



RESEARCH PAPER

Effect of Parenting Styles on Students' Academic Achievement at Elementary Level

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ABSTRACT

The study intended to find out the effect of parenting styles on students' academic achievement. Current study was quantitative in nature. All elementary level enrolled students at government schools in the province of the Punjab made the population of the study. Multistage sampling was used to select the sample from four districts of one division (Sargodha) of the Punjab province i.e., Sargodha. A sample size i.e., n=960; students and their parents were participated in this study. Research scales i.e. Parenting Styles Dimension Questionnaire (PSDQ) was adapted to analyze and measure parents' parenting styles and an achievement test was developed to measure the academic achievement of the elementary students. After pilot testing, reliability coefficient Cronbach Alpha values for PSDQ and achievement test were 0.67 and 0.71 Data was collected and analyzed using frequencies count, percentages, mean scores and one way ANOVA. Major findings of the study were; Majority of the parents had authoritative parental style, a handsome number of parents keep connection of warmth and support with their children, show intimacy, focus on discipline, do not grant autonomy to their children, do not indulge with their children and as well as a handsome number of students were confident during their studies and study, further, found that parental style had positive relationship with academic achievement. Recommendations were made on the basis of findings and conclusion such as arrangement of Parents Teachers Meetings (PTM's), parents' training, provision of incentives and facilities to motivate families might be an inclusive component of elementary education program.

Introduction

Family is an environment where children acquire essential skills such as decision making, responsibility, respect for others, representation of love and to begin their first education (Dil & Bulantekin, 2011). Parents practice different methods (based on different attitudes and behaviors) to raise their children. Parents' attitudes and behaviors can be changed according to their social and psychological status, personal characteristics, the

characteristics of their offspring, and the behavior displayed by the child. All above variables cause parents to show different forms of behavior that formulate their own parenting style. Parenting styles are defined as behavioral patterns that are practiced by elementary caregivers when interacting with their children (Besharat, Azizi, & Poursharifi, 2015).

Moreover, parenting styles play a key role towards the children development in all perspectives, such as social, emotional and educational. According to Kordi & Baharudin (2018) and Akbar, Asrar, Younes, Chisthi (2015) parenting style is a psychological arrangement that characterizes the strategies which are commonly practiced by parents to raise their children that includes the attitudes and behaviors of parents. Parenting styles affect child's self-development, self-esteem and academic performance (Brown & Iyengar, 2008). Parents use different parenting styles to make their children excel and succeed in life. Many studies advocate that academic performance of a child can be improved or declined depending upon the parental style (Spera, 2005). It is noted that parenting style has been related to the overall development i.e., cognitive, emotional, societal and academic of the children, teens and adolescents (Steinberg, et al, 1994). In literature, it is worth mentioning that Parental styles are conceptualized as the parental attitudes toward the child and also known for creating an emotional environment in which the parental behavior is articulated (Darling & Steinberg, 1995).

Generally, three types of parenting styles are practiced by parents namely authoritative, authoritarian and permissive. According to schneider, Small and Tsay (1997) skillful parents always express amicable bond with their children. It is noted that Berk as cited in Alarcon (1997) has stated following categories of parenting styles Authoritative – responsive and demanding style , Authoritarian – demanding with low level of responsiveness and Permissive – opposite of authoritarian style. These three dimensions (3D's) affect parents' success in educating their children, although they have not been clearly traced but only mentioned in the study: unresponsiveness (versus responsiveness), undemanding (versus demanding) and granting autonomy to children (Assefa & Sintayehu, 2019). All three dimensions were determined in relation to the child's outcomes. However, in a subsequent study by Baumrind (1996) and Ambachew, Amare and Geleta (2018), treatment autonomy was provided as a factor that may be due to the other two dimensions.

Responsiveness can be perceived as compassion and is seen where parents take an active part in children life with a manifestation of upbringing and commitment, show real interest in, listen to and always support the child's chosen task towards their aims and goals of life. (Amponsah, Milledzi, Ampofo & Gyambrah, 2018)

On the other hand, Demandingness can be perceived at the level of parental control over their children with clear or indirect set guidelines for their behavior and at the levels at which they enforce. (Jaiswal & Choudhuri, 2017)

Table 1
Parental Style VS Responsiveness level/ Demandingness

Responsiveness Level	Demandingness level(High)	Demandingness Level(low)
High level Responsiveness	Parenting Style(Authoritative)	Parenting
Low level Responsiveness	Parenting Style(Authoritarian)	Style(Permissive)

The Authoritative Parenting Style

According to Baumrind (1991), the authoritative parenting style represents high in both responsive and demandingness. Authoritative parents enforce rules and prescribe limits on certain behaviors, such as often consulting the children's opinions before making a decision and allowing their children to make their own decisions along with parents' permission and guidelines. Authoritative parents are demanding and praise their children for verbal communication based on debates, describe (logically and systematically) the reasons for their plans (Grobman, 2003; Seid & Mikre, 2008). Moreover, Authoritative parents always validate exposed communication with full joy, praise and help their children when required. Meanwhile, Authoritative parents manage their children's activities rationally. Additionally, Parents are considered to have full authority to punish their children (verbally and physically) for deviating procedures.

The Authoritarian Parenting Style

Baumrind (1991) specified that a parents who follow authoritarian style, have high demandingness level with low responsiveness. Whereas, Parents only show little bit of attachment and always try to control their children's behavior, have high expectations for their children, practice a strict approach to control, punishment and rules, and do not permit their children doubt their actions. The authoritarian parents sternly control their children behavior and demand absolute compliance from their children (Seid & Mikre, 2008). Parents adopt authoritarian style that is likely to have poor academic performance. Parents who practice authoritarian parenting style set many rule. Meanwhile, have low level of responsiveness to their children.

However, parents who are very cognizant and usually they do not believe in their children's academic performance. Further, such parents make rules and children do not allowed to inquire about rules and raise queries. Such parents pledge with their children to inform at home before doing any activity outside the home and they use to communicate with their children in a tremendous rough way. It is further noted that children activity is carefully monitored by the authoritarian parents and they ensure the provision of an orderly environment at home (Baumrind, 1991), however, on the other hand it is asserted that authoritative parents are not responsive and most often they are known to discourage open communication. Further, Authoritarian parents often exhibit fear to lose control over their children (Ballantine, 2008)

The Permissive Parenting Style

Parents with permissive styles have low demandingness but high responsiveness. Permissive parents are affectionate and control their children indirectly. Therefore, they set less rules and precise limits for their children. Further, permissive parents are very polite and stoic, meet the requirements of children, show behavior towards children as individuals mature, and can determine their direction. Such parents are not keen in activities and allow their children to be independent. Usually, the permissive parents better strengthen the needs. Normally, they assign less responsibilities and tasks to

perform (Grobman, 2003). These parents' stimulate their children physically and psychologically. In the way, it carries impact on children academic development (Bigner, 2006). Usually, parents ponder their children's academic achievement as an indicator of their successful life. More specifically, Harvey and Jacobs (2005) specified that one of the significant contributors to academic achievement of students in institutional surroundings is the parenting style.

Permissive parenting style is a not demanding pattern and child-centered. Understanding parents usually exhibit acceptance to child's impulses, wants, and actions are known as permissive. Such parents consider self-regulation. Permissive parents, most of the time are not punitive and avoid over supremacy to achieve their means (Baumrind, 1996). Likewise studies report that usually these are permissive parents who exhibit low or high warmth and low control and they may have low self-control, set few limits, show potential lead for the children with poor self-regulation (Chipman, et al. 2000, Lambora et al., 1991). While, the permissive parenting style is known to have too little advice and much freedom with little control of the children that results in very low self-esteem in children. This, in turn, such children shows more dependence on others, uncontrolled impulses and unable to show courage and challenge acceptance when needed.

Literature Review

Literature reported that psychological well-being of the child and their increased self-esteem is linked with parental structure, style and support. Their interaction bring result in positive outcomes while on the other hand adverse and negative outcomes like depression, anxiety, aggression, and suicide are linked with permissiveness, parental rejection and rigidity (McKinney et al., 2016; Nunes & Mota, 2017). Likewise, increased moral development and pro-social behavior is linked with discipline focused on effective communication and conflict resolution strategies. Whereas emotional and behavioral problems are associated with discipline practices that are characterized by over focused control (Flouri & Midouhas, 2017; Pinquart, 2017).

Whenever literature discussed the parental style it also focused on knowing the factors that help design and develop the parental style. It may include both psychological and social factors like in many research studies it is noted that parental psychology is strongly connected with child psychology (Antunez et al., 2018; van der Pol et al., 2017). It is mentioned in one recent research that there is a need to give more attention to parents than children when studying parental styles. On the other hand it is focused that less research has found that how factors influence outcomes among children (Haller-Haalboom et al., 2014). Research studies proposed that an inactive and passive parent with same gender, compared to the opposite gender, can be of a greater risk, perhaps because of probability of modeling (Patock-Peckham et al., 2001).

It is therefore, known that social learning theory pointed out that there are several factors including perceived similarity towards what children look for the most relevant model (Bandura & Walters 1963). It is also noted in the literature that biological behavior of the parents also placed as most related model presenting the impact of their same-gender parent and factors affecting this (Patock-Peckham et al., 2001). Although, research

frequently examine parenting style, discipline practices and parental psychology but within the context of emerging adolescent is ignorant in most studies.

However, parents choose their discipline strategies within parenting style. It is asserted by Bunnim(1997) that corporal punishment (power assertion), expressing dislike of the child (love-withholding), and explaining rules and consequences (induction) is the classification. Negative influences on children such as violent behavior and disturbing problems are associated with power assertion and love withdrawal(Flouri & Midouhas, 2017; Kochanska & Kim, 2013), whereas moral development and negative behaviors guilt is highly associated with induction (Patrick&Gibbs, 2012). In one study, meta-analysis established that externalizing problems over time are highly influenced by harsh control and psychological control (Pinquart, 2017).

Similarly , it was found that emotional and behavioral problems over time are predicted by harsh discipline predicted in both high- and low-risk children(Flouri& Midouhas (2017). The type of discipline chosen also depends upon the gender considerations of both children and parents. It is , further, noted that among parents these are mothers who tend to use more inductive discipline, whereas , fathers are known for the use of more power assertion (Hart et al, 1998). Fathers are known for provision of less discipline as compare to mothers and research suggests that sons exhibit the compliance towards their fathers than that of their mothers (Power & Woolger ,1994). Barnett (2008) found that males rated love-withholding and power assertion more auspiciously than females, whereas induction was rated more positively by females than males. Similarly, Mahoney (2021) found that discipline strategies were used more frequently with sons than with daughters. Likewise daughters receive more induction than sons by the parents when using parental styles.

While discussing the control over child and discipline strategies used by the parents one aspect of a child life is always overwhelming for both parents either mothers or fathers, this aspects is the academic outcome of the children that is most often termed as academic performance or academic achievement in the literature. Literature suggested that parenting styles influence the academic performance, academic outcomes and academic achievement of the children. Many research studies found that direct and indirect effect on children's academic achievement is produced by the parenting styles. The most suitable parenting style to up bring a child is reported as authoritative parenting style in the literature(Chao, 2001). Turner and Heffer (2005) asserted that among college students the major predictor for academic achievement is the parenting style of their parents.

Parents, who show high involvement, encouraging behavior and prefer autonomy to their children results in better academic performance. Weiss and Schwarz (1996) established the pivotal role of parenting styles and told that authoritarian, authoritative and permissive parenting styles usually enable the adolescents to develop positive attitudes. Darling (1999) reported that one of the predictor for intellectual ability, among adolescents is the authoritative parenting style. Pong et al. (2010) reported the association between grade point average of the adolescent and authoritarian and permissive parenting styles of the parents is lower as compared to the authoritative parenting style. The results of another research study by Tiller et al. (1995) exposed that parenting styles like authoritarian and permissive are negatively associated with intellectual development and

achievement of a child. Similarly, Gray and Steinberg (1999) have confirmed that academic achievement is positively influenced by the authoritative parenting styles but it has no relationship with authoritarian and permissive parenting style..

Aunola and Nurmi (2005) indicated that authoritative parents enable their child that they tend to apply self-enhancing attributions also known as adaptive achievement strategies. This may encourage teenagers' self control belief, that in turn enable and enhance child ability and motivation for a school success. Juang and Silbereisen (2002) reported that there is a positive and significant relationship between academic beliefs of children with authoritative parenting variable like compassion, interest and participation in schooling. Such parents involve in the discussion of academic matters with their children. As, there is a significant association between the teenagers academic capability beliefs and school grades and this results in better academic achievement of teens.

A study from Spain reported that permissive/indulgent parenting style enable adolescents to show equivalent or better marks in academic, social, emotional, family and physical performance of peers who belong to authoritative style families (Martineliz & Gracia, 2007). While another research with Spanish school-age children showed that parenting style (sensitive) was not associated with academic achievement but it is more related to school adjustment of the children; meanwhile, academic achievement was negatively related to the parenting style that is coercive in nature (Borass et al, 2018). Although, the theory of the four parenting styles is most popular in the literature, it is noted that evidences from non-western communities proved that Baumrind's model is not fit for all families. Moreover, reports from eight Arab societies revealed that adolescents parental style perception pointed three parenting patterns (controlling, flexible and inconsistent) and these can be combined with the categories proposed by Baumrind (1996).

Similarly, another study by Kim and Doh (2001) found that only 25% of sample of Korean families, justify the parenting categories presented by Baumrind (1996). However, within this 25%, the authoritative parenting influenced more the emerging adults' academic performance. It is obvious, in this research, the connection, differed from maternal and paternal reports, between parenting and academic achievement i.e., adolescents' academic achievement is not significantly associated with mothers' parenting styles. It is apparent that the parenting style influence children and adolescents academic achievement. A reflection of the society, parents belong to is seen in the parenting style, which transfers the expectations, values, behavior patterns, belief system.

Whereas, multiple investigations in parenting styles reports that permissive and authoritarian parenting styles are linked negatively with school performance while on the other hand, an enhanced academic achievement is seen among children who experience authoritative parenting style (Lau & Power, 2020). This pattern of results suggests that promoting school success, it is needed to observe warmth, discipline and clear limits rather than obedience, punitive attitude, and neglect. Additionally, too much freedom and too little advice and control on children, resulting in more self-doubts in children is the outcome of observing the permissive parenting style (Lo et al, 2020). This, in turn, makes them dependent on the others and they feel incapable of controlling their impulses and unable to face complex situations confidently. The present study is an addition to the literature of relationship of parenting style and academic achievement in Pakistan context.

Material and Methods

The study was descriptive and quantitative in nature. Population of the study was enrolled students of class 8th and their parents. Multistage random sampling technique was used to select sample size of 960. The sample size made 10% of the population. The levels of Multistage Random Sampling technique are as follows:

Instruments

A standardized instrument i.e., parenting styles and dimensions questionnaire (PSDQ) by Hart(2001) was adapted with permission to measure and analyze parents' parenting styles and an achievement test (consists of compulsory subjects English, Science and Math) was developed to measure student's academic achievement. Moreover, this achievement test was comprised 60 multiple choice questions (MCQ's).

Data Collection and Data Analysis

Researcher distributed 960 copies of instruments and response rate was 100%. Luckily, Response rate was 100%. Analysis of the data was done using descriptive and inferential statistics.

Results and Discussion

Table 1
Gender wise distribution of parents and students

Gender	Parents		Gender	Students	
	Frequency	Percentage		Frequency	Percentage
Mother	685	71%	Male	480	50%
Father	275	29%	Female	480	50%
Total	960	100%	Total	960	100%

Table 1 represents the distribution of parents and students in the sample with respect to gender. Likewise, there were 71% (685) mothers and 29% (275) fathers in the sample of 960 parents of elementary level students. So, it specifies that mothers were more than the fathers in the sample. Further, 50% (480) male students whereas 50% (480) female students contributed in the sample of 960 students at elementary level. It indicates that male and female students were included correspondingly in sample.

Table 2
Distribution of students with respect to their Grades

Categories/Levels	Frequency (n)	Percentage
A	70	7%
B	651	68%
C	239	25%
Total	960	100%

Table 2 illustrates the distribution of students in the sample with respect to Grades. There were 25% students (239) had grade C, 68% students (651) had grade B and 7% students (70) had grade A in the sample of 960 students at elementary level. Overall, It indicates that majority of students had grade B. Meanwhile, most of the students had grade B or C.

Table 3
Distribution of parents with respect to their Qualification

Categories/Levels	n	Percentage
Elementary	198	20%
Middle	18	1%
Matriculation	218	22%
FA/ F.sc	98	10%
BA/ B.sc	106	11%
Vocational	322	33%
Total	960	100%

Table 3 depicts the distribution of parents in the sample with respect to their qualification. There were 20% (198) parents with elementary qualification, 1% (18) parents with middle qualification, 22% (218) parents with matriculation qualification, 10% (98) parents with F.A/ F.sc qualification, 11% (106) parents with B.A/ B.sc qualification and 33% (322) parents with vocational qualification in the sample of total 960 students. Thus, It indicates that the parents having vocational qualification and of the matriculation qualification in the sample more than the others.

Table 4
Parenting style wise categorization of parents

Parenting style	Frequency	Percentage
Parenting Style(Authoritative)	589	61.4%
Parenting Style(Authoritarian)	245	25.5%
Parenting Style(Permissive)	126	13.1%
Total	960	100.0

Table 4 represents the parenting style wise categorization of parents. There were almost 61% parents (589) who had authoritative parenting style whereas 25.5% parents (245) whose parenting style was authoritarian and remaining 13% parents who had practiced permissive parenting style. Overall, It shows that majority of parents parenting style is authoritative.

Table 5
Academic achievement of students

Grade	n	Percentage in sample
A	303	31.6%
B	193	20.1%
C	394	41.0%
D	68	7.1%
E	2	0.2%

Table 5 depicts that approximately 52 % of the students achieved A & B grades. Meanwhile 41% of students achieved C grade and remaining 7% of all students achieved D and E grades occasionally. Overall, it reflects that more students achieved grade A and B.

Table 6
One way ANOVA among parental styles w.r.t academic achievement

	Sum of Sq,	Mean Sq.	F	df	Sig.
Between Groups	27043.209	13521.604	258.941	3	.000
Within Groups	49973.390	52.219		957	
Total	77016.599			960	

Table 6 shows that there is a statistically significant difference among the mean scores of Academic Achievement of the students at elementary level with respect to their parents parental style as indicated by $F= 960$ with $df= 258.94$ and $p\text{-value}= .000 < \alpha=0.05$.

Table 7
Post Hoc test for the difference of students' academic achievement with respect to parenting style

Parenting Style	Parenting Style	Mean Diff.	St. Err.	Sig.
Parenting Style (Authoritative)	Parenting Style(Authoritarian)	6.643*	.549	.000
	Parenting Style(Permissive)	15.267*	.709	.000

Table 7 indicates the results of Post hoc test Tukey's HSD results. It reflects that the students whose parents were authoritative parenting style have high achievement than the students whose parents were permissive as mean difference 6.643 is significant at $p\text{-value} 0.000 < 0.05$. Similarly the students of authoritative parents have better achievement than the students of permissive parents as mean difference 15.267 is significant $\alpha= 0.000 < =0.05$

Table 8
Relationship between Parenting Style and Academic Achievement of Students

Variables	N	R	Sig. p-value
Parental Style			
Academic Achievement	960	0.659	.000

Table 8 reflects that there is moderate and positive relationship between Parental style and academic achievement of students, which is statistically significant as indicated by $r = .659$,

$n = 960, p = .000 < 0.05$

Discussion

The findings and conclusion of this study highlights the following aspects as a significant difference existed between parenting style and Academic achievement of students. Academic achievement of students whose parents practice authoritative parenting style is better than the authoritarian and permissive parenting style of the parents as Park and Bauer (2002), Attaway and Bry (2004), Slaten (2006), Roche et al. (2007) cited authoritative parenting style highly endorse academic achievement. It is concluded that parents who are authoritative usually sustain their children, encourage them to do well in academics and elucidate the education need in order to develop into a triumphant citizen. It is therefore, offspring, developing in the environment that is authoritative, have better health and elevated accomplishments in curricular and co-curricular activities (Baumrind, 1991). A moderate and positive correlation was found between parenting style and academic achievement of students as research has found a positive and strong relationship between parenting practices and school outcomes (Spera, 2005). In another research, the Pearson correlation analysis showed that authoritative style had a positive and significant impact on academic achievement among teenagers. It was concluded that Adolescents who had authoritative style patents were exhibiting more success in school. A study conducted in Malaysia by Ngu Leh Seng, Hanafi, Taslikhan, (2016) also represented that the authoritative parenting style is the most dominant parenting style which is practiced by parents in their regular routines. Additionally, 10 strict positive features were practiced by authoritative parents' namely caring, communication on daily basis, spend a lot of time, encouragement and assistance, investigate their academic affairs and do not neglect their offspring. The studies explored that when in schools, children may have many new experiences, including physical changes in the body and get influence their emotions and cognition (Antle & Kitson, 2021). Young children try to regulate their emotions and uncertainties by themselves as they going up in the grade levels (Ford et al., 2020). Considering these changing position, the parental role becomes so important that if parents adopt a low level of permissive parenting, their children will be more likely to manage negative thoughts with a clear and appropriate direction, instead of being confused, with more guidance, education, and monitoring, More specifically, Similarly , authoritative parenting style also plays a significant role in the development of the children. Ultimately the findings of the current study also indicate that there is a significant relationship between parenting styles and academic achievement.

Conclusions

The study concluded that there was handsome number of students who achieved A & B grades in the respective achievement test. The study also concluded a significant difference in academic achievement of students with respect to the parental style i.e. authoritative parental style. Similarly, there was a positive and moderate correlation was found between parenting style and academic achievement of the students.

Recommendations

The study made following recommendations on the basis of findings and conclusions of the study i.e., arrangement of Parents Teachers Meetings (PTM's), parents' training, provision of incentives and facilities to motivate families might be a prime factor in teaching learning planning and practices. Future research might be taken up with heterogeneous sample to replicate results, like various regions, private sector, students with various age level and education level. It may be recommended that a longitudinal study may be carried out to explore the relationship between parenting styles and academic achievement of the students.

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