

THE IMPACT OF PARENTING STYLES ON SELF-ESTEEM AND ACADEMIC PERFORMANCE IN SCHOOL STUDENTS

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ABSTRACT

Objectives: The present study aims to investigate the association of parenting style, self-esteem, and academic performance in school students.

Design: Correlational Study

Place and Duration of the study: This study was conducted in Leads University, Lahore from Nov 2016 to March 2017.

Participants and Method: The sample comprised of 338 school students. Children were recruited from different public and private schools of Lahore district. Students were asked to report information about both parents (i.e. Mothers=338, Fathers=338. The age range was 12 – 17 years ($M=14.11$; $SD=1.47$). The scales to study variables were Rosenberg Self-Esteem Scale and Scales of Parenting Styles.

Results and Conclusion: Linear regression analysis indicates parenting styles is the significant predictor of self-esteem in children. Mother control and father control over children increase the level of self-esteem as compared to parental responsiveness. Findings indicate parenting style is the significant predictor of academic performance, while mother control and father control were found strong predictors and over parental control significantly increase the level of academic performance in children. Furthermore, self-esteem enhances the level of academic performance in children.

It is concluded that mother and father control over children enhance the degree of academic performance and self-esteem in children and self-esteem lead to academic performance as well.

Keywords: Parenting Style; Self-Esteem; Academic Performance; Students

INTRODUCTION

Parenting styles are patterns of parental behaviour which generally includes, parental practices contributing to parent-child interpersonal relationship explicitly in different circumstances (Darling, & Steinberg, 1993). The present research focuses on parenting in terms of responsiveness and control. Parental control, has two aspects, one is making the child dependent on his/her parents emotionally, subsequently inhibits the child's self-directional capability (Pettit, Bates, Dodge, & Meece, 2001). Such type of control may take account of physical and verbal punishments while harming a child's psychosocial adjustments. Whereas, second is the type of control in which the parents' guide their children, demonstrate the appropriate behaviour, and have well-defined parameters to limit them when required (Barber & Harmon, 2002). Responsiveness means parental supportive qualities associated with traits like parental warmth, acceptance, involvement (Ray, Kalland, Lehto, & Roos, 2013). Further, Weiner and Craighead (2010) reported parents who demonstrate responsiveness provide a caring environment that fulfils children's emotional and psychological demands. Previously conducted studies (examples: Chao, 2001; Querido et al., 2002) suggested that parents can devise the basis for positive personality development and achievement of their children.

The level of responsiveness and demandingness collectively forms parenting styles of: authoritarian, authoritative, and permissive (Baumrind, 2005). Parents using the permissive style (low control and high responsiveness) show less control and are relatively warm towards their children. Authoritarian attitude makes parents extremely challenging and inexpressive (high control and low responsiveness), such parents emphasize strict compliance and deference for authority. Authoritative parents have a healthy approach (high control and high responsiveness) that is focused on efficient control with an increased level of support that sustains the emotional health of their child. They do have rules and scrutinize behaviours, however, they describe the logic and reasoning behind their rules and action, they develop in child assertiveness and autonomy.

Past researches showed that lack of control (permissive) and unresponsiveness (authoritarian) are linked with decreased educational achievement (Roche et al., 2007; Kim & Rohner, 2002; Maccoby, 2000). Likewise, a positive correlation between authoritative parenting and educational attainment is well established (Slaten, 2006; Roche et al., 2007; Pong, Johnston & Chen, 2010). The authoritative style of parenting is strongly related to greater

societal competency and healthier self-esteem (Canadian Council on Learning, 2007). Cardinali and D'Allura (2001) suggested that adolescents whose parents are authoritative are well adjusted and are comparatively autonomous. Hence, children/adolescents who receive authoritative parenting develop good social competence and positive self-regard (self-esteem) than their counterparts.

Various studies found a statistically significant relationship of parenting variables and their education, with the development of a child in different areas such as academic performance, achievement approaches, autonomous learning, self-esteem, and psychological wellbeing (Turner, Chandler & Heffer, 2009; Besharat, Azizi & Poursarifi, 2011; Revers, Mullis, Fortner & Mullis, 2012; Blanka & Nada, 2007). Ibukunolu (2013) explored that adequate parenting predicts self-esteem among children. Further, it was concluded that parents' involvement in children's studies and activities has a great effect on their academic achievement. Parental responsiveness and involvement in terms of authoritative parenting can lead to a child's positive educational outcomes.

The current study aimed to investigate the predictive relationship of parenting styles with self-esteem and academic performance among secondary school children. The role of parenting covers children's various dimensions of personality growth related to social, occupational, and academic functioning. Children who experience adequate parenting seemed to be more confident and productive in later life as well as better in academia because they have emotional stability, creativity, and motivation. Moreover, the parents who praise and encourage their children; and logically educate them when children commit something wrong they promote a positive and healthy attitude in them in terms of affirmative self-esteem. While those parents who follow strict rules and have a careless attitude towards children, their children are left with various gaps in their personalities. Subsequently, children develop emotional and academic issues. The strong inner self and emotional stability develop a coping mechanism in children, which regulates children's motivations and commitment with tasks especially academics.

After detail literature review following hypotheses was formulated:

1. There would be a predictive relationship between parenting styles and academic performance in secondary school students
2. There would be a predictive relationship between parenting styles and self-esteem of secondary school students

3. There would be a predictive relationship between self-esteem and academic performance in secondary school students

METHOD

Participants

The current study sample was comprised of 338 school students having both parents with age range 12-17 years ($M=14.11$; $SD=1.47$). The random sampling method was used to collect the sample from different schools of Lahore city, Pakistan. Both male and female children were included in the study. .

Inclusion and Exclusion Criteria

In the current sample, only students with grades 6 to 10 were included in the study. Students with any kind of physical, intellectual, and learning disability were excluded from the study. Those students who have single parents, or their parents have been separated were not included. Those students who have psychological problems were controlled. Further, those students who got the failure in any previous exam were also excluded. There was no urban and rural restriction in the sample.

Measures

Demographic Form

The demographic form included demographic information (i.e. age, gender, residence, parents' education, occupation, family structure, etc.) and academic information (i.e. education, current grade, institutional affiliation, extracurricular, etc.).

Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965)

Rosenberg Self Esteem Scale (RSES; Rosenberg, 1965) is composed of 10 items. RSES is a globally acceptable measure to investigate self-esteem. Each statement is rated on a four-point Likert scale from 'strongly agree' to 'strongly disagree'. The items are worded negatively were given a reverse score. Positively worded items are 1, 2, 4, 6, and 7 and negatively worded items are 3, 5, 8, 9, and 10. The high score indicates high self-esteem. RSES internal consistency on high

school students was found 72 to .87, and test-re-test reliability was estimated .85 which indicates fairly high. This measure is chosen because it has been used and continues to be used among various populations and is widely accepted as having good psychometric properties (Blascovich & Tomaka, 1991).

Scale of Parenting Styles (SPS)

Scale of Parenting Styles (Gafoor & Kurukkan, 2014) was comprised of 38 items. This scale has two major dimensions "Responsiveness" and "Control" and each dimension is composed of 19 items. Each statement is rated on the five-point Likert scale from "always true" to "always false". The sum of the score of all items indicates the total score. SPS yields six separate scores of each participant. This scale assesses the parenting style of both parents. Subscales of PSQ are categorized as mother's responsive, father's responsive, mother's control, father's control, parental responsiveness, and parental control. Participants' above median score on the subscale of responsiveness and control reflect the authoritative parenting style, while below the median scores on both scales predict negligent parenting scale. Participant's high on responsive and low on control reflects indulgent parenting style while low scores on responsive and high on control indicates authoritarian parenting style. SPS reliability was estimated 0.81 for responsive scale and 0.83 for control subscale. SPS validity was calculated 0.80 for responsiveness and 0.76 for control

Procedure

Permission was taken from the school authorities from different schools of Lahore city. First of all, the researchers briefly explained the purpose of the study and about confidentiality. The participants who agreed to participate in the study, asked to read and then sign the consent form. The researcher provided a comfortable environment during the test administration with proper time and instructions. Further, the researcher provided clear instructions about the test administration. After practical demonstration, researcher administered the scale. First, the demographic form was filled out and then the Parenting Style Questionnaire and the Rosenberg Self-Esteem Scale was administered.

Statistical Analysis

After data collection, the sample was scrutinized, scored according to instructions given in the manual. Descriptive statistics and linear regression

analysis were used to calculate the results. All statistical computations were calculated through SPSS version 22.0 in this study.

RESULTS

Descriptive statistics results indicate that the total sample of the current study was comprised of 58% female and 42% male respondents. Further, students were taken from grade 6th were 81 (24.0%), from grade 7th were 43 (12.7%), from grade 8th were 24 (7.1%), from grade 9th were 117 (34.6%) and from grade 10th 73 (21.6%). Parental levels of education was: parents with no education (fathers 19.5% & mothers 22.5%), below than metric and metric (Fathers 32.8% & Mothers 36.7%), with intermediate education (Fathers 12.7% & Mothers 15.4%), and parents with graduation and above education (Fathers 34.9% & Mothers 25.4%). Students from government school system were 53% and from the private school system were 47%. 189 (56%) students belonged to low 93 (28%) middle, and 56 (16%) belonged to high socioeconomic status. Students with the joint family system were 48.5% and students from the nuclear family system were 51.5%.

Table 1
Simple Linear Regression Analysis of Scale of Parenting Style and Rosenberg Self-Esteem Scale among school children (N=338)

Variables	Model Summary		ANOVA	Coefficient					
				Unst. Coeff	St. Coeff				
	<i>R</i>	<i>R</i> ²	<i>Adj.R</i> ²	<i>F</i>	<i>Sig.</i>	<i>B</i>	<i>Beta</i>	<i>T</i>	<i>P</i>
MR	209	.004	.041	15.32	.000	.068	.209	10.93	.000
MC	269	.072	.069	26.12	.000	.082	.269	10.79	.000
FR	170	.029	.026	10.06	.002	.054	.017	12.27	.000
FC	186	.035	.032	12.06	.001	.058	.186	11.80	.000
PRT	205	.042	.039	14.77	.000	.036	.205	10.19	.000
PCT	245	.060	.057	21.49	.000	.041	.245	9.92	.000
Both Parent	236	.056	.053	19.77	.000	.021	.236	9.28	.000

a) *Predictor (Constant) Scale of Parenting Style and Subscales (Mother Responsiveness Subscale; MC= Mother Control Subscale; FR= Father Responsiveness Subscale; FC= Father Control Subscale; PRT= Parenting Responsiveness Subscale Total; PCT= Parenting Control Subscale Total)*

b) *Outcome Variable Rosenberg Self-Esteem Scale*

Results of Table 1 Indicate mothers' scores on responsiveness and control were found a significant predictor of self-esteem. Fathers' scores on the responsiveness and control subscale of the parenting scale predicted the degree of self-esteem. Furthermore, both parents' total score on the subscale of responsiveness and control as well as scale total scores of both parents were also found the significant predictors of self-esteem of children.

Table 2

Simple Linear Regression Analysis of Scale of Parenting Style and Academic Performance among school children (N=338)

Variable s	Model Summary			ANOVA		Coefficient			
						Unst. Coeff	St. Coeff		
	R	R ²	Adj.R ₂	F	Sig.	B	Beta	T	P
MR	.719	.517	.516	360.16	.000	.612	.719	8.41	.000
MC	.884	.782	.781	1206.2	.000	.706	.884	8.32	.000
FR	.747	.558	.556	423.84	.000	.613	.747	9.43	.000
FC	.877	.770	.769	1124.9	.000	.717	.877	7.55	.000
PRT	.795	.632	.631	576.56	.000	.360	.795	5.68	.000
PCT	.948	.899	.899	2985.4	.000	.412	.948	3.60	.000
Both Parents	.912	.832	.832	1666.5	.000	.211	.912	1.90	.000

a) *Predictor (Constant) Scale of Parenting Style and Subscales (MR= Mother Responsiveness Subscale; MC= Mother Control Subscale; FR= Father Responsiveness Subscale; FC= Father Control Subscale; PRT= Parenting Responsiveness Subscale Total; PCT= Parenting Control Subscale Total)*

b) Outcome Variable Academic Performance

Results of Table 2 reported children's scores on mothers' subscale of responsiveness and control were found a significant predictor of academic performance. Children's scores of fathers on the subscale of responsiveness and control predicted the children's academic performance. Furthermore, children's scores of both parents on the total score of the subscale of responsiveness and control as well as scale total scores of both parents were also found the significant predictors of the academic performance of children.

Table 3

Simple Linear Regression Analysis of the Rosenberg Self-Esteem Scale and Academic Performance among school children (N=338)

Variables	Model Summary			ANOVA		Coefficient			
						Unst. Coeff <i>t</i>	St. Coeff		
	<i>R</i>	<i>R</i> ²	<i>Adj.R</i> ₂	<i>F</i>	<i>Sig.</i>	<i>B</i>	<i>Beta</i>	<i>T</i>	<i>P</i>
RSES	.232	.054	.051	19.04	.000	.602	.232	19.865	.000

a) Predictor (Constant) RSES= Rosenberg Self-Esteem Scale

b) Outcome Variable Academic Performance

Results of Table 3 indicate the Rosenberg Self-Esteem Scale is the significant predictors of academic performance among schoolchildren.

Table 4

Gender Difference on the Variable of Parenting, Self-esteem and Academic Performance among School Children (N=338)

Variables	Male	Females	<i>T</i>	<i>p</i>	<i>SE</i>	95% Confidence	
	<i>N=142</i>	<i>N=196</i>				<i>Diff.</i>	<i>Interval of the Difference</i>
	<i>M±SD</i>	<i>M±SD</i>					<i>Lower Upper</i>

MRST	78.02±13.50	76.72±9.94	966	.335	1.34	-1.34	3.93
MCST	77.79±14.08	78.30±10.92	-.358	.720	1.42	-3.30	2.29
FRST	77.62±13.86	75.28±10.35	1.69	.091	1.38	-.37	5.06
FCST	78.15±13.96	77.73±10.45	518	.605	1.39	-2.02	3.46
PRST	155.64±25.51	152.01±18.43	1.45	.150	2.52	-1.32	8.57
PCST	155.93±26.16	155.73±19.77	081	.935	2.61	-4.93	5.35
OPST	311.57±50.14	307.74±35.92	780	.436	4.93	-5.87	13.55
SEST	20.41±4.33	20.01±3.34	930	.353	.44	-.45	1.25
SAPT	68.81±10.75	68.22±9.14	529	.598	1.12	-1.61	2.78

MRST= Mother Responsiveness Subscale Total; MCST= Mother Control Subscale Total; FRST= Father Responsiveness Subscale Total; FCST= Father Control Subscale Total; PRST= Parenting Responsiveness Scale Total; PCST= Parenting Control Scale Total; OPST=Overall Parenting Scale Total; SEST= Self-Esteem Scale Total; SAPT= Students Academic Performance Total

Table 5

Frequency distribution of Parenting Style of Mothers, Fathers and Both Parents on the base of Scale Scores of Scale for Parenting Style among School Children (N=338)

Variables	Mothers' classification on scale scores	N	Per cent	Cumulative Percent
Mothers Parenting Style	Authoritative	328	97.0	97.0
	Negligent	5	1.5	98.5
	Permissive	3	.9	99.4
	Authoritarian	2	.6	100.0
	Total	338	100.0	
Fathers Parenting Style	Authoritative	330	97.6	97.6
	Negligent	4	1.2	98.8
	Permissive	1	.3	99.1
	Authoritarian	3	.9	100
	Total	338	100.0	
Both Parents	Authoritative	329	97.3	97.3
	Negligent	4	1.2	98.5

Parenting Style	Permissive	3	.9	99.4
	Authoritarian	2	.6	100.0
	Total	338	100.0	

Findings of Table 4 show that the frequency of authoritative parenting style among the sample of mothers, fathers, and both parents was found significantly high as compared to negligent, permissive, and authoritarian parenting style among the sample of school children.

DISCUSSION

According to the findings, most of the participants scored high on the subscales of control and responsiveness which is equivalent to the authoritative style of parenting; suggesting that 97 -97.6 % (table 5) of participants perceive their mothers and fathers as authoritative. Hence, the dominant parenting style in the current study is authoritative, this results is consistent with the findings of Hein and Lewko (1994).

Further, our results suggest that parenting style (authoritative) is significant positive predictors of self-esteem and academic performance; self-esteem and academic performance were found positively related. Authoritative parents exhibit responsiveness and control simultaneously. Such parents are firm and coherent in handling their children, they do not react inconsistently towards their child's conduct or misconduct. Although, they encourage autonomy, however with well-defined standards for child's behaviour based on moral values. Children of an authoritative parent receive positive attention of their parents, who listen to them and support them not only instrumentally but emotionally and morally as well. Besides support, parental attention and involvement include beliefs and attitudes regarding education and the aspirations they hold for their children (Catsambis, 2001; Englund, Luckner, Whaley, & Egeland, 2004) which primarily help their children in their academic achievement as it plays the role of a bridge between home and school.

Authoritative parents exhibit a proactive approach to parenting. For the child's need and abilities are the priority, hence they do not imply age-inappropriate maturity challenges. They provide trust and acceptance to their child's capabilities and have a realistic approach regarding their child's accomplishments. Consequently, if a child feels accepted is likely to develop

progressive potentials, including high self-esteem and emotional strength (Khaleque 2013; Laible & Carlo, 2004).

Furthermore, authoritative parenting style leads children to have good academic performance and high self-esteem. Adequate parenting style makes children more confident, visionary, and productive over time. Study findings reveal that control but flexible parenting style boost up children's better self-esteem, which can be seen in terms of children's emotional stability, daily life progress, and especially academic presentation. The authoritative parenting style develops a sense of goal-oriented behaviour, autonomy, and self-monitoring (Hosogi, Okada, Fuji, Noguchi, & Watanabe, 2012). Although, parenting is a dreadfully complex task for children to adopt and for parents to execute it for a long time; however, the role of consistent and adequate parenting style is considered effective. Similarly, parenting makes the children more productive and establishes a stable set of characteristics that enhance children's self-esteem and self-esteem has also an astonishing impact on children's academic performance.

Limitations and Implications

The data of the study is limited to the school population, in future researches the participants from college and higher secondary population should also be included; hence children can be assessed prospectively during different developmental stages for the variables of parenting, academic achievement and self-esteem. In the current study parental relationship with each other is overlooked, that should be considered as an important factor for studying children emotional, social and academic stability.

Parents should be psycho-educated through various mediums, including electronic and print media, to develop positive parenting skills. Adequate parenting plays a crucial role in developing self-esteem among children. When children get proper instructions and guidance from parents to resolve daily life issues and problems, they develop creative skills and the ability to do things in appropriate manner.

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