



RESEARCH PAPER

Parenting Styles and Academic Self-Concept of Students

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ABSTRACT

Major objective of the study was to find out the relationship between parenting styles and academic self-concept and major hypothesis of the study was of no significant relationship between parenting styles and academic self-concept. All the students of the 8th class studying in all the government schools at province Punjab and their parents were included in the population-I and II. Four districts of Punjab (Sargodha, Khushab, Rawalpindi and Jhang) were randomly selected. Sample was selected through Multistage Sampling technique (n=960: students and their parents). Parents were approached through their children. Research scales i.e. Parenting Style Dimension Questionnaire (PSDQ-32) and Academic Self-Concept Questionnaire (ASCQ) were adapted to measure the independent & dependent variables of the study. After pilot testing reliability coefficient Cronbach Alpha values for PSDQ, and ASCQ were 0.71 and 0.67 respectively. Data was collected through self-visits. Analysis was done through mean scores one way ANOVA and Correlation to analyze the data. Major findings were; majority of the parents had authoritative parenting style, a handsome number of parents had kept connection of warmth and support with their children; had not regulated and had not indulged with their children; had not granted autonomy, intimidated physically to their children; had disciplined their children. Recommendations were made on the basis of findings and conclusion such as Parents Teaching Meetings (PTM's) should be arranged, extended family resources should be developed, media campaigns should be launched by higher authorities to equip parents with knowledge and skills.

Introduction

It's agreed upon notion that parent's home is the first institution for children whereas parents build their foundation by playing the role of mentor and similarly the children act like trainees. Children are greatly influenced by parents positively or negatively because they spend majority of their time with them. Therefore, parents affect attitudes, behaviors, thoughts, and values of the children life. Parents also have highly prominent part in the development of their children and mold their off springs through inspiration to live a successful life in this world (Ooi, Choi & Husna, 2015).

Parenting can be described in two modules likewise, parenting responsiveness and demandingness (Ooi, Choi, & Rabeatul Husna, 2015). Parenting styles are categorized on the basis of levels of parenting demandingness i.e. command, control, adulthood demands etc. and responsiveness i.e. participation, acceptance and warmth etc. Further, parenting styles have portrayed as a three dimensional structure which is; authoritarian (controlling style), authoritative (empowering) and permissive (allowing) parenting styles (Heberle et al., 2015).

As first learning institute is home and parents are a reference point and an important example for their children (van der Horst & Sleddens, 2017). Parents are role model for building of their children character and development of personality because they are the only inspirational source during their children development process. In short parents play vital role in building character, personality and morals their children (Miranda et al. 2016).

It is concluded from the discussion of Vera-Rios, (2018) that parenting styles has four key dimensions i.e. clarity of communication, demands for maturity, control, and nurturance. A parenting style is like emotional atmosphere of parent-child relationship and this atmosphere is in the form how parents communicate, interact, regulate, maintain, supervise, and guide their children (Muhammad, Hoshiar & Sadiq, 2018). Connecting parental styles with the family, Dornbusch, Philip, Ritter, Leiderman, Roberts, & Fraleigh, (1987) suggested three parenting styles i.e. Authoritarian Parenting Style, Authoritative Parenting Style & Permissive Parenting Style. Each is discussed below in brief.

Authoritarian Parenting Style

Parents practicing authoritarian style insist that their children follow parenting directions, use a restrictive, punitive style and strict disciplinarians. Though such parents are caring and have good child-parent communication with children but they are also extremely demanding (Baumrind, 1991). Parents of authoritarian parenting style exercises their full authority and instead the children they make all decision (Muhammad, Hoshiar & Sadiq, 2018).

Authoritative Parenting Style

Parents with authoritative style nurture their children with permission to develop their own opinion and belief, provide them with moderate level of control and courage to be responsive. Moreover, parents of this style involve their offspring

in debates and arguments because the main responsibility lies with the parents (Ooi, Choi & Rabeatul Husna, 2015).

Permissive Parenting Style

Parents of permissive style allow their children with all freedom in decision making. On the other hand, children of permissive parents show little initiative and are immature and anxious, (Zupancic, Podlesek, & Kavcic, 2014). Similarly, parents with permissive parenting style have low demand but expect high responsiveness. To sum up, parents of permissive style spoil their children as they do not use controlling, penalties, and put limits for the children.

Usually, parents play a pivotal role in the developmental process of their children. Further, it is found that parenting styles provide important elements which serves for the development of academic self-concept of their children (DeDonno & Fagan, 2015).

Academic Self-Concept

Academic self-concept characterizes attitude and feelings in relation to the student's own intellectual abilities compared to other students at school (Jee & Shahlan, 2017). Within academic self-concept, we differentiate between cognitive representations such as self-concept represented at the level of description e.g. "I am wise" and affective representations like self-concept represented at the level of emotions e.g. "I am proud of myself". (Ooi, Choi & Rabeatul Husna, 2015).

Relationship of Parenting Styles and Academic Self-Concept

Niaraki and Rahimi (2017) proposed a major effect of parenting style on self-concept of child. More specifically, the child's academic self-concept is positively related with warmth of the parents. Conversely, it is negatively associated with parental punishment, over-protection and rejection (Lin, 2016).

Similarly, according to (Hernandez, 2015), Parenting styles were extremely major augur of academic self-concept. So, the outcomes of the above studies support the idea that parenting styles influence academic self-concept of students.

Specifically, this study was aimed to explore the effect of parenting styles on academic self-concept of students (at elementary level) because the researcher observed that little attention is given to the contribution of parenting styles and students' academic self-concept. Therefore, the researcher thought that examining the effect of parenting styles on academic self-concept of students at elementary level is of paramount significance and pivotal.

Hypothesis

Ho: There is no significant relationship between parenting styles and academic self-concept of the students of 8th class”.

Material and Methods

The present study was descriptive and data were collected through survey techniques.

Population and sample: All the districts of Punjab were included in the target population of the study. There were two types of accessible populations' population-I (all students of class 8th) & population-II (All the parents of 8th class students). Sample of 960 students was selected through Multistage Random Sampling technique. The steps of Multistage Random Sampling technique are as follows:

- i. Four districts (Sargodha, Khushab Jhang and Rawalpindi) were selected on convenient basis. Thus, the desired sample size was about 10% of the population.
- ii. Simple Random Sampling was used to select the schools from each district. Then 4 schools (2 Girls schools and 2 Boys schools) were selected randomly from each district.
- iii. Sixty (60) students were selected from each selected school.

Instrumentation

Parenting Styles and dimensions Questionnaire (PSDQ-32) and Liu & Wang's Academic Self-Concept Questionnaire (ASCQ) were adapted with permission of the scale developers to measure and analyze parents' Parenting Styles and the academic self-Concept of students. Both scales were 5 point Likert scale.

Data Collection and Data Analysis

Researcher distributed 960 copies of instruments as per sample and out of which 960 copies completely filled were received back. Response rate was 100%. Data were analyzed using descriptive and inferential statistics; frequencies, percentage, mean score, standard deviation and One-Way ANOVA.

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 in the sample with respect to gender. There were 71% (685) mothers and 29% (275) fathers in the sample of 960

parents of elementary level students. So, it indicates that mothers were more than the fathers in the sample.

Moreover, there were 50% (480) male students and 50% (480) female students in the sample of 960 students at elementary level. It indicates that male and female students were included equally in sample.

Table 2
Parenting style wise categorization of parents

	Frequency	Percent
Authoritative Parenting Style	589	61.4%
Authoritarian Parenting Style	245	25.5%
Permissive Parenting Style	126	13.1%
Total	960	100.0

Table 2 illustrates that 61% parents (589) had authoritative parenting style whereas 25.5% (245) parents' parenting style was authoritarian and remaining 13% parents' parenting style was permissive. It depicts that majority of parents parenting style is authoritative.

Table 3
Parenting styles of mothers and fathers

Parents	Authoritative Parenting Style	Authoritarian Parenting Style	Permissive Parenting Style	Total
Mother	423 61.75%	180 26.27%	82 12%	685
Father	166 60.36%	65 23.63%	44 16%	275
Total	589 61.35%	245 25.5%	126 13.1%	960 100.0%

Table 3 shows that among mothers 62% had authoritative parenting style, 26% had authoritarian parenting style whereas only 12% had permissive parenting style. Similarly, among fathers, 63.36% had authoritative parenting style; 23.63% had authoritarian parenting style and only 16% had permissive parenting style. Majority of the mothers and fathers had authoritative parenting style.

Table 4
Qualification wise Parenting styles

Parents' Qualification	Finalized Parenting Style			Total
	Authoritative Parenting Style	Authoritarian Parenting Style	Permissive Parenting Style	
Primary	115 58.0%	59 29.8%	24 12.12%	198 20.6%
Middle	13 72.22%	1 5.56%	4 22.22%	18 1.9%

Matriculation	132	49	37	218
	60.55%	22.48%	16.97%	22.7%
FA / FSc	62	26	10	98
	63.27%	26.53%	10.20%	10.2%
BA or MA	63	32	11	106
	59.42%	30.18%	10.40%	11.0%
Other	204	78	40	322
	63.36%	24.22%	12.42%	33.5%
Total	589	245	126	960
	61.36%	25.52%	13.12%	100.0%

Table 4 shows that 20.6% parents' qualification was primary and among them 58% had authoritative parenting style and 29.8% had authoritarian parenting style whereas only 12.12% had parenting style. Majority of the parents (72.2%) with middle level education also had authoritative parenting style. Similarly majority of the parents (61%) with matric (secondary) level education also had authoritative parenting style and 22.5% had authoritarian parenting style. Majority of parents with intermediate level education (FA / FSc) had authoritative parenting style (63.27%) and authoritarian parenting style (26.53%). Likewise parents with graduate or master level education (BA / MA) had authoritative parenting style (59.42%) and authoritarian parenting style (30.18%).

A weak trend appeared that with better education parenting style changes from authoritative to authoritarian style.

Table 5
Factor wise analysis of Authoritative Parenting Style

S#	Construct	Always f (%)	Often f (%)	A+O f (%)	Now & Then f (%)	Rare f (%)	Never f (%)	R+N f (%)	M	SD
1	Connection Dimension (Warmth & Support)	22.14%	27.4%	49.6%	20.64%	20.06%	9.68%	30.28%	2.91	1.24
2	Regulation Dimension (Reasoning / Induction)	16.46%	21.38%	37.84%	20.32%	30.02%	11.8%	41.84%	3.28	1.15
3	Autonomy Granting Dimension (Democratic Participation)	17.0%	18.9%	36.74%	21.04%	27.3%	15.6%	42.94%	3.11	1.21

The overall trend in the factor connection Dimension (warmth and support) was that 50% parents with mean score 2.91, always or often keep connection of warmth and support with their children whereas 20.6% keep connection warmth and

support just now and then while 30% parents rarely or never keep connection with their children.

The overall trend in the factor Regulation Dimension (Reasoning/Induction) is that 42% parents with mean score 3.28, rarely or never regulate their children with reasoning whereas 20% parents regulate now and then while 38% parents always or often regulate their children with reasoning.

The overall trend in the factor autonomy granting dimension (Democratic Participation) is that 43% parents with mean score 3.11, rarely or never grant autonomy of participation or democracy to their children whereas 21% parents now and then grant autonomy while 37% parents always or often grant autonomy to their children. Data analysis shows the parents with authoritative parenting style keep moderate connection of warmth and support with their children; do not use reasoning to regulate their children and never grant autonomy of participation or democratic right to their children.

Table 6
Factor wise analysis of Authoritarian Parenting Style

S#	Construct	Always f (%)	Often f (%)	A+O f (%)	Now & Then f (%)	Rare f (%)	Never f (%)	R+N f (%)	M	SD
1	Physical Coercion Dimension Factor	30.7%	22.32 %	53.02%	21.77%	14.17 %	11.05%	25.22	2.52	1.28
2	Verbal Hostility Dimension Factor	20.35%	28.3%	48.3%	23.3%	18.6%	12.4%	31%	3.08	1.3
3	Non- Reasoning/ Punitive Dimension Factor	22.97%	25.0%	48.0%	22.32%	14.9%	14.72%	29.6%	2.51	1.27

The overall trend in the factor physical coercion dimension is that 53% parents with mean score 2.52 and SD 1.28, always or often physically intimidate their children to whereas 22% parents intimidate now and then while 25% parents rarely or never physically intimidate their children.

The overall trend in the factor verbal hostility dimension is that 48% parents with mean score 3.08 and SD 1.3, always or often were verbally hostile to their children whereas 23% parents now and then use verbal hostility while 31% parents were rarely or never verbally hostile to their children.

The overall trend in the factor non-reasoning/punitive dimension is that 48% parents with mean score 2.51, always or often use punitive discipline to their children whereas 22% parents were punitive now and then while 30% parents rarely or never were punitive to their children.

Table 7
Factor wise analysis of Permissive Parenting Style

S#	Construct	Always f (%)	Often f (%)	A+O f (%)	Now & Then f (%)	Rare f (%)	Never f (%)	R+N f (%)	M	SD
1	Indulgent Dimension	16.4%	18.76 %	35.16%	22.16%	27.1 %	15.5%	42.6%	3.03	1.27

The overall trend in the factor indulgent dimension is that 43% parents with mean score 3.03, rarely or never indulge with their children activities whereas 22% parents were now and then indulge while 35% parents always or often got indulge to their children activities.

Table 8
Analysis of student's responses about Academic Self-Concept

S#	Construct	Always f (%)	Often f (%)	A+O f (%)	Now & Then f (%)	Rare f (%)	Never f (%)	R+N f (%)	M	SD
1	Academic Confidence	26.3%	28.5%	54.8%	9.66%	20.49%	15.02 %	35.51%	2.13	.939
2	Academic Efforts	27.62%	28.44%	56.06%	15.11%	15.3%	13.51 %	28.81%	2.77	.982

The overall trend in the factor academic confidence was that 55% students with mean score 2.13, were academically confident during their studies whereas 36% students were not academically confident during their studies while only 10% students were somewhat confident.

The overall trend in the factor academic effect was that 56% students with mean score 2.77, put academic efforts during their studies whereas 29% students were not putting academic efforts during their studies while 15% students were putting academic efforts to some extent.

Table 9
One way ANOVA among Parenting Styles w.r.t Academic Self-Concept

	Sum of Squares	Mean Square	F	df	Sig.
Between Groups	56875.433	28437.716	108.327	3	0.000
Within Groups	251228.641	262.517		957	
Total	308104.074			960	

Table 9 portrays that a significant difference was found among the mean score of academic self-concept of the students at elementary level with respect to parenting style as indicated by F- value = 960 with df=108.327 and p-value =0.000<0.05. Additionally, to see the further difference, post hoc test was applied and presented in the table below.

Table 10
Post hoc test for the difference of students' Academic Self-Concept with respect to Parenting Styles

(I) Parenting Style	(J) Parenting Styl	Mean Difference (I-J)	Std. Error	Sig.
Authoritative Parenting Style	Authoritarian Parenting Style	7.851*	1.232	.000
	Permissive Parenting Style	22.853*	1.590	.000
Authoritarian Parenting style	Permissive Parenting Style	15.001*	1.776	.000

Table 10 illustrates the results of Post hoc test Tukey's HSD that the students whose parents have authoritative Parenting style have better academic self-concept than the students whose parents have authoritarian parenting style as mean difference 7.851 was significant and $p\text{-value } 0.000 < 0.05$. Similarly the students whose parents have authoritative parenting style have better academic self-concept than the students whose parents have permissive parenting style as mean difference 22.853 was significant and $p\text{-value } 0.000 < 0.05$ whereas students whose parents have authoritarian parenting style have better academic self-concept than the students whose parents have permissive parenting style as mean difference 15.001 was significant and $p\text{-value } 0.000 < 0.05$

Table 11
Relationship between Parenting Style and Academic Self-concept of students

Categories	N	R	Sig. p-value
Parenting Styles	960	0.771	.003
Academic self-concept of students			

Table 11 reflects that a strong and positive and significant relationship exist between parenting styles and academic self-concept of students as indicated by $r = .771, n = 960, p = .003 < 0.05$.

Discussion

There existed a significant relationship between parenting style and academic self-concept of students. The level of academic self-concept of students whose parents have authoritative parenting style is better than the authoritarian and permissive parenting style of the parents as Sofie Kuppens., & Eva Ceulemans., (2019) highlighted many reasons for the association between authoritative parents and students' academic self-concept. A strong and positive correlation was found between parenting style and academic self-concept of the students as cited in Fox (2017) discovered that children of authoritative parents have positive association with their academic self-concept.

Conclusion

Conclusion drawn from data analysis are that majority of the parents both mothers and fathers had authoritative parenting style and to some extent better education parenting style changes from authoritative to authoritarian style.

Parents with authoritative parenting style keep moderate connection of warmth and support with their children; do not use reasoning to regulate their children and never grant autonomy of participation or democratic right to their children. On the other hand parents with authoritarian parenting style often physically intimidate their children, were often verbally hostile and often use punitive discipline to their children whereas parents of permissive parenting style rarely or never indulge with their children activities

In the construct of academic self-concept more students were academically confident and putting academic efforts

A strong and positive and significant relationship was found between parenting styles and academic self-concept of students. Moreover, students whose parents have authoritarian parenting style have better academic self-concept than the students whose parents have authoritarian and permissive parenting style.

Recommendations

In parents teachers meeting (PTM's), teachers may try to reduce the communication gap between teachers and parents and guide the parents to adopt suitable parenting style when dealing their children for their better academic self-concept.

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