

RESEARCH ARTICLE

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THE RELATIONSHIP BETWEEN PARENTING STYLE AND ACADAMIC ACHIEVEMENT OF STUDENTS (IN PARTICULAR REFERANCE TO CHAMO SECONDERY AND PREPARATORY SHOOL)

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ABSTRACT

The purpose of this study was to explore the relationship between parenting style and academic achievement of students. The subjects of the study were 240 students (120 boys and 120 girls) from Chamo Secondary and Preparatory School. The students were selected from grades 9 and 11 through stratified random sampling technique. A questionnaire that is developed by the researchers was used to gather the data from the selected sample students. The data about the students' academic achievement have been collected from the student's record office of the school. The collected data were summarized and analyzed using tables, percentage and pie chart. Further, the statistics Pearson's product moment correlation has been employed to assess the relationship of parenting styles with the academic achievement of the students. The findings have shown that among the four parenting styles, authoritative parenting style has strong positive correlation with the academic achievement of the students. On the other hand, neglectful parenting has strong negative correlation with the students' academic achievement. Based on these findings, the researchers have recommended that some concerned bodies of the government such as social affairs office and related non-governmental organizations have to design and implement some mechanisms to build awareness in parents to employ authoritative approach of parenting style in grown up their children.

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INTRODUCTION

Parents want their children to grow in to socially mature individual and they feel frustrated in trying to discover the best way to accomplish this develop mentalists have long searched for the gradient of parenting that promote competent socio-emotional development in children. Parents should neither punitive nor aloof rather they should develop rules for their children's. Parents should affectionate with their children's and they tend to employ different methods of childrearing to grow in to socially mature individuals (Baumrind cited in Santrock, 2006). One of the most robust approaches in the development of children's social and academic achievement has been termed parenting style. There is ample evidence that indicate parenting style is correlated with children's school achievement (DornBusch cited in Crandell, 2006). Parents' influences teach and control their children's behavior.

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The normal variation in parenting practice is described by parenting style as authoritarian, authoritative, indulgent, and neglectful (Baumrind as cited in Santrock, 2006). Authoritarian parents are reside and punitive and value unquestionable obedience from their children. They have strict standard and discourage expression of disagreement. Indulgent parents give their children excessive lax they are nontraditional and lenient, do not require mater behavior and allow considerable self-regulation to their children. In contrast authoritative parents are firm setting limits for children. As the children get older these parents try to reason with and explain things to them. Neglect full parents show little interest in their children. They are emotionally detached and they view parenting as nothing more than providing food, cloth and shelter for their children (Baumrind, 2006). Lamborn etal, (1991) cited in Sentayehu (1998), pointed out that high school students who describe their parent as an authoritarian were associated with reasonably well academic achievement. They also found positive correlation of neglectful parents to low academic achievement, and children from authoritarian parents

surpassed all other, and from indulgent homes scored relatively low. Most of the studies on factors that affect academic achievement of students have been conducted in the economically developed countries. In Ethiopia, some local investigators (e.g. Sintayehu, 1998; Mathewos, 2000), indicated the relationship between parenting style and academic achievement of students with other related variables. But the research concerning parenting style and academic achievement of students at high school and preparatory level is scant. Thus, it seems important to carry out the research in the area.

Statement of the Problem

Different parents tend to employ different method of child rearing. Some parents prefer to use reasoning and explanation to gain acceptance, others employ harsh form of discipline and others to be excessively lax (Baumrind cited in Crandall, 2012). Different authors (e.g. Morrow and Wilson cited in Sentayehu, 1998), shown that parents handling could affect the behavior of their children which in turn will have an impact on their children's school achievement. Although the issues of parenting style have been subjected to different investigation, but as to the knowledge of this researcher, there is no reported evidence in the case of secondary schools in Arba Minch town. Thus, the present study has tried to investigate the relationship between parenting style and academic achievement of students in Chamo Secondary and Preparatory school in Arba Minch town. Accordingly, the following research questions are formulated to be answered the study.

1. Is parenting style related to academic achievement of students?
2. In which parenting style students achieve higher?
3. Do male and female students differ in their academic achievement as a result of parenting style?

Objective of the study

The main objective of this study is to investigate the relationship between parenting style and academic achievement of students. It has the following

Specific objectives:

1. Identify the relationship between parenting style and academic Achievement of students.
2. Identify the kind of parenting style which result in higher academic achievement.
3. Explain the variation of academic achievement between boys and girls as a function of parenting style.
4. Suggest a kind of parenting style to be used by parents in rearing their children.

Significance of the study

Since the study was conducted on the title which is new to the study area, it would have the following significance.

1. It may help to build awareness in parents and teachers about the effective handling practice of their children.
2. It may initiate parents to employ parenting style which is more effective in making students successful in academic achievement.
3. It may serve as additional reference in the area.

4. It will initiate other researchers to carry out more systematic research on the issue.

Delimitation

The study was delimited to parenting style relating with academic achievement of students excluding other factors that contribute to students achievement and also the study delimited to Chamo Secondary and Preparatory School in Arba Minch town due to time and budget constraint.

Limitation of the study

The necessary data for the study were collected only from students. If supplementary information were collected from parents, the result is more accurate and reliable.

Definition of terms and concepts

- **Academic achievement:** refers to first semester average assessment results of the students.
- **Parenting style:** refers to the way in which parents bring up their children or rear their children's (Louw et al, 1998; and Lopez, 2004 cited in <http://www.uir.unisa.ac.za>).

MATERIALS AND METHODS

Subjects of the Study: The subjects of this study were 240 students from Chamo Secondary and Preparatory school. Among the four grades (9th, 10th, 11th, and 12th), only two grades (9th and 11th) were selected purposefully for the remaining two grades' students (10th and 12th) were busy in preparing themselves for the national examination during the time of data collection for the study. Among ten sections of 9th grade (A, B, C, D, E, F, G, H, I and J), randomly two sections were selected. Similarly, from grade 11th (A, B,C and D), randomly two sections (B and D) were selected. The total number of students was 2276 (1240 male and 1036 female). The grade level distribution of the size of the students was, 822 (418 male and 404 female), 724 (425 male and 299 female), 421 (236 male and 185 female), and 309 (161 male and 148 female) in grades 9, 10, 11, and 12 respectively. From the selected sections of 9th grade and 11th grade, 164 students (83 male and 82 female), and 143 students (75 male and 75 female) were included in the study respectively.

Sampling Technique: The subjects of the study were selected through disproportionate stratified random sampling technique. Stratification was made on the basis of grade level, section, and sex. Random sampling technique was employed. It gives representative subjects from the population which constitutes various grade levels, sections and sex.

Data Collection Tool and Procedure: A questionnaire was employed as the main instrument to collect all the necessary data for this study. The questionnaire which contains structured items for biodata and scales for identifying parenting style was developed by the researchers. The scale for measuring parenting style contains five levels. In constructing the scale, ideas from literature about the nature of instrument to measure parenting style was adopted. Before using for the main study, the questionnaire has been administered to 30 9th grade students from Arba Minch Secondary and Preparatory School for pilot study. The reliability of the parenting scale

was found to be 0.79 which was relatively high. Therefore, it has been used to collect data for the main study. In Chamo secondary and preparatory school, the questionnaire was administered in each section using their free periods. It was administered by the researchers after providing detail orientation on how to fill it.

Methods of Data Analyses: The prime important variable in this study was parenting styles. Based on the student rating of the four parenting styles and structured average score, the relation was analyzed carefully. The collected data was analyzed by using table, percentage, pie chart, and correlation. From these statistical description methods, the researcher was used table and percentage to describe subjects background (sex, age, and educational level), and sex variation on academic achievement as a function of parents handling practice. Pie chart was used to describe the ways of parents handling practiced on their children that results to high or low academic achievement and correlation was used to describe the relationship between parenting style and academic achievement of students.

RESULT AND DISCUSSION

The Characteristics of the Participants: The subjects of this study were students of Chamo secondary and preparatory school which includes grade (9th, &11th) from total population 2276, the researcher took 240 subjects as explained in methodology. The entire questionnaire filled by subjects was analyzed by using percentage, table, pie chart, and correlation in this chapter.

Background of the participants: The background of the subjects and their parent’s educational level was described below by using table and percentage.

Table 1. The sex and age of the subjects was presented

Sex	Number	(%)
Male	120	50
Female	120	50
Total	240	100
Age		
Below 18	162	67.5
18-23	70	29.17
Above 23	8	3.33
Total	240	100

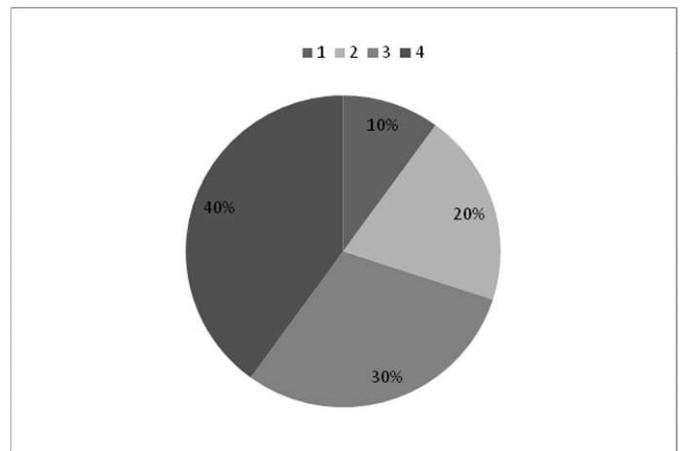
As explained above table 4.1.2, from the total subjects 120(50%) were males and the remaining 120(50%) were females. The researcher used equal number of male and female students in the study. The data as explained above, indicates that most of the subjects 162(67.5%) were found below 18 age, and only 8(3.33%) were above 23 age level, and 70(29.17%) of them were found between 18-23 age range.

Table 2. Educational level of Participants and their parents was presented

The subject’s educational level.		Number	Percent (%)
Grade	section		
9 th	A	60	25
	H	60	25
11 th	B	60	25
	D	60	25
Total		240	100

As explained in the above, Table 2, indicates that 60 (25%) of the respondents were from the each section of grade 9thA&H and 11thB&D respectively. As subjects response shows that the educational level of most of the parents 76(32%) were 7-11, and followed diploma 57(24%), and also 56(23%) of parents were at degree level, and 51(21%) were between 1-6 educational level.

Parents’ contribution to academic outcome of their students as function of parenting style: In this sub-section the participant’s response that they asked to respond to the ways in which their parents contributed to high or low academic outcomes as a function of parents handling practice. On the bases of the participants response the researcher was identified the parenting style that leads to high academic achievement in school. In order to make that from each of the parents handling practice, the behavior of parents that they exercised on their children were included in the questionnaire. Then the participant’s response to the questionnaire was analyzed below by using pie chart.



- 1 Parents who allowing having/doing what their students wants to do
- 2 Parents who do not concern about their students education
- 3 Parents who provide firm limit to study
- 4 Parents who provide autonomy to study

Fig. 1. Proportion of Academic Achievement Contributed by the Four Parenting Styles

As explained in the above pie chart, from the four types of parents handling practice, the participants response shows that 95(40%) of parents were found that contributes by providing autonomy on their students’ to academic achievement. Also the study indicates that parents who provide firm limit to study to their students were 70(30%) and the other parents who provides contribution by allowing having or doing what the students wants to do were found to be 49(20%) and few parents 25(10%) were not concern about their students achievement. By supporting this finding Baumrind cited in Santrock, (2010) founded that the authoritative parents show to their children’s pleasure and support in response to children’s constructive and age appropriate behavior. In study, she found that authoritative parents characterized cheerful, self controlled and achievement oriented.

The sex variation on academic achievement as a function of parent’s way of rearing their students: As female subjects responded that, good handling practices of parents for female

Table 3. The parents parenting style that contributes to academic achievement of the male and female students

No		Response				Total	
		Male		Female		No	No
		No	(%)	No	(%)		
1	Placing firm limit and control to study	37	15.42	48	20	85	35.42
2	Providing autonomy	43	17.92	29	12.08	74	30
3	Allowing having or doing what students wants to do	27	11.25	31	12.91	58	24.25
4	Parents do not concern about their students outcomes	13	5.42	12	5	25	10.42

Table 6. Score On Neglectful Parenting Style and Average Academic Achievement of Students

No of subjects	Score on parenting	Academic achievement score	No of subjects	Score on parenting	Academic achievement score
1	4.26	68.5	19	4.75	64
2	4.16	65.65	20	4.5	65.2
3	4	58.25	21	4.33	69.75
4	4.5	60.05	22	4	67
5	4.16	65.85	23	4.5	60
6	4.77	70.5	24	3.85	72.5
7	4.75	67.75	25	5	73
8	4.33	60	26	4.44	72.09
9	4.5	68.2	27	4.16	49.09
10	3.66	75	28	4.33	54.09
11	3.75	68.5	29	4.77	55.27
12	4.77	70.77	30	5	59.64
13	3.5	64.25	31	3.75	55.27
14	5	66.75	32	4.33	60.95
15	4.5	60	33	4	60.5
16	4.66	68	34	3.95	63.75
17	3.77	70	35	4.5	60
18	3.83	71			

students were found to be placing firm limit and control (20%), to academic success of their students. The number of subjects totally responded that male students academically a little bite achieve successful due to parenting style. The finding indicates that (50.09%) for male and (49.99%) indicates that female student's academic achievement as a function of parents handling practices. But the study shows their differences were not that Mach significant, it seems to be equal. As presented in the review related literature, Abesha cited in <http://www.found> that there was no sex variation in academic achievement as a function of parenting practice. So his study revealed that the effect of parenting style was moderated by sex of the students. Similarly, present study indicates that there was no significant difference in academic achievement as a result of parenting style. On the other hand Mathewos (2000), found that the proportion of female students in low academic achievement was high as a result of parenting compared with males. As he stated that, this may be resulted females spend more time helping parents at home than doing home- work and assignments, which negatively affects their achievement than males in school. In contrast present study reveals that it seems to be there was not that much significant difference as a result of parenting. This may be shows that recently parents were better awareness how to rear their children and they may be well informed with update information than parents who rear their children traditionally. Generally, present study reveals that the ways of parents handling practice was likely similar to male and female students. It implies that the proportion of sex variation in academic achievement as a result of parenting was seems to be very little.

The Relationship between Parenting Style and Academic Achievement of Students: In this sub-section the researcher deals with by correlating each of the four parenting styles in relation with academic achievement of their students.

In order to make that the score on parenting style (x) was collected by using questionnaire from the subjects in the form of retting scale and also the average academic achievement score (y) was taken from the home room teacher. On the basis of this, the collected data was analyzed by using Pearson product moment correlation formula. Their relation was analyzed below as follows

The Relationship between Authoritative Parenting Style and Academic Achievement of Students: By inserting the obtained number in the formula of Pearson product moment correlation (r) was found to be(+0.79) and it indicates that there is a positive relationship between authoritative parenting style and academic achievement of students. As presented above in literature, Fehrman and Keith cited in Mathewos, (2000), found that adolescents from authoritative homes surpassed all others in academic achievement as result of parenting style. Similarly, present study shows that authoritative parenting encourage student achieve better in school. As presented in literature, Baumrind cited in Santrock,(2006), found that in her longitudinal study, parents who rear their children as an authoritative was associated with cheerful, self -controlled, self-reliant and achievement-oriented. She also found that children's from authoritative parents tend to maintain friendly relation with peers, cooperate with adults and cop well with stress. Likely, present study revealed that authoritative parenting facilitates school success. Generally, present study found that the relationship between authoritative parenting style and academic achievement of students was positive indifferent relationship.

The Relationship between Authoritarian Parenting Style and Academic Achievement of Students: By inserting the obtained number in the formula of Pearson product moment correlation (r) was found to be (+0.272) and it shows that there is a positive low relationship between authoritarian parenting

Table 7. Score on Indulgent Parenting Style and Average Academic Achievement of Students

No of subjects	Score on parenting	Academic achievement score	No of subjects	Score on parenting	Academic achievement Score
1	3.5	70	19	3.66	52.75
2	3.77	92.5	20	4.85	42.75
3	4.83	65.25	21	3.4	60.5
4	4	67.7	22	4.77	48.5
5	4.5	64.35	23	4.83	65.75
6	4.25	65	24	4.66	60.25
7	4.66	50	25	3.77	48.25
8	5	49	26	3.5	50.5
9	3.66	67.5	27	4	49.2
10	4.33	66.07	28	4.25	53.25
11	4.15	67.5	29	4.33	57.5
12	3.4	61.75	30	3.85	68.05
13	4.83	59.25	31	3.25	50
14	4.16	58.2			
15	3.25	69.25			
16	3.5	54.5			
17	4	65.5			
18	4.25	40.9			

and academic achievement of students. As presented in review related literature according to Lamborn et al, cited in sentayehu,(1998) study revealed that the students from authoritarian parents score next to the authoritative. They found that, students from authoritarian parents academically achieve next to the authoritative parents student. In contrast, present study found that the correlation between parenting style and academic achievement of students from authoritarian parents to be low. Generally, present study revealed that the relationship between authoritarian parenting style and academic achievement of students found to be positive indifferent relationship.

The Relationship between Neglectful Parenting Style and Academic Achievement of Students: By inserting the above numbers in the formula of Pearson product moment correlation r was found to be (-0.767) and it indicates that there is a strong negative relationship between parenting style and academic achievement of students. As presented in review related literature according to Lamborn et al as cited in Sentayew,(1998) study indicated that the students from neglectful parents exhibited the poorest academic achievement than all the rest of the three parenting style. Their study attributes neglectful parents were more likely to perceive that control is an infringement on the child's freedom that may interfere with the child healthy development. Instead of actively shaping their children's behavior, they were likely to view themselves rather than encouraging students to achieve better in school. Similarly, present study indicated that the correlation between parenting style and academic achievement of students from neglectful parents found to be negative strong relationship. Generally, present study indicated that the relationship between Neglectful parenting style and academic achievement of students found to be negative strong relationship.

The Relationship between Parenting Style and Academic Achievement of Students: By inserting the obtained score on parenting style and academic achievement in the Pearson product moment correlation was found to be (-0.040).The coefficient of correlation indicates that there is a negative low relationship between indulgent parenting style and academic achievement of students. As presented in review literature Lamborn et al cited Sentayehu (1998) found that children's from indulgent homes relatively low next to authoritarian

homes. Similarly, present study by supporting the proviso one found that the children's from indulgent parents are scored low next to authoritarian. In general the study reveals that the relationship between indulgent parenting style and academic achievement of students from neglectful parents found to be negative low relationship. This may be result of their parents' emotional detachment and allowing their students to deal with whatever they want to do likely make them socially immature and academically incompetent.

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Conclusion

Based on the above major findings, the following conclusions have been forwarded:

1. From the findings it is possible to conclude that authoritative parenting style was strong positive relationship with academic achievement of students; authoritarian parenting was positive indifferent relationship with the academic achievement; students from neglectful parenting was strong negative relationship with academic achievement and those of indulgent parenting have academically to be low achievers.
2. Those students who perceive their parents as an authoritative have high achievers in school and extremely those of the neglectful homes seem to be low achievers academically. This may be indicates that providing autonomy, encouraging them to develop assertive and self confident that seems to have physically, socially and academically better achiever students in school. Lacking to fulfill this by their parents may be exacerbates students from neglectful to achieve low achievement in school
3. The academic achievement of male and female students do not have a great difference may be to the parenting style of the students but to become academically

effective parents to have firm and control on their female students than males.

RECOMMANDATIONS

Based on the findings of the study, the researcher has forwarded following recommendations:

- Parent's need to know their children care and support provision and contribution to use their maximum potential.
- Reasoning and explanation of rules and standards by parents should be best way to rear a child.
- Teachers as well as directors in school should arrange regular program for parents on how to handle and rear their children in a good manner.
- Among parenting style, parents should be authoritative if they choose to have children that involves less frequently in wrong doing and academically active and competent in all aspects.
- It seems better to conduct further research by using other statistical tools like ANOVA and multiple regression analysis.

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