

IMPACT OF PARENTING STYLES ON ACADEMIC ACHIEVEMENTS OF UNIVERSITY STUDENTS IN BAHAWALPUR

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ARTICLE INFO

Article History:

Received: March

Revised: May

Accepted: June

Available Online: June

Keywords:

Parenting Styles, Academic Achievement, University Students

JEL Classification:

A2, A29

ABSTRACT

This study intended to explore the impact of different parenting styles on academic achievements of the university students. Randomly selected 91 male and 109 female students from different departments of the Islamia University of Bahawalpur were participated in the study. The data was collected with their consent through two scales. The first scale was parental Authority Questionnaire Revised version used to measure Parental authority. Second was Academic Performance scale which used to measure academic performance of students. The results were derived through statistical analysis of the data, using SPSS software. As hypothesized, it was found out that the authoritative parenting style boosts the academic achievements of the university students. Parenting styles also have significant impact on the academic achievements. Gender and family system was found significantly different but the locality of the students was insignificant. Present research has contributed in gaining the deeper understanding of the constructs under study.

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1. INTRODUCTION

The contribution of parents is a unique orthodox and obligation to the children and it is also a social requirement. It is usually acknowledged that without the affirmative collaboration of family, it is absurd to expect the higher levels of educational achievements in today's challenging society. In common sense, we could think contribution of parenting as the dynamic support in all parts of their kids' emotional, social and educational growth. Parental contribution can be a lever to boost the educational achievements (Castro et al., 2015).

The theoretical background of this study is linked with the social development theory presented by Baumrind. Initially three parenting styles are identified by this theory, namely authoritarian, authoritative and permissive. These styles include a mixture of approval and receptiveness on the one side and dictatorship and dominancy on the other side. The most mature children are reared by the demanding, dominating and communicative parents (Baumrind, 1967). Parenting is not an easy job; it is the most challenging one in the universe. So it is very crucial to adopt the most suitable parenting style to up bring the child to a sophisticated and successful human being. A study conducted on 627 teenagers, found out through the analysis of variance that the parenting styles significantly affect the teenager's behaviors (Mbua & Adigeb, 2015). It was stated that the most balanced parenting style is authoritative, where parents understand the feelings of their children and involve them in decision making. (Santrock, 2007).

Parenting style and academic achievements of students shares a strong bond, poor parenting can result in lower academic achievements. A systematic review was conducted to scrutinize that how academic outcomes are influenced by different parenting styles? The review included 15 most relevant studies about academic outcomes and parenting styles. All studies contain the sample having homogeneous demographic characteristics. The review found out that the authoritative parenting style is the most balanced one among others (Banerjee & Halder, 2020).

In mainland China, a study conducted on 301 high achiever university students who are successful in a higher education Chinese exam named Gaokao, to find out their perceived parenting styles and its relation with their educational achievement along with other variables. A careful analysis revealed that their academic motivation is significantly correlated with the seven parenting dimensions (which are identified by the researcher), four dimensions are related to fathers and three related to mothers (Han, 2020). In the context of Pakistani culture, a very similar systematic literature review was found. Thirty-nine articles from seven databases were included in this literature review. All the included researches contained both parenting styles and academic achievements of adolescents. It was found that the authoritative parenting style is most suitable one to enrich the academic achievements of the adolescents. The study also suggested that the parenting styles need to be studied inter-culturally for more understanding (Masud, Thurasamy, & Ahmad, 2015).

Due to the rich available literature on this topic, a meta-analysis was also conducted to assimilate the results of 308 observed studies containing the link between parenting style dimensions and academic achievements of the children and adolescents. In both contemporary and longitudinal studies, authoritative parenting style was found connected with enhanced educational performance, along with other variables (Pinquart, 2016). As far as the cultural diversity is considered, an Iranian study was also found on parenting and academic achievements. The study lacks the gender diversity and conducted only on 341 adolescent girls, 341 mothers and 20 teachers. The whole sample of 702 was unisex, including only females. The results have found 36% variance in the academic achievements of the adolescent girls. A positive correlation was found among authoritative parenting and academic achievement while no association was found with the remaining two parenting styles (authoritarian and permissive) (Amani, Nazifi, & Sorkhabi, 2020).

1.1 RATIONALE OF THE STUDY

Most of the literature showed that the academic achievements and parenting styles are studied on the school going children. In western countries, children move to the independent life after school. They no more live with their parents so the western literature is bound to school going children only. But, in Pakistani culture, children and parents mostly live together for longer period of time. In most cases they stay together until the children become financially independent after completing their higher education. So the parenting style may also effect the academic achievements at the higher levels of education. So the rationale to conduct this research is to examine the impact of parenting styles on the academic achievements of university students. Including the university students as the sample will add the new dimension to the existing literature.

2 RESEARCH METHODOLOGY

2.1 Research Design

The present study was a quantitative in nature based on correlational research design. Survey method was used for data collection.

2.2 Sample

The population of the study was university students. 200 university students were selected for participation through Simple random sampling technique. Students from the Islamia University of Bahawalpur participated in the study.

2.3 Instruments

For collection of the data, the following standardized scales were used:

1. Parental Authority Questionnaire (Revised) (PAQ-R)
2. Academic Performance Rating Scale (APRS)

2.3.1 Parental Authority Questionnaire (PAQ)

The PAQ-R was developed by Reitman, Hupp, and Altobello, (2002). It was used to evaluate young people's perceptions of the parenting styles of their parents. Four major parenting styles were measured: authoritative, permissive authoritarian and neglectful. There are 49 items that each reflected behavior of their parents. It was scored by a Likert scale of 5 points. These items are divided into three parts: 21 authoritarian questions, 18 authoritarian questions and 10 permissive questions.

2.3.2 Academic Performance Rating Scale (APRS)

Academic performance rating scale (APRS) was developed by Du Paul, Rapport & Perriello in 1991. A 19-point rating scale was developed to reflect the perceptions of teachers of the academic achievement of students and the skills in classrooms. The items covered were the performance of work in different fields (e.g., "For the students to estimate the percentage of written math work done"), academic success (e.g., "How is this child's quality of reading skills?"), behavioral control in academic situations (e.g., "How often does the child begin to write work prior to understanding the guidelines) and attention to a particular direction. Seven APRS items were reversed.

2.4 Procedure

After all ethical considerations, including the permission for the use of scales was ensured. The questionnaires were given to the participants after taking their formal informed consent. Participants were informed about their rights and ethical responsibilities. The surveyed questionnaires were then collected and scored for data analysis.

2.5 Objectives

The research has the following main objectives:

1. To explore the impact of different parenting styles on academic achievements of university students.
2. To find out differences in demographic characteristics (e.g. gender, locality and family system) in terms of parenting styles and academic achievements of university students.

2.6 Hypotheses

1. Authoritative parenting style will be positively while authoritarian and permissive parenting styles will be negatively correlated academic achievements of university students.
2. There would be an impact of parenting styles on academic achievement among university students.
3. There would be differences in demographic variables (gender, locality and family system) in parenting styles and academic achievements of university students.

3 DATA ANALYSIS

Descriptive analysis and psychometric properties of the study measures (Table 1 & 2), bivariate correlation (Table 3), linear regression (Table 4 & 5) and independent sample t-test (Table 6, 7) were computed to analyze the data using SPSS 25 version.

Table 1. Frequency Distribution of Overall Sample (N=200)

Respondent's Characteristics	F	%
Gender		
Male	91	45.5%
Female	109	54.5%
Locality		
Urban	118	59%
Rural	82	41%
Family System		
Combined	85	42.5%
Nuclear	115	57.5%

The above Table 1 shows the frequency distribution of the overall sample of the study variables. In case of gender the numbers of males are 91(45.5%) and females are 109(54.5%). Whereas the distribution on the basis of locality includes 118(59%) urban and 82(41%) rural locality respondents. However, the distribution of Family system is based on combined and nuclear family system. No of respondents of Combined family system is 85(42.5%) while the nuclear family system respondents were 115(57.5%).

Table 2. Psychometric Properties of the Study Variables (N=200)

Variables	M	SD	Range			
			α	Potential	Actual	Skew
Age	20.71	1.85	-	-	17-29	.70
Parenting Styles	46.58	9.15	.70	15-75	22-75	.35
Academic achievement	25.15	5.66	.71	5-35	5-35	-.43

The Table 2 showed the psychometric properties of the study variables. The Cronbach’s Alpha reliability of Parenting style is .70 and of academic achievement is .71. The above results showed that both of scales have good Cronbach’s alpha reliability.

Table 3. Correlation between Parenting Styles and Academic achievement (N=200)

	Parenting Styles	Academic achievement
Parenting Styles	-	.19*
Academic achievement	-	-

*p < .05

The table 3 showed a correlation of parenting style and academic accomplishments. The results in the table showed a positive correlation (r=.19) between Parenting styles and academic achievement which means parenting style plays a positive role in academic achievement.

Table 4. Linear Regression Analysis of Parenting Styles on Academic achievement (N=200)

Predictors	Academic achievement	
	B	95% CI
Constant	19.78*	[16.71, 22.85]
Parenting Styles	.12*	[.05, .18]
R ²	.04	
F	12.31*	

*p < .05 B for Unstandardized regression coefficient, CI for Confidence interval

The results demonstrated that parenting styles has a significant impact on the academic achievement the value of R2 (R2=0.04, p<0.01) predict significant contribution of predictor on outcome variable. Students high on parenting scale scores high academic achievement.

Table 5. Linear regression analysis of the Dimensions of Parenting Style and Academic achievement

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Academic achievement	
						95% Confidence Interval for B	
	B	Std. Error	Beta	T	P	Lower Bound	Upper Bound
(Constant)	1.070	1.135		.942	.033*	1.271	4.580
Authoritative	.742	.164	.323	4.083	.017*	.271	.494
Authoritarian	-.612	.159	-.753	-1.805	.011*	-.240	.413
Permissive	-.484	.177	-.614	-1.173	.026*	-.362	.413
Neglectful	-.772	.189	-.456	-1.5464	.031*	-.488	.565

*p < .05 B for Unstandardized regression coefficient, CI for Confidence interval

The table 5 shows the impact of different dimensions of parenting style on the level of academic achievement. The table depicts that Authoritative parenting style positively effects academic achievement among university students. Whereas, authoritative, permissive and neglectful parenting styles negatively affect academic achievement among university students.

Table 6. Comparison between Male and Female students related to parenting style and academic achievement (N=200)

Variable	Male (n = 91)		Female (n = 109)		95%CI			
	M	SD	M	SD	t(348)	p	LL	UL
Parenting Styles	45.66	8.37	47.66	9.89	-2.03	.04	-3.94	-06
Academic achievement	24.51	5.69	25.90	5.55	-2.28	.02	-2.58	-.19

The table above showed a significantly higher mean for parenting styles and academic achievement among female students than male students. It depicts that female students' academic achievement is slightly more influenced by parenting styles they experienced as compared to male students.

Table7. Comparison between Rural and Urban students related to parenting style and academic achievement (N=200)

Variable	Urban (n = 118)		Rural (n = 82)		95%CI			
	M	SD	M	SD	t(348)	p	LL	UL
Parenting Styles	46.49	9.00	46.47	9.65	.01	.99	-2.17	2.20
Academic achievement	24.88	5.74	25.62	5.437	-1.08	.34	-2.08	.61

The table 7 showed a slightly higher mean for parenting styles and academic achievement among urban students than rural students. It depicts that urban students' academic achievement is slightly more influenced by parenting styles they experienced as compared to rural students.

Table 8. Comparison between students belonging to combined family and individual family related to parenting style and academic achievement (N=200)

Variable	Combined family (n = 85)		Individual family (n = 115)		95%CI			
	M	SD	M	SD	t(348)	p	LL	UL
Parenting Styles	20.0	22.90	20.9	32.3	.038	.00	-7.22	7.50
Academic achievement	11.60	2.06	10.55	3.28	3.03	.00	.37	1.72

The table 8 showed a slightly higher mean for parenting styles and academic achievement among students with individual family system than students of combined family system. It depicts that individual family system students' academic achievement is slightly more influenced by parenting styles they experienced as compared to combined family system students.

4. DISCUSSION OF THE STUDY

The first hypothesis was to find out an impact of parenting styles dimensions (Authoritative, authoritarian, permissive and neglectful) on academic achievement among university students. The results have revealed a significant positive impact of authoritative dimension of the parenting style on the academic achievement. That shows that parents with authoritative parenting style played positive role in academic achievement among university students (Seginer & Vermulst, 2002; Steinberg, Lamborn, Darling, Mounts & Dornbusch, 1994). Whereas, the remaining dimensions authoritarian, permissive and neglectful) of parenting style have negative impact on academic achievement among university students. The above mentioned finding is in alliance with the existing body of knowledge showing a negative impact of authoritarian, permissive and neglectful parenting style on the academic achievement among university students (Seleshi & Sentayehu, 1998).

The study aimed to explore the influence of parenting styles on academic achievement among university students, which was the second hypothesis. The results have shown that the second hypothesis got accepted as significant positive correlations exist between the two said variables. Literature also provides the evidence of relationship between parenting styles and academic achievement (Kashahu, Dibra, Osmanaga & Bushati, 2014).

The third hypothesis of the study was formulated to check the differences related to the demographic variables, including gender, locality and family system. Results revealed that gender and family system have differences related to parenting style and academic achievement among university students. Females students are more influenced by the parenting styles as compared to male students and this in turn effect their academic achievement. Moreover, students belonging to urban areas are more influenced by the parenting styles as compared to the students belonging to rural areas. Furthermore, with relation to the family system, students belonging to individual family system are more affected by the parenting style as compared to the students belonging to combined family systems (Steinberg, Dornbusch & Brown, 1992; Skowron, 2005).

5. CONCLUSION AND CALL FOR FUTURE RESEARCH

The study clinched that parenting style plays an important role on the academic achievement among university students. It determines the rate of achievement and thus serves as an influencing force. This study showed that indigenous characteristics also differ in terms of parenting styles and academic achievement. The present research has a significance of adding beneficial findings to the available literature on parenting styles and academic achievement. Like all studies, it also has some limitations, which include the restricted area for sample determination. Further researches can be carried out on a broader spectrum with inculcation of moderating and mediating variables.

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