

Perceived Parental Behaviour as Related to Student's Academic School Success and Competence

Aishwarya Raj Lakshmi and Meenakshi Arora
Banaras Hindu University, Varanasi

The present study is an attempt to investigate the perceived parental behaviour and its relationship with academic school success and academic competence. The sample comprised of 500 High School students (250 male and 250 female). The subject were administered Adolescent's Perception of Parental Behaviour Questionnaire (APPBQ) developed by Arora, Sinha and Lakshmi. A School Success was assessed by marks obtained in High School Board Examination. Academic Competence Scale was also developed by Arora and lakshmi. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. However parental control (psychological and behavioral) showed negative relationship with academic success and competence. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence.

The child rearing attitudes or parental behaviour may be discussed in terms of many different dimensions such as- acceptance, affection control, warmth, permissiveness, restrictiveness and demandingness. Typically warmth and control are thought to be the most important ways in which parents influence the development of their offspring or children (Maccoby & Martin, 1986). After conducting extensive research (Rohner; 1986, Rohner & Rohner, 1981) reported major parenting dimensions in different human societies. These dimensions are parental control (permissiveness-strictness) and parental warmth (acceptance-rejection).

For the past 20 years Baumrind conducted a series of researches to identify the parental behaviour and its association with children's behaviour. She obtained two major dimensions such as demandingness and responsiveness which are pertinent in the understanding of parenting style. Demandingness is defined as the amount of degree of control the parents attempt to exert over the child. Parental responsiveness defined as the frequency

of parental interactions. It also refers to being sensitive to children's needs, warmly supportive of their efforts and broadly interested in what they are thinking, feeling and doing.

Baumrind (1967) tried to conceptualize three global styles of parenting. According to her, authoritarian parents were those who had strict ideas about discipline and behavior which were not open to discussion. They attempted to shape, control and evaluate the behaviours and attitudes of their children in accordance with an absolute set of standards. They emphasized obedience and respect of authority, work tradition and the preservation of order. Verbal give and take between parents and children was discouraged. Authoritative parents were those who have ideas about behavior and discipline which they were willing to explain and discuss with children. Parents expected mature behavior from their children. Authoritative parents were also warm and supportive. They expect appropriate behavior. They encouraged bidirectional communication and verbal give -and -take. Permissive parents were those

who had relaxed ideas about behavior and discipline, who were tolerant, who rarely used punishment and tried to avoid using restriction and control when possible.

Researchers demonstrated that adolescents whose parents were accepting, firm and democratic (i.e. authoritative) scored higher in measures of academic performance. They also found that both authoritarian and permissive parenting styles were negatively associated with grades (Baumrind, 1978; Dornbusch et al; 1987; Lamborn, et al; 1991; Steinberg et al; 1989; Steinberg et al; 1992; Taylor, Hinton & Wilson; 1995). Other group of psychologists also reported that variables such as parental belief systems, expectations, styles and behavior pattern are related to academic outcomes in children (Dornbusch, Ritter, Leiderman, Roberts & Fraligh, 1987; Grolnick & Ryan, 1989). Using adolescent report, Lamborn et al (1991) suggested that adolescents who described their parents as either neglectful or indulgent had lower grades than adolescents from authoritative homes. They also scored lower as did adolescents from authoritarian families on self perceived academic competence.

Some studies showed that greater parental control was associated with poorer performance (Kagan & Moss, 1962., Morrow & Wilson, 1961; Shaw & Dutton, 1962., Walters & Stinnett, 1971). However, studies by other researchers showed a positive relationship between parental control and academic achievement (Backer, 1964, Hoffman, Rossen & Lipitt, 1960; Watson, 1934). Keith et al (1993) demonstrated that parental involvement in student's academic lives was indeed a powerful influence on eight grade student's achievement. Srivastava (1995) suggested several aspects of parental behaviors like-love, discipline and dominance had a positive effect on the pupil's academic achievement whereas rejection and punishment had a negative effect. De Bruyn et al (2003) concluded that boys and girls shared the same pathway from maternal disciplinary strategies to school success mediated by child's goal orientations and cognitive classroom engagement. Path analysis revealed moderate associations between parenting and goal orientations. Goal orientations were found to be moderately linked to classroom behavior. Joshi et al (2003) found that parenting style scores were unrelated to college GPA. Some researchers reported that parental attitude of encouragement, parental warmth and

verbalization were positively related with academic competence (Padhi & Desh, 1994; Wagnor & Phillip, 1992).

Earlier researches as well as the available longitudinal studies were unable to determine the impact of parental behavior on academic success and competence as there were controversial findings. In the present investigation we wish to understand the facilitative impact of parental behavior on academic success and competence.

Method

Sample

The sample consisted of five hundred (250 male and 250 female) High School students. The sample was selected by the stratified random sampling from recognized schools of Varanasi city.

Tools

The following tools were used to achieve the objectives of the present study.

1. The Adolescent's Perception of Perceived Parental Behavior Questionnaire (APPBQ). The APPBQ was developed by Arora, Sinha and Lakshmi (Lakshmi, 2002) to measure the parent – adolescent relationship. The questionnaire consists of four sub scales. The total number of items in the questionnaire are 40, which are to be rated on 4-point scale ranging from strongly agree to strongly disagree. These sub-scales are: (i) Perceived Parental Acceptance Scale (ii) Perceived Parental Encouragement Scale (iii) Perceived Parental Psychological Control /Autonomy Granting Scale and (iv) Perceived Parental Behavior Restriction Scale. Internal reliability of the APPBQ was calculated by alpha-coefficient ranged from 0.55 to 0.78 for paternal behaviour scales and ranged from 0.59 to 0.76 for maternal behavior scales

2. The marks were the indicator of School Academic Records which were obtained from official school records.

3. Academic competence scale was also developed which consisted of 4 items which were to be rated on 3-point scales. Reliability of alpha-coefficient was calculated which was found to be 0.94 (Lakshmi, 2002)

Results and Discussion

Coefficients of correlations were used to study the relationship of perceived parental behavior scores with academic school success and competence scores.

Table 1. Coefficient of correlation between all dimensions of parental behavior scores and academic school success for both male and female students

Maternal Behaviors	Male N=250	Female N=250	Total N=500
Acceptance	.03	.09	.08*
Encouragement	.10	.13*	.14**
Psychological control/ Autonomy Granting	-.15*	-.06	-.09*
Behavior Restriction	-.05	-.10	-.09*
Paternal Behaviors			
Acceptance	.07	-.09	.08*
Encouragement	.12*	.10	.14*
Psychological control/ Autonomy Granting	-.09	-.07	-.08*
Behavior Restriction	-.12*	-.09	-.15**

*P < .05 **P < .01

As shown in Table 1 the correlations of all dimensions of parental behavior scores with academic school success scores were significant

for the total sample. Maternal encouragement scores were significantly and positively associated with school success in female groups. So far male group is concerned school success was negatively associated with maternal psychological control and paternal behavioral restriction but was positively associated with paternal encouragement.

A further verification of relationship was also made by the extreme quartile group comparison. For this purpose Q_3 and Q_1 for both maternal and paternal behavior scores among male and female subjects were computed separately. For both groups, those who scored above Q_3 were termed as high scorers on parental behaviour and those who scored below Q_1 were termed as low scorers on different parental dimensions. The mean scores of each of the two groups on school grades and academic competence were calculated separately for each parental behaviour and significance of differences were tested by t-test.

Table 2. Significance of Difference between High and Low Parental Behavior Groups on Academic School Success Scores.

Parental Behaviors	Male Gr								
		N	M	SD	t	N	M	SD	T
Psychological Control / Autonomy Granting	H	74	259.43	77.62	2.76**	76	268.72	76.93	2.19*
	L	66	298.04	87.07		76	298.14	90.76	
Female Acceptance	H	76	338.79	65.31	1.22	66	349.35	66.42	2.05*
	L	56	325.75	57.27		68	326.82	60.59	
Encouragement	H	65	345.91	55.99	2.75*	63	349.06	57.57	2.87**
	L	79	319.94	56.76		94	321.57	60.54	

*P < .05 **P < .01

As revealed in Table 2 males who reported low parental (both maternal and paternal) psychological control scored significantly higher on academic success than those males who reported high parental psychological control. So far female students are concerned high paternal (only father)

acceptance group scored significantly higher on academic success than those females who reported that they received low paternal acceptance. High parental encouragement groups reported higher grades than low parental encouragement group.

Table 3. Coefficient of correlation between all dimensions of parental behavior and academic competence scale

Maternal Behaviors	Male N=250	Female N=250	Total N=500
Acceptance	.13*	.13*	.10*
Encouragement	.06	-.01	.00
Psychological control/ Autonomy Granting	-.04	-.15*	-.10*
Behavior Restriction	.06	-.08	0.1
Paternal Behaviors			
Acceptance	.17*	.09	.12*
Encouragement	.04	.01	.00
Psychological control/ Autonomy Granting	-.07	-.14*	-.10*
Behavior Restriction	-.02	-.02	-.02

*P< .05 **P<.01

Table 4. Significance of difference between high and low parental behavior groups on academic competence scale

	Parental Behavior Gr	Male				Female			
		N	M	SD	t-Value	N	M	SD	t-Value
Acceptance	H	74	10.09	1.41	1.99*	72	10.24	1.37	2.87*
	L	67	9.62	1.38		72	9.54	1.53	
Psychological control/ Autonomy Granting	H	72	8.85	1.26	2.32*	73	8.86	1.31	2.21*
	L	70	9.40	1.32		76	9.34	1.34	

*.P<.05, **P<.01

From Table 4 it may be seen that those males who perceived high parental acceptance showed higher academic competence as compared to those males who perceived low parental acceptance. It has been also observed that females who reported low psychological control scored significantly higher on academic competence as compared to those females who reported high parental psychological control. On the basis of the obtained results, males scored higher on academic competence scale than females while females showed better academic school success than males.

Overall, it may be stated that academic success is positively related with parental acceptance and encouragement but negatively associated with parental control (both psychological and behavioral) which suggests that parental acceptance and encouragement have a facilitative

An observation of Table 3 reveals that parental acceptance was significantly and positively associated with academic competence but parental psychological control was significantly and negatively associated with academic competence for the total sample. Among female group, maternal acceptance was positively associated with academic competence. However, parental psychological control was significantly negatively related with academic competence. On the other hand, among male group parental acceptance was positively and significantly associated with competence.

effect on school success and competence. It has also been observed that adolescents who perceived high acceptance encouragement but low psychological control performed better in school and felt more competent than those adolescents who perceived that their parents were more controlling and less accepting. Our findings supported many earlier findings which demonstrated that greater parental control was associated with poorer performance (Kagan & Moss, 1962; Morrow & Wilson, 1961; Shaw & Dutton, 1962; Walters & Stinnett, 1971). Other researches showed positive relationship between parental control monitoring and academic achievement (Backer, 1964; Fehrman et al; 1987 & Watson, 1934). In contrast, Muller (1993) reported negative effect for parents monitoring their eight graders. Kurdek, Fine and Sinclair (1995) found

that high grade point occurred at only moderate level of family supervision and high level of family acceptance. Wagnor and Phillip (1992) suggested that perceived academic competence was positively related to parental warmth among children. Some researchers also found that authoritative parenting (high acceptance supervision and autonomy granting) was positively related to academic performance (Baumrind, 1978; Lamborn et al; 1991; Steinberg et al, 1992) whereas Dornbusch et al 1987 found that both harsh or authoritarian and permissive parenting styles were negatively associated with adolescent school grades. Prasad (1982) reported that the high achievers described their parents as approving, trusting and encouraging. Adolescents who described their parents as treating them warmly, democratically and firmly were more likely than their peers to develop positive attitudes and beliefs about their achievement and as a consequence, they were more likely to do better in school (Steinberg, Elmen & Mounts 1989). Srivastava (1995) also found that several aspects of parental behaviour like love, discipline and dominance had a positive effect on the pupil academic achievement whereas rejection and punishment had a negative effect.

Thus we can conclude that adolescents who perceived their parents as loving, accepting, encouraging and less controlling (behavioral and psychological) less hostile perform better in school and feel more competent. There are some obvious reasons behind it. If parents who employ non-coercive democratic discipline and encourage to their adolescent children to express individuality within the family and they do not snub their ideas then adolescents are more involved in their studies and perform well as compared to those adolescents whose parents always give adverse remarks on what ever they do and they are not allowed to express their ideas. Therefore, they are more concerned with their parents say rather than what they want. Lack of loving, accepting and affectionate behaviour of parents develop feeling of insecurity and low self confidence. Therefore, it can be stated that parents who are perceived as being more acceptant and using less hostile psychological control tend to have children with higher academic achievement traits.

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Aishwarya Raj Lakshmi, PhD, Banaras Hindu University, Varanasi, India

Meenakshi Arora, Banaras Hindu University, Varanasi, India