

Influence of Parenting Styles on Academic Performance of Senior High Schools

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Abstract:-The aim of this study was to assess the relationship between parenting styles on the academic performance of secondary school students. The design conducted among students in the Senior High Schools. A total of two hundred (200) students were drawn from two Secondary Schools through random sampling procedure. Baumrind (1991) instrument of parenting style was used to measure the perception of students about their parent's style of parenting. The results of the study suggested that parenting styles have significant influence on the academic performance of students. Also, the study revealed that authoritative and democratic style of parenting has significant positive relationship with the academic performance of students as against permissive style of parenting which correlated negatively. The results imply that the academic performance of students could be enhanced when parents adopt either the authoritative or authoritarian style of parenting. It is therefore recommended that parents adopt a blend of the authoritarian and authoritarian style of parenting in order to improve academic performance and development of their children.

Introduction

Education has over the years been regarded as key to entire individual's development (Ali, McWhirter & Chronister, 2005). Throughout one's life, it is education that remains central to shaping the goals and ideals of an individual; pace of coping with daily challenges and integral development. Society's development is also determined by the standards of education that people undergo. Hence aspects that determine an individual's academic achievement remain vital to any member of the society that values development. Though academic achievement is vital at every stage of personal growth it is regarded as crucial at adolescent stage; as this stage determines one's success or failure in life in what is described as identity crisis (Boon, 2007). There are a number of factors that determines an individual's academic achievement especially at a tender age. At the very basic are the parents since they are the core unit of the society and the ones directly linked to an individual from the time of his/her basic development to maturity (Kang & Moore, 2011). The key determinants of young ones academic achievement are central to personal development. Worldwide, academic achievement has been associated largely with

progressive communities (Hoang, 2007). Students who have higher academic achievement are at an advantage in terms of positive outcomes such as joy, pride, happiness and success in their endeavours (Elliot & Dweck, 2005). Similarly, having higher academic achievement has been associated with positive characteristics, including self-esteem, self-efficacy, and motivation (Elliot and Dweck, 2005). Conversely, lower academic achievement is linked to low levels of particular achievement goals (Boon, 2007). Academic success in terms of higher achievement has long been thought to be the path to a stable livelihood and a successful future (Boon, 2007). Academic success relates to having high academic achievement in childhood (Kang, & Moore 2011)

Education is the process of developing or training an individual to cope with the challenges of living. According to Ouerinde (2002), the introduction of this system of education led to the type of education that is planned and provided for classroom situation by trained teachers. It is the family that builds the personality traits, social competence, and psychological, emotional, physical and educational development of children. The primary foundation that serves as the basis for this development is the type of parenting style these parents adopts. Additionally, Chao, (2001) and Querido et al., (2002) have shown that parents through their parenting styles create a formidable basis towards the development and achievement of every aspect of the child's life. Low academic achievement tends to create many negative consequences for the children. Children with low academic performances may become more vulnerable to problems such as stress, hopelessness, delinquencies, and substance abuse (Assarian, Biqam & Asqarnejad, 2006).

Academic success in terms of higher achievement has long been thought to be the path to a stable livelihood and a successful future (Boon, 2007). Academic success relates to having high academic achievement in childhood (Kang, & Moore 2011). Although there are likely many factors that influence academic success such as peer relationships, school environments, parenting styles may be especially an important influence on academic success. Moreover, in different cultures for example different countries and environments, there may be some diversity in children's academic achievement because of parenting style differences between countries (Kang & Moore, 2011). Thus, parenting styles in different cultures may differentially impact children's academic achievement (Nyarko, 2011). The concept of parenting styles was developed by Baumrind (1967) after conducting a study on more than 100 preschool-age children and identified four important dimensions of parenting. These dimensions were, disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control. Based on these four dimensions, Baumrind suggested that the majority of parents display one of three different parenting styles. These are authoritative, authoritarian and permissive

parenting styles. Further studies by Maccoby and Martin (1983) based on two major elements of demandingness and responsiveness, which is modifications of Baumrind's dimensions of parenting also, suggested the addition of a fourth parenting style. This is the Neglectful or Rejecting parenting style. Parental responsiveness (parental warmth or supportiveness) refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands. Parental demandingness, on the other hand also referred to as behavioural control refers to the claims parents make on children to become integrated into the family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys.

Authoritative Parenting Style

This style of parenting is high in all four dimensions of family functioning, that is disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control. It is characterised by an optimum balance of responsiveness and demandingness. As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility for reacting to the needs of other people in the family within their abilities. This type of parenting style consists of a constellation of parental characteristics of high standards, such as high emotional attachment and support to children, encouragement of a two-way communication between parents and children, and consistent implementation of the rules established by parents (Baumrind, 1991; Abesha, 2012).

Authoritarian Parenting Style

Authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth. Parents who adopt such styles expect strong obedience from their children and favour punitive discipline in response to acts of rebellion (Kang & Moore, 2011; Hong, 2012). They are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day and night. Moreover, the use of this authoritarian style precludes effective discussion, of any sort, between parents and children, which places more pressure on the children than any other parenting style (Areepattamannil, 2010; Hong, 2012).

Permissive Parenting Style

Permissive parenting is characterised by low expectations of maturity and control, and disciplinary strategies over children, aiming for high levels of warmth. That is, the parents are non-restrictive and exhibit high levels of responsiveness. Unlike authoritarian parents, punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang)

Neglectful Parenting Style

The uninvolved style is predominantly characterised by low levels of both warmth and control. This often reflects the parents' emotional detachment from the children as they are often seen responding only to their children's needs out of annoyance rather than compassion (Tiller et. al., 2003), and would otherwise be completely unresponsive. Due to the lack of care and discipline for the child, as the name of the style suggests, parents are usually uninvolved in the child's life in general. Thus, they do not often volunteer to partake in research studies (Tiller et al., 2003), with a massive 43 per cent of parents on average never participating in school activities (Steinberg et al., 1992). Consequently, this has led to a deficiency of knowledge about this style and so less is known about uninvolved parenting than any other style (Hong, 2012).

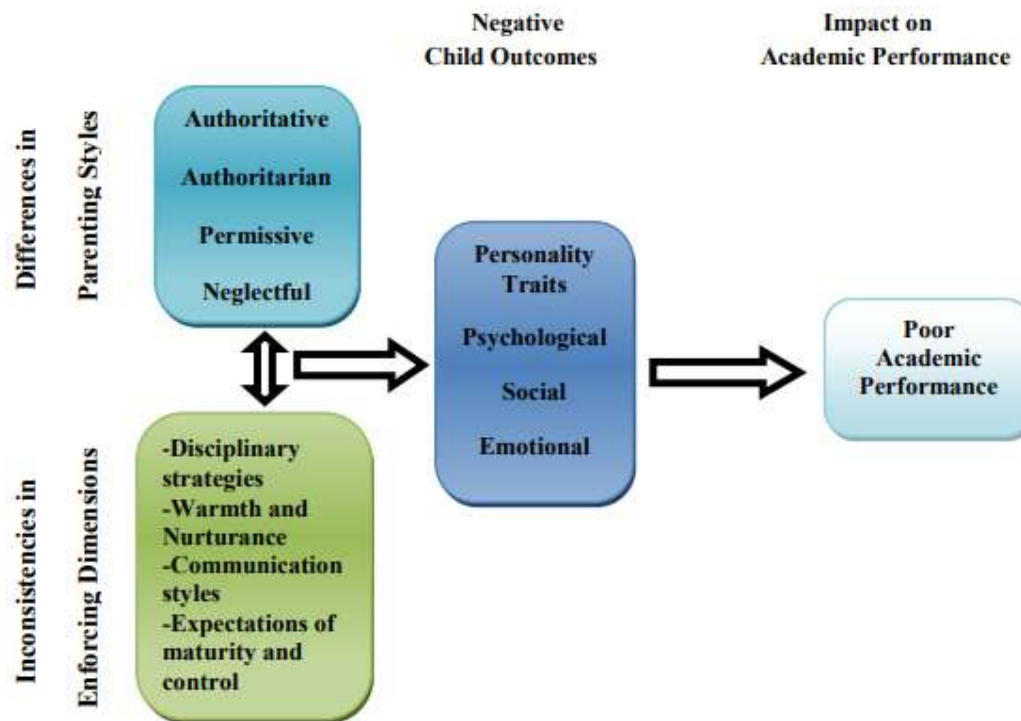


Figure 1: A Conceptual Framework Depicting Parenting Styles and Their

Effects on Children and Their Academic Performance

LITERATURE REVIEW

Over the years many theories have been developed and tested to determine the relationships that exist between the role parents' play and the impact these roles have on the development of their children. One aspect of child development which is normally subjected to empirical studies is how the parenting style that parents adopt in the upbringing of their children affects their performance in school. For instance, Dornbusch (1996) found empirical evidence of what most parents and educators know from experience – that parents have a strong influence on secondary school students. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has recently been renamed "bio-ecological systems theory" to emphasize that a child's own biology is a primary environment fuelling her development. The interaction between factors in the child's maturing biology, his immediate

family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well (Paquette & Ryan, 2001).

Bronfenbrenner's Structure of the Environment In explaining the development of humans, Bronfenbrenner classified the environment into four interrelated but distinct categories. These are the microsystem, mesosystem, ecosystem and macro system. To further understand the impact that parenting has on children, the Social Structure and Anomie theory by Merton (1968) which attempts to explain the effects a lack of relationship between structures and culture or environment can have on members within a group or society was used in this study. This theory is regarded as one of the best-known contributions to structural functionalism, indeed to all of sociology (Adler and Laufer, 1995; Menard, 1995; Merton, 1995)—Merton's analysis of the relationship between culture, structure, and anomie. Merton defines culture as "that organized set of normative values governing behaviour which is common to members of a designated society or group" and social structure as "that organized set of social relationships in which members of the society or group are variously implicated".

Steinberget al., (1992) examined the impact of authoritative parenting on the school achievement of an ethnically and socioeconomically heterogeneous sample of 6400 American 14-18-year-olds. Standardised scales and other self-report instruments were used to assess the relationship between parenting style and academic outcomes. The results indicated that authoritative parenting had a significant impact on adolescent school performance during the high school years.

Chin-Ling Hsieh (1998) also has some relation to the present study. The first purpose of this study was to examine the relationship between parenting styles (authoritarian, authoritative, and permissive) and children's temperament (emotionality, activity, and sociability). 230 Taiwanese (108 boys and 122 girls) fourth, fifth, and sixth grade children from ten elementary schools in Taipei, Taiwan, Republic of China participated in the study. Children's homeroom teachers and parents were also recruited to participate in the study. Multiple regressions were conducted to test each research question. Results show parenting styles and children's temperament were related to children's academic achievement. Sociable children had higher academic performance and children who experienced authoritarian parenting showed lower academic achievement. These results clearly showed that children experiencing different kinds of parenting styles tend to have different patterns of temperament

Research Objectives

The purpose of the study was to establish the influence of parenting styles on the adolescent students' academic achievement secondary schools. Research objectives of the study were deduced from the research problem. The research objectives were to:

- 1: identify the demographic characteristics that predispose respondents to their perception of parenting styles Research Objective
- 2: establish parenting styles and academic performances experienced by students Research Objective
- 3: determine the significant relationships and differences between academic performances of students and parenting styles of their parents

Research Questions

This study would seek to find answers to the following questions:

Research Question 1: what demographic characteristics predispose respondents to their perception of parenting styles?

Research Question 2: what are the parenting styles and academic performances experienced by students?

Research Question 3: what are the significant relationships and differences between academic performances of students and parenting styles of their parents?

Significance of the Study

The significance of this study was in finding out how the various parenting styles affect the academic performance of students in secondary schools. This issue is one of personal interest to the researcher, given the falling standards in the educational system of the country and the need to find solutions to ameliorate the problems so as to ensure promotion of high standard of quality education. The findings of this study would help parents understand the important role they must play in the education of their children in order to ensure success. It will also help them to know

which parenting style is more appropriate and how their involvement by means of their responsiveness and demandingness could go to ensure success for their children.

Hypothesis

1. There is no significant difference between authoritative, authoritarian, and permissive parenting styles and academic performance of students.
2. There is no significant difference between academic performance of participants with authoritative parents and participants with authoritarian parents.

Research Design

The study adopted both the Exploratory and Descriptive research types. According to Mugenda and Mugenda (2008), simple random sampling gives an equal opportunity for every person an equal chance of being selected and that was why it suited the present study random sampling technique with a structured questionnaire for the purpose of collecting quantitative data on the study variables to identify patterns of relationships and differences. The researcher chose to analyse the data from this study quantitatively. This is because; the study intended to look for differences in the dependent variable as a result of the relationship between the independent and dependent variables.

The study targeted a population of 200 students in the secondary schools.

Research Instruments

Both questionnaires and interview schedules were used to collect data. Questionnaire was used because it enabled data to be gathered within a short span of time (Creswel, 2013). Structured/closed-ended questions were outlined in the questionnaire. The questionnaire had a response format in 5 point Likert scale where participants had five options to choose from. The questionnaires were given to 200 students in their respective schools. The questionnaires were distributed to the students in their classes. The response format comprised a five point Likert scale of Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree. Questionnaires on parenting styles were used.

Interviews were conducted to collect information that cannot directly be observed or are difficult to put down in writing and capture the meanings beyond the written words as described by Oso

and Onen (2009). Semi-structured interviews in which a set questions were asked to many interviewees, but interviewees were given room for flexibility to allow new information to arise. In interviewing, notebook and tape recorder to allow better capturing of all the needed information were used.

Data collection procedures

The researcher then sought permission from the Principals of Secondary Schools were approached for permission in order to undertake the study in the respective schools. The study commenced after getting permission from the relevant authorities. The respondents were contacted through phone call and their consent sought for the appointment. The interview schedule and questionnaires were arranged and the time line for meeting respondents drawn and observed. On arrival at the respective schools, the questionnaires were issued to the selected students who filled them at an average time of 40 minutes.

Data analysis the information from parenting styles questionnaires was analysed to establish the various parenting styles that the students experienced at home. The questionnaire was on a 5 point Likert scale response: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree). The responses were completed depending on how the students responded to the questionnaires.

Data was statistically analysed descriptively. Statistical analyses were done as well under the first three main research questions of the study. Descriptive statistical analyses based on responses of students to the first three research questions from the frequency tables were done. The results for research question three were also based on the Pearson Chi-square and compared means tests. The test was done to determine; whether parenting styles related to academic performances of students; whether significant differences existed between parenting styles and academic performances of students; the magnitude of the effect of parenting styles on academic performance of students; which parenting style related to high academic performance of students, based on the outcome from the compared means test. Again, all the tests were undertaken or variables measured at an alpha level of 0.05 or 5% level of significance

Results and Discussion

The results give statistical credence to the fact that parenting styles have significant influence on children academic performance. Permissive parenting style correlated negatively ($r = -.147$, $p < .05$) with the academic performance of the participants which presupposes that there is a negative relationship between the permissive parenting style and academic performance.

However, academic performance correlated positively with Authoritarian ($r=.110$, $p<.05$) and Authoritative ($r=.118$, $P<.05$) styles of parenting. This indicates that Authoritarian and Authoritative parenting styles have positive influence on the performance of students.

We reject the null hypothesis one by concluding that there is a significant difference between the authoritative, authoritarian and permissive parenting styles and the academic performance of students. This indicates that all the levels of parenting styles have significant influence on academic performance of students

In addition, Hypothesis 2 'Accept' the null hypothesis and rather reject the alternate which maintains that there is a significant difference between the academic performances of participants with authoritarian parents

Conclusion

The study concluded that authoritative parenting style and authoritarian parenting styles have positive influences on the academic performance of students but not students who experience the permissive style of parenting. Again, parenting styles have a significant influence on the academic performance of students and there are differences between the academic performance of students with authoritative parents and those with authoritarian parenting styles. Inclusion Authoritative parents were very accommodating, responsive to their children's feelings, encouraged their children to speak freely their mind, explain to their children their expectation, complimented their children, respected their children opinion and were concerned about their welfare. Authoritarian parents explode, spank, yell and were strict with their children, and could also use threats as a form of punishment. These parents could also criticize openly the behaviour of their children and could struggle to change how their children felt about things. It can therefore be concluded that permissive parents found it difficult to discipline their children, spoil their children and ignore their bad behaviour. This parenting style has a bad influence on the child's academic performance and the more permissive a parent was, the less likely their children was to perform well in class. Those neglectful parents were not concerned about their children's welfare either in class or social development and this could harm their children's academic performance.

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