last final exam were taken as academic achievement.

IX. Results

A simple linear regression was computed with parenting styles entered as predictor variable and academic performance as the outcome variable. It was computed separately for each parenting style of mother and father separately. The academic performance of 350 students including males and females was observed.

Table 1: Simple Linear Regression Analysis for the Effect of Maternal Authoritative Parenting Style on Marks of Students (N=350).

Variable	B	SE	B	t	p	95% C.I.	
						LL	UL
Constant	51.847	2.861		18.125		46.221	57.474
Mother	.303	.075	.213	4.062	.000	.156	.449
Authoritative							

Criterion = Academic Performance, $F = 16.498^{***}$; $R^2 = .045$

The regression analysis in the table 1 reveals significant predicted positive relationship between mother authoritative and marks of students. The model is accounting for 4.5% variance in marks by the predictor mother authoritative as $R^2 = .045$ with $F(1,349) = 16.498, p < .001$.

Table 2: Simple Linear Regression Analysis for the Effect of Maternal Authoritarian Parenting Style on Marks of Students (N=350).

Variable	B	SE	B	t	P	95% C.I.	
						LL	UL
Constant	72.017	2.365		30.447		67.365	76.669
Mother Authoritarian	-.307	.079		-3.891	.000	-.463	-.152

Criterion = Academic Performance, $F= 15.14^{***}$; $R^2 = .042$

The regression analysis in the table 2 reveals significant predicted negative relationship between mother authoritarian and marks of students. The model is accounting for 4.2% variance in marks by the predictor mother authoritarian as $R^2 = .042$ with $F(1,349) = 15.14$, $p < .001$

Table 3: Simple Linear Regression Analysis for the Effect of Maternal Permissive Parenting Style on Marks of Students (N=350).

Variable	B	SE	B	t	P	95% C.I.	
						LL	UL
Constant	65.081	2.837		22.939		59.501	70.661
Mother Permissive	-.063	.090	-.037	-.694	.488	-.240	.115

Criterion = Marks, $F= 0.482$; $R^2 = .001$

The regression analysis in the table 3 reveals non-significant relationship between mother permissive and marks of students. However the relationship is negative, its mean that higher the mother permissive score leads to lower student achievement and marks of students. The model is accounting for 0.1% variance in marks by the predictor mother permissive as $R^2 = .001$ with $F(1,349) = 0.482$, $p > .05$

Table 4: Simple Linear Regression Analysis for the Effect of Paternal Authoritative Parenting Style on Marks of Students (N=350).

Variable	B	SE	B	t	P	95% C.I.	
						LL	UL
Constant	52.786	2.207		23.913		48.441	57.123
Father Authoritative	.294	.060	.255	4.915	.000	.177	.412

Criterion = Marks, $F= 24.161^{***}$; $R^2 = .065$

The regression analysis in the table 4 reveals significant predicted positive relationship between father authoritative and marks of students. The model is accounting for 6.5% variance in marks by the predictor father authoritative as $R^2 = .065$ with $F(1,349) = 24.161$, $p < .001$

Table 5: Simple Linear Regression Analysis for the Effect of Paternal Authoritarian Parenting Style on Marks of Students (N=350).

Variable	B	SE	B	t	P	95% C.I.	
						LL	UL
Constant	68.744	2.109		32.600		64.597	72.892
Father Authoritarian	-.180	.065	-.148	-2.783	.006	-.308	-.053

Criterion = Marks, $F= 7.746^{**}$; $R^2 = .022$

The regression analysis in the table 5 reveals significant predicted negative relationship between father authoritarian and marks of students. The model is accounting for 2.2% variance in marks by the predictor father authoritarian as $R^2 = .022$ with $F(1,349) = 7.746$, $p < .01$

Table 6: Simple Linear Regression Analysis for the Effect of Paternal Permissive Parenting Style on Marks of students (N=350).

Variable	B	SE	B	t	P	95% C.I.	
						LL	UL
Constant	65.828	2.953		22.291		60.020	71.636
Father Permissive	-.088	.095		-.925	.356	-.275	.099

Criterion = Marks, $F= 0.856$; $R^2 = .002$

The regression analysis in the table 6 reveals non-significant negative relationship between father permissive and marks of students. The model is accounting for .2% variance in marks by the predictor father permissive as $R^2 = .002$ with $F(1,349) = 0.856$, $p > .05$

X. CONCLUSIONS

Review of literature suggests that Parents play a pivotal role in overall development of child. A balanced control on behavior of children make them socially adjusted citizens. Children spend most time at home and parent's attitudes, behaviors, life standards and communication with children has great influence on child's mental growth. A balanced attitude adopted by parents have positive effect on cognitive development of child. If these all life domain of child all positively influenced, it further enable him to excel in education. Authoritative parenting style of mother and father was found as a positive proctor of academic performance. Authoritarian and Permissive styles adopted by father and mother were found as a negative predictor of academic performance.

XI. RECOMMENDATIONS

Parents play a vital role in development of their children. They need to adopt authoritative parenting style in dealing with their children. They are future of nation a healthy psychosocial development enables them to excel in every field including education. Keeping in view the findings and conclusions, the researchers make some recommendations which are described as under:

- Parents training courses should be introduced by government to make them familiarize with positive discipline styles.
- It is suggested to manage seminars and workshops on parenting styles' awareness.
- This type of research study may be conducted in order to find out the effectiveness of integrated parenting styles of mother and father.
- It is important to take in consideration the influence of peers and media on educational motivation.

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