

Relationship between Parenting Styles and Academic Self-efficacy of Students

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ABSTRACT Present study aimed to identify the relationship between perceived parenting styles and students' academic self-efficacy. Study sample consisted of 300 students enrolled in public universities of Rawalpindi and Islamabad. Sample was selected by using multi-stage cluster random sampling technique. The study was delimited to BS programs of Social Sciences Department. Two standardized self-report questionnaires were used for data collection. For measuring perceived parenting styles of the students, Parental Authority Questionnaire was used and for measuring academic self-efficacy of the students, Academic Self-efficacy Scale was used. The students' responses were scored. To test the study hypotheses, Pearson Product-moment correlation was applied. The results showed a weak but positive and statistically significant relationship between paternal authoritative style and academic self-efficacy of the students. A weak, positive and not statistically significant relationship was found between maternal authoritative style, paternal and maternal authoritarian style and paternal and maternal permissive style and students' academic self-efficacy.

INTRODUCTION

Parenting style can be viewed as a set of behaviors that the parent-kid associations portray over an extensive variety of circumstances (Alizadeh and Andrays 2002). Every family has a particular path as a parenting style which they utilize as a part of the preparation of their youngsters influenced by various elements, including social, political and monetary variables (Hardy et al. 1993). Youngsters invest the greater part of their time at home, in this manner, the role of the parents in kids' physical, social and mental advancement can't be denied. Parents set rules and gauges for their youngsters' development, improvement, activities and practices and as a result their child's normal attributes and capacities are influenced by them.

The most compelling work on parenting style was finished by Baumrind (1996) and she has recognized two expansive measurements of parenting styles that are demandingness and responsiveness. "Demandingness identifies with the level of control, warmth, and supervision that parents applied in their youngsters conduct and exercises. Responsiveness relates with how much parents indicate fondness, acknowl-

edgment, and commitment towards their kids." Baumrind (1996) then utilized these measurements to distinguish three parenting styles: authoritarian, authoritative and permissive. In authoritarian style, the parents are strict and requesting, settle on the vast majority of the choices for their children and anticipate that they will be taken after with no inquiries and utilized discipline to disallow exercises that they considered wrong (Baumrind 1966). Authoritarian parents just show demandingness.

In authoritative parenting, parents love and teach their children and tyke's needs and capacities are given need. Baumrind (1997) depicts that these parents bolster the present capacities of their children and set measures for reasonable future conduct. These parents direct the children by utilizing affection, correspondence and sensible desires. In this style, both parents and children are equivalent and affected each other's conduct and activities. This style is blend of demandingness and responsiveness.

Permissive parents demonstrate high love however, they are not for controlling the tyke's conduct, they set up no models and points of confinement for their children and show no requests. Permissive parents set up little princi-

ples and permit the children to settle on their own choices. In this style, parents go about as an asset individual that may be called by children when they are required (Baumrind 1967). Introduced study depends on Baumrind's (1971) model of parenting. Extensive interviews and observations with parents and children were conducted by Baumrind (1967, 1971, 1989, 1991a) and he proposed three parenting styles: authoritarianism, authoritative, and permissiveness of qualitatively different patterns. These parenting styles were developed after analyzing parenting in white families and largely middle class.

Parenting style has been considered as a standout amongst the most vital element that impacts the improvement of self-efficacy faith in their children. Academic self-efficacy has been characterized "as individual judgment of one's capacities to compose and execute approaches to accomplish assigned sorts of instructive exhibitions" (Zimmerman 1995). In this review, academic self-efficacy is conceptualized as capacities of the students' to fulfill academic assignments that are fundamental for achieving achievement in their college training.

An understudy having a solid feeling of self-efficacy sees troublesome assignments as difficulties and trusts that he or she can ace these undertakings. Profoundly self-useful students set their objectives, demonstrate determination to them until they accomplish, and recoup rapidly from disappointments. Individual with a powerless feeling of self-efficacy don't have conviction on their capacities and consider that they are clumsy of picking up authority over troublesome undertakings. They see testing undertakings as perils in their realizing which ought to be avoided. These people ease back to recuperate from disappointments and show feeble duty to their objectives.

As per Bandura (1995), students' self-efficacy is influenced by various individual (considerations and convictions) and natural elements (family, companions, instructors and establishments) that give them sign about their learning and execution. Parents frame impression of their children's academic capacities by giving them environment helpful for realizing, which consequently influence their children's own capability conviction.

Inquiries about reviews have inspected the impact of various sorts of parenting styles on

self-efficacy of students. Permissive parents offer flexibility to children for managing their own conduct as opposed to controlling them. Inquiries have demonstrated that there is negative relationship between permissive parenting style and academic self-efficacy of students. The more elevated amount of permissive parenting style may prompt to bring down the level of academic self-efficacy. Ginsberg (1993) and MacCoby and Martin (1983) have found that permissive parenting is connected with low self-regard, less determination on learning assignments, and low characteristic motivational introduction. Boon (2007) additionally found that permissive parenting is connected with low authority objectives, low self-efficacy, and low accomplishment in students.

Authoritarian parents concentrate on controlling the conduct and demeanors of children and confine their self-rule. Specialists have found that there is negative relationship between authoritarian parenting style and academic self-efficacy of students. The larger amount of authoritarian parenting style is connected with lower level of academic self-efficacy. A review was led by Qazi (2009) to discover the connection between parenting styles, locus of control and summed up self-efficacy and demonstrated that non-critical relationship exist between authoritarian parenting styles, and summed up self-efficacy of students.

Authoritative parents indicate warmth and cherish conduct for supporting their children and direct their children's conduct through thinking. Inquiries have demonstrated that there is surely a relationship between authoritative parenting style and academic self-efficacy of students. The more elevated amount of authoritative parenting style may prompt to a higher level of academic self-efficacy. Studies by Chandler (2006), Shaw (2008), and Abesha (2012) demonstrated that school and college students sustained by authoritative parents had higher academic self-efficacy when contrasted with the children raised by authoritarian parents.

Glenys et al. (2011) directed an exploration to discover differential parenting styles for father and mother. Respondents of the review were 617 college students who finished a poll to tap states of mind towards parental and maternal parenting. Huge sexual orientation based contrasts were found for the authoritative and permissive styles of parenting. There are irregular-

ities in writing in regards to relationship between authoritative parenting styles and self-efficacy of students.

Examination led by Shaw (2008), Turner et al. (2009) and Erlanger and Turner (2009) have found no factually huge relationship amongst moms' and fathers' parenting style and academic self-efficacy. Burke (2006) found that parenting styles did not fundamentally associate with general self-efficacy convictions of undergrads and he depicted the explanation behind this conflicting finding by the little example (n = 162) utilized as a part of this review.

Another review with an example of secondary school students additionally demonstrated that parenting styles were not identified with academic self-efficacy (Rivers 2008). Specialist clarified the conflicting discoveries by saying that parenting style might be identified with academic self-efficacy just through characteristic inspiration since he likewise found in a similar review that authoritative parenting style was fundamentally and decidedly identified with inherent inspiration and thus natural inspiration was altogether and emphatically identified with academic self-efficacy.

There are different elements that influence the advancement of self-efficacy in students, and parenting style is one of them. The present review concentrated on parenting style and academic self-efficacy of students. Thus, it was trusted that this review will help in filling the writing holes around there and give significant discoveries on the part of parenting style and academic self-efficacy of students.

Objective of the Study

- The objective of the study was:
- To identify the relationship between parenting styles and students' academic self-efficacy.

Hypotheses of the Study

The following hypotheses were formulated and tested:

1. Maternal parenting styles are significantly correlated with academic self-efficacy of students.
2. There is a noteworthy relationship between paternal parenting styles and the academic self-efficacy of their children.

MATERIAL AND METHODS

Research Design

Current study was survey type descriptive research. It was correlational in nature. The main purpose of the research was to identify the relationship between parenting styles and academic self-efficacy of their children.

Participants and Procedure

Population of this study comprised of all the students enrolled in the public sector universities of city Rawalpindi and Islamabad. Study was delimited to students of BS Social Sciences program in public universities located in city Rawalpindi and Islamabad. The sample consisted of 300 students selected through multi-stage cluster sampling technique. At first stage, the cluster of BS program was selected. At second stage, the cluster of social sciences department was selected and at third stage, students were randomly selected from the social sciences departments.

Study instrument included two standardized self-report questionnaires that were used for obtaining information from respondents. For checking the validity and reliability of instruments, pilot study was conducted on 50 students selected from PMAS Arid Agriculture University, Rawalpindi. Team of experts were involved to check the clarity and accuracy of the questionnaires and for making the questionnaires valid, difficult, ambiguous and confusing statements were refined and some were deleted. Repetitions were removed and some items were integrated. Reliability of the questionnaire was checked with Cronbach Alpha reliability coefficient.

For collection of data from concerned universities following procedure was employed. At first, permission was taken from concerned universities for collection of data and students were given instruction for filling the questionnaires. The data was collected in the group form by the researchers. The following two standardized self-report questionnaires were used for this research.

Measures

The Parental Authority Questionnaire (PAQ) was used (Buri 1991) for measuring perceived parenting styles of the students. Sixty items (60)

questionnaire consisted of two parts. Part one dealing with mother's parenting, while second part measured parenting styles related to father. Each part consists of 30 items including three subscales such as authoritative, authoritarian and permissive parenting styles having 10 questions for each subscale.

Responses were made on a 5 point Likert scale, extending from Strongly Agree to Strongly Disagree. Reliability coefficients for subscales were .78 for mother authoritative and .71 for father authoritative, .70 for mother and .68 for father authoritarianism and .60 for both mother and father permissiveness. Thus, the scale has satisfactory internal consistency to utilize it in current review.

Academic Self-efficacy Scale (ASES)

Academic Self-efficacy Scale (ASES) developed by Zajacova et al. (2005) was utilized to measure students' academic self-efficacy. It included items related to interaction, performance in and out of university, work management and family. This questionnaire was used flexibly. Originally it contained 27 items but this scale was reduced to 12 items by the researcher after pilot testing.

Five-point Likert-type scale ranging from Strongly Agree to Strongly Disagree was used to rate their degree of confidence on students' abilities to perform well academically. Alpha reliability for the scale was .77 in the current study.

Data Analysis

Data was processed and analyzed by using Statistical Package for Social Science (SPSS) version 16. Inferential statistics that is, Pearson Correlation was used for data analysis.

RESULTS

The result of the study are tabulated in tables. Table 1 indicates the correlation between maternal parenting styles and students' academic self-efficacy. Results found a weak, positive and statistically non-significant relationship between all three parenting styles and academic self-efficacy of their children. The correlation value found between authoritative parenting and academic self-efficacy is $r = .035$ and $p > .05$; $r = .100$ and $p > .05$ is found between authoritarian parenting and academic self-efficacy, whereas between permissive parenting and academic self-

Table 1: Relationship between maternal parenting styles and academic self-efficacy of students

Maternal parenting styles	Academic self-efficacy	
	Pearson correlation	Sig. (2-tailed)
Authoritative	.035	.540
Authoritarian	.100	.079
Permissive	.054	.345

$P > 0.05$

efficacy is $r = .054$ and $p > .05$. Therefore, hypothesis one is rejected.

Table 2 specifies the relationship between paternal parenting styles and academic self-efficacy of their children. A weak, positive and insignificant relationship was found between paternal authoritarian and permissive parenting and academic self-efficacy of students. The correlation value explored between paternal authoritarian parenting and academic self-efficacy is $r = .089$ and $p > .05$. While relationship between paternal permissive parenting and academic self-efficacy is $r = .055$ and $p > .05$. However, the correlation between paternal authoritative parenting and academic self-efficacy is positive and statistically significant but weak, $r = .121$ and $p < .05$. Therefore, hypothesis two is partially accepted.

Table 2: Relationship between paternal parenting styles and academic self-efficacy of students

Paternal parenting styles	Academic self-efficacy	
	Pearson correlation	Sig. (2-tailed)
Authoritative	.121	.033*
Authoritarian	.089	.120
Permissive	.055	.337

$P > 0.05$

DISCUSSION

The fundamental goal of the review was to discover the relationship between perceived parenting styles and academic self-efficacy of the understudies.

The after effects of the present review demonstrated that there was a feeble, positive and factually noteworthy relationship between fatherly authoritative style and academic self-efficacy of the understudies while there was a powerless, positive and not statistically significant relationship between paternal and maternal au-

thoritarian and permissive style and academic self-efficacy of the students. Further results exposed that there was a weak, positive and non-significant relationship between paternal and maternal authoritarian and permissive style and academic self-efficacy of their children. More specifically, findings demonstrated that the children of authoritative parents would have higher academic self-efficacy. These outcomes were observed to be steady with the review directed by Rivers (2008) in which the analyst has not found a relationship between parenting styles and academic self-efficacy of understudies and he was of the view that parenting style might be identified with academic self-efficacy just through inherent inspiration. Masud et al. (2016) indicated that parenting styles separately have no noteworthy association with the academic execution. Moreover, self-efficacy just intervenes the relationship of authoritative parenting style and academic self-efficacy. It can be reasoned that self-efficacy in people is an essential quality important for the mental improvement of the youths. Self-efficacy improves the individual's certainty to advance.

The outcomes were additionally steady with the review directed by Nancy Elaine Shaw in 2008, in which no factually significant relationship was found amongst fathers' and mothers' parenting styles and academic self-efficacy of the understudies. This is inconsistent with a review led by Chao (2001) and Strage (1998), in which researchers found that authoritative parenting is connected with more elevated amounts of different parts of academic self-efficacy. Chao discovered offspring's of authoritative parents continually delivered higher evaluations and demonstrated higher general capacity at moving toward academic difficulties than understudies raised in authoritarian homes. Strage revealed that college understudies supported by authoritative parenting style showed larger amounts of academic self-certainty, impression of academic capacity, and control over their academic lives and these all are the parts of academic self-efficacy. A study initiated by Seifi in 2016, exposed the effects of that parenting style on students' academic self-efficacy. Study concluded that both authoritative parenting and authoritarian parenting approach increases the efficacy of their children.

CONCLUSION

Based on the literature, it can be concluded that parents played a vital role in development of child's academic competence. Parents need to practice a balanced behaviour and attitude shown by parents make their children socially and academically successful citizen. This study also investigated a weak and not statistically noteworthy relationship between paternal and maternal perceived parenting styles and academic self-efficacy of the students. Only statistically significant but weak relationship was found between paternal authoritative parenting and academic self-efficacy of students. More specifically, this means that students with paternal authoritative parenting style reported high levels of academic self-efficacy.

RECOMMENDATIONS

Keeping in view the findings and conclusions, the researchers made some recommendations which are described as under:

- The awareness programs, seminars and workshops should be arranged by government, NGOs' for providing guidelines to parents about different parenting styles and effect of these on overall development of their children.
- Teacher can enhance their students' academic self-efficacy by providing supportive pedagogical environment and use teaching methodologies that meet students' educational needs and requirements.
- This study has important implication for parents to promote the use of authoritative parenting style in nurturing their children which is essential to foster academic self-efficacy in their children.
- This study would also help students to comprehend their own personal potential and capabilities and take timely measures for enhancing their academic self-efficacy which consequently increase their academic achievement.
- There must be counselling centers in the university that help the students to cope with the difficulties that they face because of personal, social, financial and academic factors.

RECOMMENDATIONS FOR FUTURE RESEARCH

- Future studies needed to be conducted on other variables that were not mainly discussed in this study, such as gender, age, academic achievement and self-concept, parents' educational level, socio-economic status, perceived parental involvement and effect of these variables on academic self-efficacy and motivation of students. A qualitative approach could provide useful information.
- In this study, all measures were based on self-reported questionnaires and the assessment of parenting styles was based on the perspectives of students only. Future studies could involve parents' perspectives on parenting style characteristics besides students' perspectives.

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