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 (Bahree, 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). Hoghuiighi 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. Hypothesis
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.

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 authoritativeness, .65 for mother authoritarianism, .55 for mother permissiveness, .71 for father authoritativeness, .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).

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE</th>
<th>t</th>
<th>p</th>
<th>95% C.I. LL</th>
<th>95% C.I. UL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>51.847</td>
<td>2.861</td>
<td>18.125</td>
<td>.000</td>
<td>46.221</td>
<td>57.474</td>
</tr>
<tr>
<td>Mother</td>
<td>.303</td>
<td>.075</td>
<td>.213</td>
<td>.000</td>
<td>.156</td>
<td>.449</td>
</tr>
</tbody>
</table>

Criterion = Academic Performance, F = 16.498***; R² = .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 R² = .045 with F (1,349) = 16.498, p<.001.
Parents play an essential role in the development of their children. They need to adopt authoritative parenting style in dealing with their children. They are the future of the nation and 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 the government to make them familiarize with positive discipline styles.
- It is suggested to conduct 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 into consideration the influence of peers and media on educational motivation.

REFERENCES


