

Role of Parenting Style and Self Efficacy in Academic Performance among School Students

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This current study aimed to investigate the role of parenting styles (authoritative, authoritarian and permissive) with self-efficacy in academic performance among school students. The total sample (184) of the study involved 92 parents and 92 school students (male=50 female=42) between the age range of 14 and 16 years along with their parents. The students were assessed with General Self-Efficacy Scale by Jerusalem and Schwarzer with academic achievement level whereas parents were administered with Parenting Authority Questionnaire-R by Rittman et al. The data were analyzed by using Pearson's Product Moment method of correlation and stepwise multiple regression. The results explored that there is significant positive correlation ($r=.35$) between academic achievement and self-efficacy among school students. The results revealed that there is significant positive correlation between academic achievement and authoritative parenting style ($r=.56$) among adolescents whereas authoritarian parents show negative significant association with academic achievement ($r=-.33$). Stepwise regression analysis identified two predictors of academic performance among school students, i.e. authoritative & permissive parenting style which is jointly explained 36% variance in dependent variable (academic performance).

Keywords: Authoritative, Authoritarian, Permissive, Self-efficacy, academic achievement

Adolescence has been known to be a rather challenging developmental stage in the human lifespan for adolescents as well as their parents. Adolescents might begin to question the legitimacy of parental authority and parental supervision (Cumsille, Darling, Flatherty and Martinez, 2009). Thus, it is important to examine the type of parenting style with the level of self efficacy with their academic performance especially in school students. The parenting styles are a set or constellation of behaviors that explain the parent-child interactions over a wide range of situations. It is assumed that it creates an impressive interaction atmosphere (Alizadeh and Andrais, 2002). Conducting the longitudinal studies by observing the

interaction between parents and children, Bamrind (1989,1991) stated that the parenting styles include different, objective, and natural behaviors which parents use to control and socialize their children (Bamrind, 1991).

Adolescents' self beliefs in restraining themselves from engaging in misconduct are determined by their level of self-efficacy. The ability to exercise self-efficacy not only affects adolescents' behavior but also has a major influence on their overall well-being. Self-efficacy allows adolescents to engage in tasks that they believe they can succeed and keeps them motivated. The concept of self-efficacy was first developed by Bandura based on social cognitive theory (Ahmadian,

2005). Bandura defines self-efficacy as a person's ability to perform a specific action in dealing with a specific position. In other words, self-efficacy refers to the judgments of individuals in relation to their abilities to perform a defined action (Yazdani, 2009).

The academic achievement is the scientific progression and rise in specified time situations which can be calculated by final average at the end of school year (Afrooz, 2008). In a study, Afrvooz (1999); Dehgani (2000) showed a significant and positive relationship between parenting styles and academic achievement. The present research study explores the relationship of parenting style and self efficacy with academic achievement of adolescents. Such relationship among the variables with such sample has been studied very less particular in Haryana. The present research would prove essential for better understanding about adolescent's academic performance in school level and how it relates with different parenting styles and self efficacy among school students. The parenting is one of the most effective and the most influential factor in the character of school students with their self efficient level. For this reason, the parenting style & self efficacy are considered as important variable in the study to examine and contribution of these variables in to student's academic performance.

Objectives :

1. To study the relationship between academic performance and measures of parenting style among school students.
2. To study the relationship between academic performance and self -efficacy among school students.
3. To explore whether parenting style and self efficacy significantly predict academic performance among school students.

In the present research, the following hypotheses were proposed

1. There would be a significant association between academic performance and measures of parenting style among school students.
2. There would be a significant association between academic performance and self efficacy among school students.
3. Some measures of parenting style & self efficacy would significantly predict academic performance among school students.

Method

Sample

The present study was conducted on a total sample of 184 including 92 parents and 92 adolescents studying in Standard IX and X. The age range of the adolescent's sample was from 14 to 16 years. The sample was selected by using stratified random sampling procedure from Rewari & Panipat district of Haryana. Offline questionnaires were used to collect the purposive sample.

Tools

Parenting Authority Questionnaire-(PAQ-R), (Rittman et al., 2002)-Parental Authority Questionnaire (PAQ-R) is a parental self report version of the original PAQ, which intended to use with parents of children. The PAQ-R consists of 30 items, 10 items each for three scales representing Authoritarian, Authoritative and Permissive parenting styles. Items are rated on a 5 point likert type scale ranging from 1 "strongly disagree" to 5 "strongly agree". Data were also gathered from another sample and One month test retest reliability were found to be .54, .88, .74 for Authoritative, Authoritarian and permissive subscale, respectively.

The General Self-Efficacy Scale (Matthias Jerusalem and Ralf Schwarzer 1979)- is a 10-item psychometric scale that is intended

to measure optimistic self-beliefs to deal with a diversity of difficult demands in life accordingly. Responses are made on a 4-point scale and then sum up the responses to all 10 items to obtain the final composite score with a range from 10 to 40. In samples from 23 countries, Cranach's alphas ranged from .76 to .90, with the mainstream in the high .80s. This scale is one-dimensional. The total score is calculated by finding the sum of the all items.

Academic Achievement: Academic Achievement of the students was taken as the average percentage of marks obtained by the students in previous two years in annual examination conducted by their respective schools and board.

Procedure

In the initial stage, the participants were contacted in their respective classes and their willingness to participate in the study was obtained. The subjects (adolescents) were first administered the Self Efficacy Questionnaire and their final board examination (10th class) results excluded as level of academic achievement. Parenting Authority Questionnaire (PAQ) was administered on parents of the same adolescents. All the subjects were assured that their responses would be kept confidential and would not affect their overall performances in the school.

Results and Discussion

The first objective of the study was to see the association between academic performance of the school students and measures of parenting style of the parents. For this purpose Pearson r was worked out.

Table 1. Correlation between academic performance and parenting style

	Authoritative	Authoritarian	Permissive
Academic performance	.56**	-.33**	.12

** Correlation is significant at the .01 level (2-tailed).

Correlation between academic performance and parenting styles which is significant at .01 level. Given the correlation value ($r=.56$), it can be concluded that there is a significant positive relationship between academic achievement and authoritative parenting styles. Authoritarian parenting style and academic achievement had a negative significant relationship ($r = -.33, p < 0.01$) Permissive parenting style had no statistical significant relationship with academic achievement ($r = 0.05, p > 0.01$). It can be inferred that there is significant positive correlation between academic achievement and authoritative parenting style whereas negative relationship explored between academic achievement and authoritarian parenting style. The results clearly indicate that school students who have authoritative parents they are better in academic achievement and vice versa. Authoritarian parents correlated negatively in adolescent's academic performance as a result highlight on these parenting style students has low level of academic achievements.

Table 2. Correlation between academic achievement and self efficacy

	General Self Efficacy
Academic Achievement	.35**

** Correlation is significant at the .01 level (2-tailed).

Table no-2 shows correlation between academic achievement and general self efficacy ($r = .35$) which is significant at 0.01 level. It can be inferred that there is significant positive correlation between academic achievement and general self efficacy. It shows moderate positive correlation between both variables. The adolescents who are high on self efficient level explored high academic achievement level and vice versa. These findings are consistent with the research findings of Farhana et al. (2011) and Dehghan (2000).

The family environment impacts on children's academic success more than their IQ. In general, difference and conflict in family, education and parenting styles, expectations and aspirations of families, and their attitudes to learning and education are family factors impact directly or indirectly on the success rate (Mehr Afza, 2004). According to the findings of this study and research in the field of parenting, it can be seen that the parenting styles are important factors in academic success.

A number of studies in Indian settings Joshi, Sharma and Mehra (2009); Sharma and Joshi, (2010); Sharma, Sharma and Yadava (2010), Sharma, Sharma and Yadava (2011), also found similar results in the research related to parenting styles and behavioral problems with adolescent's academic performance in India and abroad (Bartholomae, & Mckenry, 2000; Boon,2007; Hickman, & Qazi, 2009). The findings of current study received the support from some other studies (Theresya, Latifah, & Herna wati, 2018; Singh, Sharma & Ram,2022).

Stepwise regression is the most appropriate path to the predictions equation

when one is interested in identifying a subset of potent predictors and eliminating those, which do not provide additional predictions to the predictors already entered. Stepwise regression analysis was applied on data as one of the main objectives of the study was to obtain the predictors of academic performance among school students. The analysis revealed that two significant predictors of academic performance with an overall multiple R of .59.

Authoritative parenting style being most pertinent predictor of academic achievement as it entered the equations at step one. The R for this variable equals to .553, while (34.42), it is significant at .0001 probability. Permissive parenting appeared on the second potent predictor which entered at step two and multiple R increased to .596 with the entry of permissive in the equation after Authoritative parenting style. The F ratio computed for the significance of multiple R, at step two, equals to 5.85 which is significant at .001. The results to stepwise regression analysis revealed that these two variables significantly predict (36%) academic performance of school students.

Table 3. Predictors of academic achievement among school students as shown by stepwise multiple Regression

Predictors	Multiple R	R Square	R Square Change	β	F	P<
Authoritative parenting style	.553 ^a	.31	.31	.621	34.42	.0001
Permissive parenting style	.596 ^b	.36	.05	.232	5.85	.001

The current findings received support from recent study by Ugwuanyi, Okeke and Njeze (2020). Results showed that parental support ($r^2 = 0.41$) and parenting style ($r^2 = 0.16$) play significant roles in learner performance in Physics. Durisiae and Bunijevac (2017) found that increased parental involvement leads to an increase in student success and to an improved school

climate. Authoritative fathers and mothers have youths who exhibit high levels of prosocially behaviors, and who report higher academic self-efficacy and better academic achievement (Carlo et al. 2018). Kim (2020) also acknowledged that there is a positive relationship between parental support and achievement of learners in school. Howard et al. (2019) found that parental behaviour

and involvement had significant predictive relationships with academic success. Akomolafe and Adesua (2016) found a significant positive relationship between parental support and students' academic performance. The academic achievement of adolescents is a function of parental involvement that predicts their academic success (Ming-Te and Sheikh-Khali 2014).

Conclusion

According to the findings of this present study it can be seen that the parenting styles and self efficient level are important factor for the academic achievements of school students. The present research suggests that those adolescents who have authoritative and permissive type of parenting as result, these children explored high academic performance and vice versa. Parents should be creating an environment where the responsiveness as well as the positive parenting for their children would be helped to enhance the academic growth in children.

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