

PARENTING STYLES AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract

This research aimed to analyze the relationship between parenting styles and academic achievement in high school students, at the same time determining the predictive value of parenting styles and sociodemographic variables in academic achievement. In this research 159 participants took part; 88(55.3%) of them were women, and 71(44.7%) of them were men, between the ages of 15 and 18. The Mensa questionnaire was used as a measuring instrument for parenting styles, while academic achievement was measured with the average grade. Through the SPSS statistical package, the data were analyzed, and through Pearson's correlation, it was proven that the democratic style has a significant negative correlation with academic achievements ($r = -.182^*$; $p = 0.021$), and the authoritarian style has a significant negative correlation ($r = -.265^{**}$; $p = 0.001$), while the neglectful and cooperative styles did not show a significant correlation in terms of academic achievement. Predictors: parenting styles and socio-demographic characteristics, turn out to explain the important criterion variable of academic achievements. The results obtained show that 22% of the variation in academic achievement is explained by the group of predictors together ($R^2 = 0.220$; $p < .000$). A special focus on parenting styles and their promotion would be necessary for interventions aimed at improving academic performance.

Keywords: parenting styles, academic achievement, students

1. Introduction

The period of adolescence is known as a very challenging phase of development in human life, both for teenagers and for their parents, and one of those challenges is school performance. The role of parents is expected to be important both cognitively, physically, and socio-emotionally. Each parent has their own way of dealing with children; someone shows interest and attention to the child's needs, praises and motivates, and someone else shows commanding, neglectful behavior and many others. Based on the fact that there are different types of parenting, it is important to understand if academic achievements are related to parenting styles among high school students in our country and see to what extent psychological and sociodemographic variables can predict academic achievements.

Parenting is the process of promoting and supporting the child's physical, emotional, social, and intellectual development (Brooks, 2012). Parenting styles are a representation of how parents respond to and make demands of their children (Spera, 2005). Parenting styles represent two dimensions of parents' characteristics: demand and responsibility aspects. They differ depending on historical time period, race or ethnicity, social class, and other social characteristics (Pinquart & Kauser, 2018). According to Baumrind's (1967) parenting style theory, there are three different types of parenting behavior that have a direct impact on children based on these dimensions: disciplinary strategy, warmth, communication styles, and expectations of maturity and control. The types of parenting styles are: authoritative, authoritarian, and permissive, while later, the fourth style of neglectful parenting was added by Maccoby and Martin (1983).

Authoritarian parenting: in this parenting style, children are expected to follow strict rules set by their parents. Failure to comply with such rules usually results in punishment. Authoritarian parents have high demands; they don't respond much to their children, and they expect their children not to make mistakes. According to Baumrind, these parents "*are obedient and status-oriented and expect their orders to be obeyed without explanation.*" Authoritative/Democratic Parenting: Authoritative parents create rules and guidelines that their children are expected to follow. Authoritative parents respond to their children and are willing to listen to questions. These parents expect a lot from their children, but they provide adequate warmth, feedback, and support. They are affirming but not intrusive and restrictive. Permissive/cooperative parenting: referred to as lenient parenting, parents have very few demands on their children and rarely discipline them because they have relatively low expectations of maturity and self-control. According to Baumrind, permissive parents are more responsive than demanding. Such parents generally communicate with their children by assuming the status of a friend rather than a parent. Neglectful parenting is characterized by few demands, low responsiveness, and very little communication (Power, 2013). While these parents meet the child's basic needs, they are generally disengaged from their child's life. They may make sure their children are fed and sheltered, but they may offer nothing or much in the way of guidance, structure, rules, or even support.

There are many factors that determine the academic achievement of an individual, mainly the parents, as they are the essential unit of society, and those directly related to the individual until maturity. Furthermore, in different cultures, for example, different countries and environments, there may be a variation in children's academic achievement due to differences in parenting styles between countries (Kang & Moore, 2011). In general, empirical data show that adolescents from authoritative parents perform better academically (Checa et. al., 2019) and that this relationship remains unchanged in relation to the gender of the participants (Barton & Kirtley, 2012). Children who have permissive parenting are more likely to have problems with authority and tend to perform worse in school (Power, 2013). Neglectful style has been shown to have a negative impact on academic performance (Osorio and González-Cámara, 2016). Other data from multiple investigations show that authoritarian, permissive, and neglectful parenting styles are negatively related to school performance (Parsasirat et al., 2013); on the contrary, authoritative parenting styles have been consistently associated with enhanced achievement academic (Walker and MacPhee, 2011). Academic achievements are important because they determine an individual's future academic career and job opportunities (Rana and Mahmood, 2010). Factors influencing academic achievement have been emphasized more by education experts in recent decades. Numerous findings have shown that academic achievement is influenced by structures of knowledge and information processing, as well as environmental factors such as the family and many other factors. Therefore, it is important to identify critical factors, such as parental involvement, when evaluating the determinants of academic success (Zhang et al., 2019).

2. Methodology

2.1 The purpose and tasks of the research: The purposes of research are description and prediction. Determining the relationship between parenting styles and academic achievement, at the same time determining the predictive value of psychological (parenting styles) and sociodemographic variables (age, gender, and place of residence) in academic achievement.

1. To determine if there is a correlation between parenting styles and academic achievements among high school students.
2. To determine if there are differences in the level of parenting styles depending on gender and place of residence.

3. To determine the predictive value of parenting styles and socio-demographic characteristics (age, gender, and place of residence) on academic achievements.

2.2 Research hypotheses:

The hypotheses raised for this study are:

H1. There is a correlation between parenting styles and academic achievements.

H2. There are differences in parenting styles regarding gender and place of residence.

H3. Parenting styles and socio-demographic characteristics (age, gender, and place of residence) predict students' academic achievements.

2.3 Sample: The study was carried out in March 2023 in Pristina-Kosovo. The sample consisted of high school students. A total of 159 subjects in classes X–XII were between the ages of 15 and 18 years old, 88(55.3%) females and 71 males (44.7%). A random sampling technique was used for this study.

2.4 Instrument: The self-reported questionnaire that measures the relevant variables was used for data collection. At the beginning of the questionnaire, some demographic questions such as age, gender, place of residence, and grade point average were asked, continuing later with questions about parenting styles. The questionnaire on parenting styles is standardized by the British institute Mensa. This scale measures the dimensions of four parenting styles: authoritarian, democratic, neglectful, and cooperative, with a total of 34 statements, where each is summarized on a Likert scale from 1 ("strongly disagree") to 5 ("strongly agree"). For example, the democratic style includes the statements ("Children should be given more options", "Children should be allowed a sense of their individuality"); for authoritarian style ("Children should listen to their parents and not talk back to you"); for neglectful style ("It doesn't depend on what I want, as I am drawn by the interests of my child"); and for cooperative style ("Parental cooperation cultivates strong individuals"). When academic achievement is measured with the last grade point average, Grades are coded on a five-category scale, where "1" indicates the weakest category and "5" indicates the highest. The grade point average is the sum of all grades in all subjects during high school. The reliability or consistency of the results of the questionnaire was measured by the level of the coefficient known as Cronbach's alpha α , which is a measure of the reliability of psychometric tests (Cronbach, 1951). From the reliability analysis for parenting styles, we have these values: democratic Cronbach $\alpha=.493$, for the authoritarian style Cronbach $\alpha=.687$, for the neglectful style Cronbach $\alpha=.392$, for the cooperative style Cronbach $\alpha=.786$ (table no.1.2).

3. Results

Data analysis of this research was done through SPSS (statistical package). Below are presented the tables with the relevant analyses derived to prove the research hypotheses. Below is frequency table in order to continue with other correlation, t-test analyses and regression.

Table 1. Frequency analysis

Variable		Frequency	%
Gender	Female	88	55.3%
	Male	71	44.7%
Age	15	28	17.6%
	16	56	35.2%
	17	55	34.6%
	18	20	12.6%
Place of residence	Urban	90	56.6%
	Rural	69	43.4%
Class	X	43	27%
	XI	72	45.3%
	XII	44	27.7%
Total		159	100*

Table 1.2. Cronbach α

Variable	Cronbach α
Democratic/ Authoritative style	.493
Authoritarian style	.687
Neglectful style	.392
Cooperative style	.786

Table 2. Pearson correlational analysis between parenting styles and academic achievement

		Academic achievement
Democratic style	Pearson correlation	-.182*
	Sig. (2-tailed)	.021
Authoritarian style	Pearson correlation	-.265**

	Sig. (2-tailed)	.001
Neglectful style	Pearson correlation	-.114
	Sig. (2-tailed)	.153
Cooperative style	Pearson correlation	.008
	Sig. (2-tailed)	.917

** . The correlation is significant at the 0.01 level (2-tailed)

From Pearson's correlational analysis, it can be seen that of the four parenting styles, only the democratic and authoritarian styles show a significant correlation. Democratic style and academic achievement have a significant negative correlation ($r = -.182^*$; $p = .021$), so as one variable increases, the other variable decreases and vice versa, also the authoritarian style have a significant negative correlation ($r = -.265^{**}$; $p = .001$) with academic achievement. While neglectful and cooperative styles did not show a significant correlation. Below is the table of gender and place of residence differences in the variable of parenting styles.

Table 3. Analysis of the t-test for gender differences in the variable of parenting styles

Variable	t	df	Sig
Democratic	2.370	157	.019
Authoritarian	.437	157	.663
Neglectful	-1.56	157	.120
Cooperative	1.819	157	.071

According to the analysis of the differences between the groups referring to the parenting style, we find that only the democratic style shows significant differences ($t = 2.370$, $p = .019$), which means that there are differences based on gender and that in the female gender, the democratic style dominates compared to the male gender. While other styles do not show significant gender differences.

Table 3.1 Analysis of the t-test for place of residence differences in the variable of parenting styles

Variable	t	df	Sig
Democratic	-2.836	157	.005
Authoritarian	-2.452	157	.015
Neglectful	.009	157	.993
Cooperative	-2.707	157	.008

Table 3.1 shows that there are significant differences regarding the place of residence at the level of democratic, authoritarian, and cooperative parenting. According to the t-test table, we

see that for the democratic style, we have the value ($t = -2.836$, $p = .005$), for the authoritarian style ($t = -2.452$, $p = .015$), and for the cooperative style ($t = -2.707$, $p = .008$), resulting in a higher average in the rural category for these three types.

To determine the predictive value of the study variables, the statistical analysis of multiple regression analysis (enter) was used. Regression analysis was performed for the entire study sample, including all predictor variables (7 in total: democratic, authoritarian, neglectful, cooperative, gender, age, and place of residence).

Table 4. Regression coefficients for predictors

Regression coefficients		
		Sig.
Multiple correlation coefficient R	.469	
Coefficient of determination R2	.220	.000

In the regression analysis, the multiple regression coefficient obtained is $R = 0.469$. The coefficient of determination is $R^2 = 0.220$, which means that the group of independent variables or predictors together explain 22% of the variance of the criterion variable, in this case, academic achievement. Below, we have presented the table, which shows the Beta coefficients of the predictor variables together with the significance.

Table 4.1 Beta coefficients and level of statistical significance of predictors of academic achievement

Predictor variable	Beta	Sig.
1. Democratic/ Authoritative style	-.433	.001
2. Authoritarian style	-.262	.056
3. Neglectful style	.335	.008
4. Cooperative style	.627	.000
5. Gender	.178	.175
6. Place of residence	.215	.002
7. Age	-.346	.010

dependent variable: *academic achievement*

The results from the table above show that in the group of predictor variables examined, the variable with the highest predictive value of all the variables is the cooperative style, continuing with the democratic style, the neglectful style, age, and finally the place of residence. While authoritarian style and gender are removed as predictor variables since the results are not significant. The negative sign of the Beta value for age shows that the older the participants are, the lower their academic achievements will be. Also, for the democratic style, the higher the average of the democratic style, the lower the academic achievement of the participants.

Multiple regression was applied to predict academic achievement from four parenting styles: gender, place of residence, and age. These variables, except two of them (authoritarian style and gender), have managed to predict the determinant variable in a statistically significant way. From the regression analysis, we have: $F(7, 151) = 6.095$, $p < .005$, $R^2 = .220$, and the five predictor variables have shown statistical significance at the $p < .05$ level.

4. Conclusions

Based on the obtained results, we conclude that the democratic and authoritarian styles have shown a significant negative correlation with academic success ($r = -.182^*$; $p = .021$) for the democratic style and ($r = -.265^{**}$; $p = .001$) for the authoritarian style, while the neglectful and cooperative styles do not show a significant correlation. While the authoritarian style finds support in the study by Parsasirat et al. (2013), where they show that the authoritarian style is negatively related to school work since it is characterized by low responsibility, they are more likely to have an insecure attachment style since individuals develop a negative working model of themselves or others. On the other hand, the democratic style does not find support from the study done by De Oliveira (2015), since the authoritative democratic style is characterized by a high degree of responsibility that shows warmth and acceptance of the children, which follows with a positive reaction in school, but in our study it turns out the opposite. The emotional environment created in a family with an authoritative parenting style supports the development and promotion of many skills, including academic achievement (Checa and Abundis-Gutierrez, 2017); therefore, the question arises as to how the democratic style will show a negative correlation with academic achievement, which means that in some children, the democratic style creates a negative effect regarding academic performance. This result leaves the possibility for other studies to examine other indirect variables, or is it in question that the child as an individual prefers this style, or, as mentioned above, that many sociodemographic factors intervene in determining the parenting style. When the gender of the respondents is taken into account, it is found that there are significant differences only in the democratic style, which is in favor of the female respondents. Based on the social stereotype that parents have different approaches to communication with children depending on whether it is a boy or a girl, the expectations were that the democratic style would dominate among girls. Unlike our study, the study by Gilli (2016) affirmed the opposite of our results since they showed that men dominate as far as the democratic style is concerned. We would attribute this result to the culture factor. As for the place of residence, it is concluded that there are significant differences in the democratic, authoritarian, and cooperative styles (with a higher average among subjects belonging to the rural category). There are great differences in geographic environment, social conditions, economic level, cultural education, medical care, and health care between urban and rural areas, which can have a significant effect on parenting styles. A study found that urban parents have more emotional warmth, understanding, and rejection than rural parents (Yang, 2005), but our results are not consistent with the fact that only urban countries express these characteristics, although the distribution of parenting styles is different and it should be taken into account that the differences were significant, but on average, even though these styles have dominated in rural countries, the differences on average were very small compared to the urban. Predictors: parenting styles and socio-demographic characteristics (age, gender, residence) turn out to explain the criterion variable, and 22% of the change in academic achievement is explained by the group of predictors together ($R^2 = 0.220$; $p < .000$). Even though it is not a great value anyway, it takes place as a predictor.

In light of these evaluations, increased awareness is required of the consequences (advantages and disadvantages) that come from the behavior or approach of parents towards the child, so that parents understand their roles during the development of their children and what is expected of them. We believe that this study will pave the way for new scientific studies on multiple factors and that future research should go in the direction of verifying findings as well as in the direction of examining psychological, socioeconomic predictors, etc. Recommendations for future studies have to do with expanding the sample in number and including more schools (public and private), to include additional variables. To see if both parents use the same parenting style; to conduct longitudinal research to see if there are differences in parenting styles

over the years or depending on the developmental period of the child; and to consider other variables such as social adaptation, use of narcotic substances, self-esteem, eating disorders, and many others.

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