

Title	The Relationship of Parenting Styles with Middle School Students' Academic Performance
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The Relationship of Parenting Styles with Middle School Students'

Academic Performance

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Abstract

The current study was to examine the relationship of parenting styles with students' academic performance. Baumrind's (1971) theoretical model of parenting styles was used. It is comprised of authoritative, authoritarian, neglectful and indulgent parenting styles. Perceived parenting style scale was used and to assess the four parenting styles based on children's perception. This scale was developed on forced-choice technique. The student's grade point (monthly test) used to assess their school achievement. The participants are grade 9th students. The age of participants ranged from 11 to 16 years. The correlation between parenting styles and performance was computed through Pearson's correlation coefficient (r). The results of study showed that authoritative parenting style of mother and father had a positive relationship with academic performance. While the authoritarian parenting style of mother and father had a negative relationship with academic performance. Indulgent parenting style of father was negatively correlated with academic performance. Overall, the authoritative style of parenting proved to be a positive style and authoritarian and permissive-indulgent styles proved to be negative styles of parenting in the cultural context of Myanmar.

Keywords: Parenting styles, Academic Performance

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Introduction

Parents play pivotal role in the development of their children. They should utilize positive parenting techniques for training their children. Future generation is the asset of a nation. They need to experience a healthy and positive psycho-social development, which enables them to succeed in every field of life including education. Diana Baumrind (1971) developed theoretical model of parenting. This model is comprised of four parenting styles named as; authoritative, authoritarian neglectful and indulgent. These styles are based on two dimensions known as demandingness and responsiveness. Authoritative parenting maintains a balance of both demandingness and responsiveness. Responsiveness refers to the supportiveness and warmth, and demandingness refers to behavioral control (Terry, 2004). In contrast, authoritarian parents are unresponsive. They stick to only one dimension that is demandingness. The permissive indifferent and indulgent parents are responsive but are undemanding. The present study attempted to investigate the relationship of three basic parenting styles authoritative, authoritarian and permissive presented by Baumrind (1971) with their children's academic performance. This study aimed at finding the relationship between parenting styles and academic performance of students.

Objectives

- to find out the relationship of authoritative parenting style and academic performance of students.
- to find out the relationship of authoritarian parenting styles and academic performance of students.

- to find out the relationship of permissive-indifferent and permissive-indulgent parenting style and academic performance of students.

Hypotheses

- There is a significant positive relationship between authoritative maternal parenting styles and children's academic performance.
- There is a significant negative relationship between authoritarian maternal parenting styles and children's academic performance.
- There is a significant negative relationship between permissive-indifferent maternal parenting styles and children's academic performance.
- There is a significant negative relationship between permissive-indulgent maternal parenting styles and children's academic performance.
- There is a significant positive relationship between authoritative paternal parenting styles and children's academic performance.
- There is a significant negative relationship between authoritarian paternal parenting styles and children's academic performance.
- There is a significant negative relationship between permissive-indifferent paternal parenting style and children's academic performance.
- There is a significant negative relationship between permissive-indulgent paternal parenting style and children's academic performance.

Literature Review

According to Diana Baumrind (1979) and recent developmists, there are four major different types of parenting, Authoritarian parenting, Authoritative parenting, Neglectful parenting, and Indulgent parenting. Authoritarian parents set strict rules and rely on punishment. They also resort to physical discipline. Studies, however, have found that physical punishment is not an effective mean of disciplining children (Baenniger, 1974; Cairns, 1972; Hyman, 1981). One of the dangers of relying on physical discipline is that it may turn into child abuse. Abused children have poor self-esteem, socially withdraw, more aggressive and less empathetic toward children in distress and they are more likely to become juvenile delinquents. Moreover, children of authoritarian parents are often anxious about social comparison, fail to initiate activity, and have poor communication. And in one recent study, early hush discipline was associated with children (Weiss & others, 1992).

Authoritative parents tend to be warm and loving, and at the same time insist that their children behave appropriately. They encourage independence within well defined limits, show a willingness to explain the reasons for their rules and permit their children to express verbal disagreement with them. An authoritative parent, for example, might put his arm around the child in a confronting way and say, "You know you should not have done that: let's talk about how you can handle the situation better next time. Children of authoritative parents are more likely to become socially competent, independent, and responsible.

Permissive-indifferent or neglectful parents set few rules and rarely punish misbehavior. In other words, these parents are uninvolved in the child's life. This type of parenting is associated with children's social incompetence, especially a lack of control. Children have a strong need for their parents to care about them; children whose parents are permissive-indifferent develop the sense that other aspects of the parents' lives are more important than they are.

Permissive-indulgent parents are highly involved with their children but place few demands or controls on them. Permissiveness is undesirable because children will be less likely to adopt standards of behavior. Permissive-indulgent parenting is associated with children's social incompetence, especially a lack of self-control. Such parents let their children do what they want, and the result is that the children never learn to control their behavior and always expect to get their way. Some parents deliberately rear their children in this way because they believe the combination of warm involvement with few restraints will produce a creative, confident child (Santrock, 1997).

Academic performance is the combination of various educational outcomes in students. Performance is indicated through various aspects, which differ from institution to institution. Indicators of performance can include motivation, study skills, communication skills, creativity, creative writing, grades, student's working skills, self-realization, self-reliance and attitude. Various strategies are needed to adopt for reaching educational goals. The selection of positive and negative strategies is dependent upon parenting style, which is responsible of training and rearing the child.

Research reveals that the children belonging to authoritative parents practice adaptive achievement strategies which ensure low level of failure-expectation, task- irrelevant behavior, passivity and self-enhancing attributions, while children from neglectful families practice maladaptive strategies responsible for the lack of self-enhancing attributions, and high level of passivity and task- irrelevant behavior (Kaisa, Hakan & jari-erik, 2000). A study found that the positive parenting produces a healthy and successful student (Hoghughi & Long, 2004). A firm and positive sense of self and self – esteem can be enhanced through parenting. The student, who is well cared, would be emotionally strong, resilient and socially competent. These students have the capacity to explore new opportunities. Research shows the association of adolescents' achievement strategies with parenting styles in the family. Findings revealed a significant effect of parenting styles on academic performance (Kaisa et al., 2000). Baumrind, as cited in Mckay, 2006) showed that children of authoritative parents excel in personality aspects such as creativity, independence, persistence, self-control and other skills such as social skills, academic competence, leadership skills, social perspective taking (Mckay, 2006). A higher self-esteem and social competence was found in children reared by authoritative parents (Baumrind, as cited in Cramer, 2002). Self-reliance and respect for their parents was observed (Baumrind, 1991).

Authoritarian Parenting is mostly found to influence academic performance negatively. There are many evidences in the literature regarding the claim that authoritative parenting is related to lower grades (Kordi & Baharudin, 2010; Alsheikh, Parameswaran & Elhoweris, 2010).

Research showed that authoritarian parenting is related to higher levels of school problems (Roche, Ensminger & Cherlin, 2007) and low academic achievement (Attaway & Bry, 2004). A research study showed a negative correlation between permissive parenting and academic grades in families where parents have no involvement in their children's education and has not taken an initiative for a give-and-take relationship with their children (Kordi & Baharudin, 2010; Alsheikh et al., 2010).

Methodology

Participants

200 middle school students from No.3 B.E.H.S and No.11 B.E.M.S at Taunggyi were used as participants in this research. The participants were Grade 9 students and their age between 11 to 16 years.

Measure

In this study, Perceived Parenting Style Scale was administered to the participants. This scale contains eight items (with mother and father respectively) which can identify four different types of parenting style, namely, authoritarian, authoritative, neglectful, and indulgent.

Procedure

Permission was taken from headmaster (at No.3 B.E.H.S and No.11 B.E.M.S) to conduct research on Grade 9 students. The Perceived Parenting Style Scale was administered to the participants. Results of classroom exams (monthly test) of 200 Grade 9 students were collected.

Data Analysis

After collection of the data, the responses were quantified and the data was tabulated through the use of Statistical Packages for the Social Sciences (SPSS). Pearson Product -Moment Correlation (r) was used to find the relationship of parenting styles with academic performance.

Results

Correlation Analysis: Correlation Analysis was performed to investigate eight hypotheses, which indicated the positive and negative correlation with authoritative and authoritarian parenting styles of mother and father.

Table. 1 Relationship of Maternal Parenting Styles Academic Performance (n=200)

Scale	Authoritative	Authoritarian	Neglectful	Indulgent
Academic Performance	.342**	-.205**	-.022	-.123

Table. 1 show that academic performance has strong positive correlation with authoritative. It has strong negative correlation with authoritarian. However, there is no relationship between academic performance and neglectful, and indulgent.

Table. 2 Relationship of Paternal Parenting Styles Academic Performance (n=200)

Scale	Authoritative	Authoritarian	Neglectful	Indulgent
Academic Performance	.263**	-.147*	.116	-.278**

Table 2 show that authoritative style has significant positive correlation with academic performance. Authoritarian style has negative correlation with academic performance. There is a strong correlation between indulgent and academic performance. However, there is no relationship between academic performance and neglectful.

Discussion

A positive correlation was found between authoritative parenting style of both parents and children's academic performance. The results also supported the hypothesis that authoritative maternal parenting style has positive correlation with academic performance. . The 5th hypothesis that authoritative paternal parenting style has positive correlation with academic performance was supported by the results of the study. Results are consistent with previous findings in which authoritative parenting was found to be positively related to high levels of academic performance (Abar, Carter, & Winsler, 2009; Watabe, 2011 cited in Monika & Asudani, 2013). The characteristics of authoritative parenting style i.e., warmth, supervision & psychological autonomy granting, have a positive association with the grades achieved at school level (Deslandes, 1996 cited in Nyarko, 2011). Research has shown a positive correlation between authoritative parenting style and academic achievement (Slaten, 2006; Roche et al., 2007; Simons & Conger, 2007; Pong, Johnston & Chen, 2010). The research suggests many reasons for positive outcome of this parenting as the authoritative parents present themselves as role models and demonstrate same behaviors as they want from their children. Children may learn to internalize these behaviors. Fixed rules and discipline may educate the children about their

responsibilities. Authoritative parents display emotional understanding and exhibit adequate control, as a result children might learn to understand others' emotions and also learn to manage their own sentiments. Children reared by these parents learn to act independently, which enables them to accomplish things on their own, and also help them to foster strong self-esteem and self-confidence. These qualities might enable children to excel in academic setting as well as in practical life. In order to promote positive parenting, it is recommended to organize events for interaction of parents in schools. In this way, they will share their parenting styles and disciplinary techniques with each other, it will further create an awareness of positive parenting styles.

A negative correlation was found between authoritarian style of both parents and children's academic performance. The hypothesis that authoritarian maternal parenting has negative correlation with children's academic performance is supported by the study. The results of the study also supported the 6th hypothesis that authoritarian paternal parenting has negative correlation with children's academic performance. The results are consistent with previous studies in which authoritarian parenting was found to be negatively associated with educational outcome (Kordi & Baharudin, 2010; Alsheikh et al., 2010; Attaway & Bry, 2004). Research suggests that authoritarian parents demand complete obedience. Children raised under these parents are exceptionally good at following rule but they may lack self-discipline. They are not encouraged to explore and act independently; as a result they become unable to set their own limits and personal standards. So with all these deficiencies in these children, it's hard to

become a competent and thriving student. It is recommended for schools, communities, and media groups to play their role in raising parental awareness about the benefits of engaging in their children's education, and to provide them with the opportunities and skills to do so. It is also recommended for principals of educational institutions to arrange different parent-teacher meetings and workshops with special focus on awareness of parenting roles.

A negative correlation was not found between permissive-indifferent or neglectful parenting style of both parents and children's academic performance. The 3rd hypothesis that the permissive-indifferent maternal parenting style is negatively related to children's academic performance is not supported by the study results. The 7th hypothesis that permissive-indifferent paternal parenting style is negatively related to children's academic performance is not supported by the study results.

Permissive-indulgent maternal parenting style was not found to be negatively correlated with children's academic performance. This results do not supported the 4th hypothesis. A negative correlation was found between permissive-indulgent paternal parenting style and children's academic performance. The 8th hypothesis that permissive-indulgent paternal parenting style has negative correlation with academic performance was supported by the results of the study. Literature suggests that Permissive parenting exhibit less demands and expectations, so the children raised by these parents lack self-discipline. They show reluctance to follow rules in school because they experience lack of boundaries in the home. These children may show less academic motivation as compared to their peers.

These parents rarely demand mature behavior, so children may lack social skills. These deficiencies of child may be a hurdle in getting academic excellence. For reconstructing parents' roles as a parent, they should be helped by community, educational institutions and teachers. The role construction effects parents' decisions about how and whether to become engaged in their children's education.

Conclusion

The results of the study revealed a positive relationship between authoritative parenting style and academic performance. While the authoritarian and paternal indulgent were found to be negatively related to academic performance. Overall, this study is a contribution to the particular research area addressing importance of parenting. It is hoped that the findings of this study would be significantly beneficial for the participants of the study; both the students and parents, in understanding the effects of parenting styles on the academic performance of their children.

Limitation

This study was conducted on the students of middle school children (11-16years), the findings of the study can only be generalized with this age group. The present study focused only on one variable that is parenting but various other contributing factors such as students learning styles, role of teachers and school environment, peer pressure etc. should also be considered for complete understanding of the phenomenon.

Implication

This study would also be useful for teachers, schools, policy makers and curriculum developers, to help them in order to create the awareness of parenting styles.

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