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Humanities and Social Sciences Sch. J. Arts Humanil Soc. Sci. 2016;4(34):193-200 OScholars Academic and Scientific Publishers (SAS Publishers) (An International Publisher for Academic and Scientific Resources) ISSN 2347-5374 (Online) ISSN 2347-9493 (Print) Parenting Styles and Academic Achievement Ngu Leh Seng, Zahyah Hanafi, Muhajir Taslikhan Universiti Utara Malaysia, Sintok, Kedah Malaysia *Corresponding Author: Ngu Leh Seng Email : .is:!!!.r-jglrjl!,4:g1.;1j:trr).r111r r].

Abstract: Type of parenting style found to be influences the child's academic achievement. This study aimed to identify the type of parenting styles practiced by parents and its relationship to the academic achievement of children. They are 406 of form five students involved in this study. Researcher used "Parenting Style Scale" instrument to measure the parenting styles. The results revealed that many parents adopt authoritative parenting style and there is no significant relationship between parenting styles and their child's academic achievement. Keywords: Parenting styles, authoritative, academic achievement, parents.

INTRODUCTION Parents play an important role in the development of children. According to the theory of human ecology development, interaction and mutual dependence between humans affect individual development [1]. This explains that the interaction between the parents and children will affect the child's development. Then, the styles of parenting adopted by parents will certainly affect the developmental of socio-emotional, personal, and behavior aspects of a child.

Parenting styles is a strategy or manner which practiced in the process of tutoring children. This parenting style is a psychological construct, represents standard strategies used by parents in educating their children [2]. There are various types of parenting styles adopted by parents in the effort to raise children to become excellent and successful in life. Generally, there are four types of parenting styles namely authoritative, authoritarian, permissive, neglectful, and [3].

The authoritative parenting style shows high in both responsive and demandingness. Authoritative parents impose regulation or set limits of certain behavior like often consult the opinion of the child before making a decision and allowed the child to make his own decision after talking with the parents. In addition, parents always justify open communication to talk and boast with full joy. Parents often praise the children, spend time together with children at home and work together happily [3].

Parents practicing authoritarian style set many rules and low responsive towards their children. Parents are very conscious until they set high expectations on the academic achievement of their children. In spite of stern control over the quality of the child by making the rules, ensure complied with regulations and do not allow children to ask questions related to regulations that set by authoritarian parents.

These parents interact roughly with children and bond children in a way that would be like as asking children express what to do outside the house. The level of warmth and acceptance of the opinion of the child is

ious, and always criticized what children have made. Parents considered having complete authority to punish the children either verbally or physically if they violated procedures. Parents often leads children on what must be done, to control what is going to be done, and impose rules that must be complied with at home [3].

Parents consider their academic achievement as an indicator of success of life. This often become a pressure, which would most likely student commit suicide when facing stress in their study'. For example, 110 Chinese students were suicide because of onerous school assignments[24]. One of Form 2 student in Sarawak commit suicide because of stress after being transferred to the afternoon study session due to unsatisfactory examination results[25].

LITERATURE REVIEW Typology of parenting styles Diana Baumrind conducted longitudinal studies for 30 years about the relationship of parenting styles with social and psychological adaptation, academic success, the well-being of children and teenagers [4]. A typology of parenting style introduced. They have identified two dimensions of parental styles that are demandingness and responsiveness. According to Baumrind [5], the environmentally responsive and supportive parenting types stressed the individual Available Online: <http://saspjournals.com/siahss> 193 Ngu Leh Seng et al.; Sch. J. Arts. Hum. Soc. Sci.,

March 2016; 4(3A):193-200 nature, self-control and self-assertion on their children. They also confident and supportive, has calm properties and always encourage expressing opinions freely. Therefore, their children become more open and easy to work with others. Highly demanding parents are more concerned over children behavior. They emphasize on discipline and reject children disobey them[5]. Of the two-dimensional, responsive.

and demanding had been categorized into four types of parenting styles, namely authoritarian, authoritative, permissive and neglectful[6]. Four categories of parenting styles listed in figure below. Authoritarian Many rules and demands, less explanation, less sensitive to the needs and perspectives of children Neglectful Authoritative Reasonable, consistent enforcement, sensitive to the consent of the child Low Permissive Fig-1: Dimensions and Parenting styles [6] The authoritative parenting style According to Baumrind [7], parents who adopt the authoritative style are highly responsive and high demanding.

They are friendly but firm, encouraging their child to be independent by setting limitations on their children activities. In addition, authoritative parents also able to build excellence personality of their child[8]. Therefore their children will have social efficiency, psychosocial and academic development and high motivation. Elham, Siti, Rutraya and Utarsor [9] reported that there was a significant positive relationship between the authoritative style and academic achievement.

Their study involved 382 secondary school students, which consist 251 females and 131 males between 1-5 to 18 years. The study found that parents who practicing the authoritative style are more successful in their study

because of their support towards their children's achievement and always motivate them. These parents have good relationship with their children, manage behavior, have fun, meet children's need in terms of emotional safety, more autonomy and always help children excel in school activities.

They also explain the consequences of actions taken by their children so that the children will know and understand about the principles adopted by their parents, particularly in matters related to the discipline and goals of parents for their children in study. Similarly, the study of Garcia and Cracia [10] in Spain devoted parents' perception of relationship success better as children who have self-appreciation, personal competencies, motivation and high intrinsic. A study conducted in Malaysia by Nik Hairi, et al.,

[8] also shows that the type of parenting styles that mostly dominant practiced by parents is authoritative. Authoritative parents practicing 10 strict positive features, namely caring, regularly communicate, spend 3 lot of time, encourage, praise and help, inquire their academic matters and does not set aside the children. However, the findings indicate that there is no significant relationship between parenting styles and academic achievement.

The authoritarian parenting style Baumrind [7] stated that a parent who adopts authoritarian style has a low level of responsive but a high level of demandingness. Parents only display a bit of tenderness and always control child's behavior, have hope and high expectations of children, practice the approach control, punishment and strict regulations and do not allow children to question their actions. Authoritarian parents believe that they have absolute control over the lives of the child and the child must surrender fully to the needs of parents without question. Past research showed a significant positive relationship between the authoritarian style and academic achievement.

This means that children with authoritarian parents are likely to get a high academic achievement. Chen et al. [2] reported that Chinese parents found that this style has a positive relationship with their child's academic performance. High investment in the life of the child is to provide a good education and constantly monitoring behavior [3]. This is because the Chinese believe that a good education is the key to success. Then, the measurement of success for them is the achievement in education. In this case, Available Online: [http://sasjournals.com/sasjournals/L94-Denranding,1-Contral-et-al.-Sch.-1-Arts-Iluminit-Sor-Sci.-March-2016-4\(3A\):193-200](http://sasjournals.com/sasjournals/L94-Denranding,1-Contral-et-al.-Sch.-1-Arts-Iluminit-Sor-Sci.-March-2016-4(3A):193-200) parents are responsible to provide directions and guidance to their children. Hence, Chinese authoritarian style is to such encourage children academic achievement.

Kang and Moore [14] also report that parents who adopt authoritarian style show a good level of academic achievement. This was proved in scores achievements of Chinese language, English language and mathematics. However, there are also studies showing the opposite findings that negative significant relationship between authoritarian style with academic achievement [15, 16, 9]. Parents adopt authoritarian style likely to obtain low academic achievement. The permissive parenting style Baumrind [5] further clarify

permissive style parents' have low level of demand but high levels of responsive.

Permissive parents are very friendly and do not directly control the children. They only set the little rules and specific limits for their children and are too soft. meet the needs of children. treat children as individuals mature, and can't determine their direction. Thus, certainly pressures will not exist or certain rules of good behavior for children. These types of parents are not actively involved with their children's activities [7] and allow their children to act freely [9].

Some studies reported negative relationship exists between the permissive style parents with academic achievement. Elham et al., [9] found that these parenting style students have earned low academic achievements compared to students of authoritarian style parents. According to their study, parents who permissive allow their children have behavioral problems and independence, giving very little input to and most of the important decisions made by the children themselves.

Permissive parents also have a level of warmth, involvement, rigidity and lower self-efficacy and due to lack of encouragement and support or lack of suitable academic socialization. This finding is also consistent with Zabyah Hanafi et al., [18] that suggests parents who adopt permissive style have contributed to low academic achievement. The Neglectful parenting style Baumrind [5] subsequently introduced the fourth style of parenting style i.e.

neglect levels which reflects low responsive and low demand. This type of parent is not friendly and not to control children, less interact with children. not involved in matters related to children, ignored the needs of the child until the child is neglected. These types of parents rarely consult the opinion of the child in making decisions and usually do not want interrupted by child [17]. Negative relationships also reported between neglectful style with academic achievement [116, 18]. Parents who adopt this style show low academic achievement.

According to Zahyah Hanafi et al., [18]. neglectful parents are less obeying the rules and not worry about punishment. They allow the child settle their discipline problems and in such a situation create an unhealthy family environment. Children will face problems whenever to follow the school rules subsequently affect their learning. Since parents are persons who are very influential in the life of the child then this study will try to identify the type of parenting styles adopted by parents in Limbang area and to measure how far the relationship of parenting styles affects academic achievement of children. Several hypotheses are to be tested.

They are: H01: There is no influence of authoritative parenting styles on academic achievement. H02: There is no influence of parenting authoritarian styles on academic achievement- H03: There is no influence of parenting permissive styles on academic achievement. H04: There is no influence of parenting neglectful

styles on u,ith academic achievement. METHODOLOGY This study involved 406 of tbrm 5 students as rcspondents. The quantitative approach-using questionnaires used 1leet the objectives of this study.

The questionnaire consisted oltwo pafis, namely part A cornprises seven derrographic items. Such items intncded ao i.rbaain backgnrund in lorrnation on rcspondents such as gender, ethnicit-v. education level and occupation of parents, and a score o1' the achievetnent of Lot'er Secondary Examination examinations for subjects in Bahnsa Malaysia, English, mathematics and science. Instruments that measure the parenting styte is "Parenting Style Scale" lbrmed by Paulson t1991b, 1994. i9981.

modified by ZahyahHanafi 1181, aud translated into Bahasa Malaysia, in accordance u'ith the conterit in Malaysia. Part B covers five items of rlemancing and fir'e items of respoirsive (table 1). An example ol' demanding items is "my parents don't mind if I do not comply with some regulations prescribed by it" and example of responsive items is "my parents etrcouraged me to talk to them about any subject".

The respondent teplied by using the 5 point of Liken scale; 1 : very untrue, 2 : riot nte, 3 less sure, 4 : true, 5 = vsry tffre. Value of Alpha's Alpha fbr parentting styles itertr is '810; whcreas the ralue of KMOand Rafflett's lest was to test the .ialidit) of the insh'unrent is .607, Available Online: <http://saspiournals.com/siahss> 195 et al.; Sch. J. Arts. l'humanit. Soc. Scr-, March 2016: 4(3,4): 193-21)0 Table 1; Distribution of items based on Parenting sryle Item Total item Responsive 2,4,6,8.1

0 5 Deniand 1,3,s,7,9 _5 Total items l0 Table number and percentage of the respondents in this scho0l
Criteria School name The Number of Respondents Percent School SMKLAWAS 65 6,0 SMKLTMsANG Jii
4.3 SMKSERI PATTAMBUM 57 4.0 SMKKUBONG 46 1.3 SMKMERAI'OK 43 0.6 SMKMERAJOK 43 0.6
SMKMEDAMIT 39 9.6 SMKTRUSAN 38 9.4 SMK AGAMA 34 8.4 SMKSLINDAR 26 6,4 Total 406 100.0 This
study involves ail nire national secondary schools in the Limbang Division. These schools are Sh{K Lirnbaiig "
S}fK La'was, Limbaiig, Sh'iK Seri Patiambum, SMK SMK Kubong Merapak road, Medarnit. SMK SII{(KSMK
Agama Trusan, and SMK Swrdar.

Number and percentage of respondents from each school involved in this study ale as in table 2 nonnalizatiol
ofdata. Gender and race FINDINGS AND DISCUSSION Dewagraphic dda Edacation level and employment of
Wrents Based on table 5, dris study covers 131 students who do not know about their father's education
Based on table 3, 173 male students (39.4%) and 256 female students (60.6%) iuvolved in this study' The
rei"portierits of iliis sti.lriy cctrsist uf 486 siudeiits in which 247 (60.894') female students and (39.2%) male
sfudents.

Based on table 4, the majority oi studetlts are rnde up of Malays i20 people {29.6%t, followed by 77 people
(19%) of the Iban, and Lunbawang race" 48 people i.e. 11.8% Chinese, 10. l% bisaya and 10.6oz', other
races, namely, a total of 43 students consisting of other races such as Keda-van, Kelabit, Kenya, Biciayth and

Melanau. level. Only nine fathers who do not attend school, 15 fathers own a certificate/diploma and 11 fathers have Bachelor's degree/Masters/PhD. Most parents obtained Table 3: number and percentage of respondents by gender in this Criteria Category Respondents Percentage Gender Male 159 39.2 Female 247 60.8

total 406 100.0 Table 4: number and percentage of respondents according to race in this Criteria Category Respondents Percentage Race Melayu 120 29.6 Iban 17 19.0 Luubawang 77 19.0 Cina 48 11.8 Lain-lain 43 10.6 Bisaya 41 10.1 Total 406 100.0 Available Online: <http://saspiournals.csm/siahss> 196 Ngu Leh Seng et al.; Sch. J. Arts. Humanit. Soc. Sci., March 2016; 4(3A):1%-2A0 5r Number and of to parent's education level in this Criteria Category Number of Respondents Percentage Father's education level Do not know 131 5/.J Did not attend school 6 1.5 Primary school 66 16.3 SRP, MR, LCE 58 14.3 SPNIMCE 119 29.3 Certificate/DIPLOMA, ILM 15 J.I

Bachelor Degree/Masters/PhD 11 2.7 Total 406 100.0 Mother's education level Do not attend school 115 28.3 Did not attend school 18 4.4 Primary school 70 17.2 SRP, MR/LCE 52 12.8 SPM, VICE 19 29.3 Certificate/DIPLOMA 22 5.4 Bachelor Degree/Masters/PhD 10 2.5 Total 406 100.0 their SPM, & ICE. They are consist 119 respondents or 29.3%, for both categories. In terms of employment of parents stated in table 6, they are only 38 of fathers didn't work but 284 mothers do not work whereas they Table Academic Achievements Table 7 shows the number and the percentage of respondents according to level and achievement grade of the subjects such as English, mathematics and science.

Students who obtain grade A means the level of achievement of the students was excellent grade B and C is at good level, while grades D and E is pass and F is fail. 10-90 students are excellent in Malay Language, 12.1% in English, 27% in science 25%, in mathematics. are 368 working fathers and 122 working mothers, which consist 90.6% of fathers and 31.9% of mothers in this research. Students who get good performance in Malay language is 28.80%, English is 54.5%, 51.7%

in science and 58.6% in Mathematics. Students who achieve a pass in Malay Language is 47.8%, English is 23.4%, science is 24.6% and mathematics is 16.7%. For Students who failed in Malay language is a total of 22.4%, English is 10.1%, 15.8%, in Science and mathematics was 22.2%. Table 6: Number and percentage of respondents in this Criteria Category Number of respondent Percentage Father does not work 38 9.4 work 368 90.6 Total 406 100.0 Mother does not work 284 70.0 work 122 30.0 Total 406 100.0 Available Online: <http://saspiournals.com/siahss> 197, Ngu Leh Seug et al.; Sch. J. Arts. Humanit. Soc. Sci., March 2016; 4(A):93-200 Table 7: Number and percentage of to grade level and achievement of Subjects Grade Number of Respondents Percentage Level Malay Language A 4 1.0 Excellent B 21 5.2 Good C 96 23.6 Good D 194 47.8 Pass E 91 22.4 Fail Total 406 100.0 English A 49 12.1 Excellent B 120 29.6 Good C 104 24.9 Good D 95 23.1 Pass E 41 10.1 Fail Total 406 100.0 Science A 8 2.0 Excellent B 88 21.7 Good C

146 16.0 Good D 100 24.6 Pass E 64 15.8 Fail Total 406 100.0 Mathematics A 10 2.5

Excellent B 129 31.8 Good C 109 26.8 Good D 68 16.7 Pass E 90 22.2 Fail Total 406 100.0 tte subjects
 Research question 1: what type of parenting style Research question 2: To what extent parenting style adopted by parents in Limbang? has influence on the academic achievement? Findings (table 8) shorns that many parents Table 9, shows there is ao influence of adopt the authoritative sryle (mean : 16.63), followed parenting style on the academic achieveraent. by permissive (mean : 12.35) while authoritarian style (mean: 12.24) andneglecttul (mean:8.98) is least.

Table 8: standard deviation of Parenting Sfrle dimensions Dimensions of Parentins Style N Minimum Maximum Mean SD Authodtative 190 12.96 ?5.00 16.63 2.40 A.uthoritarian 54 7.20 15.64 12.24 1.59 Permissive 115 ! .tJu 16.32 12.35 1q< \eslectful 47 4.80 ll-56 u.98 r.83 'atrlle 9 : The Assessment Model of on acadtemic achievement Hypothesis Beta (PC) r-Value p< 0.05 Result l{01: There is rro furfluence ofauthoritative paretting styies on academic achievietret. -.0t0 t.90 0.06

Supported ll02: Thu'e is no influence of parenring authoritarian st-vles on acadenic achievement. 0.02 4.44 0.66 Supporred H03: There is nt.r influence of palenting permissive styles on academic achier.ement. -0.07 1.49 0.14 Supported H04: There is no influence of parenting neglectful styies on with academic achicvement. - 0.05 0.79 0.43 Supported Hlpothesis (H0 l) predicting there is no influence of style on acadernic achievements (lJ = 0, t - 1.90:' authoritative style on academic achievements.

Study 0.05). Thus,thenull hlpothesisisaccepted. shows there is no influence of authoritative parenting Available Online: <http://saspiournals.comlsiahss> 198 Ngu Leh Seng et al.; Sch. J. Arts. Eumanit. Soc. Sci., March 201 6; Agg:1%-2AA Hypothesis 1H02) predicting there is no the influence of anthoritarian sryle oll acadernic achie\ern0nts. Study shows there is no influence of authoritariau parenting style on acadc'mic achievements (B : 0.08, t: 0.44, p > 0.05). Thus, the null hypothesis is accepted.

Hypothesis (tl03) predicting there is no thc influence ol permissive style on acaden'ric achicvements.Study shows ther-e is no influence of permissive perenring style on academic aohievements (B:-0.07. t-1.48, p >0.05)..Thus, the null hypothesis is accepted. Hypothesis (H04) predicting there is no the influence of neglectful style r:n academic achievenrents. Study shows there is na influence oineglectful parenting stf e on acadernic achievenrents (B:-0.05, t=0.79, p >0.05). Thus, the null hr,rrothesis is accepted.

DISCUSSION Results of this study found that parenting styles practiced by parents according to the students' perception is authoritative sryle followed b-v stle authoritarian style, permissive, and frnally neglectful styc. The findings of this study il line with the lindings of Kusterer which also showed that the authoritative style was the nost high sryle practice among the parents in New Yorh. Similarly, many parents in India practicing the authoritative style.

High authoritative parenting style influenced by culture and religion in the context of this research. This study is also in line with the findings of past research conducted by Nikl{ain et al, f8]. Authoritative parenting style was the most dominant style practiced by parents in Kelantan, Malaysia. His research found that authoritative parents have 10 positive features, namely, strict but caring, regularly communicate, spend a lot of time,

encouragement and help, ask a question about academic matters and does not isolate the children. However, findings do not same as the study from Garcia and Gracia [10] which conducted in Spain where the authoritarian is the main style practiced by parents followed by permissive. This is influenced by the culture of Spain that the low responsive and demanding. This study also found that the permissive style is the second highest-style adopted by parents in this study.

This finding is in line with the results of ZahyrahHalati [18] in Malaysia. This occurred might be parents who are very friendly and trust their children. Other than that, parents may work in a place far away and they believe that the way to show their love is by fulfilling the children needs. The findings of this study showed that the authoritative styles, authoritarian, permissive and neglectful do not contribute to academic achievement. This findings supports the past research findings such as studies by NikHairi Omar et al., [11] also shows no influence of parenting style on academic achievement.

However this finding is different from studies such as Elham et al., [9], Boon [6], Kang and Moore [14], Kazrni et al., [19], Syed Mohamed Assadi [15], and ZahyahHanafi [18] indicating there is a parenting style affecting the achievement of children. Similarly, Radhika et al., [20], Nyarko [21], Yasmin, Kaini, and Chaudhry [22], Kang and Moore [14] in Cirinal Kazrni et al., [19] and Kusterer [23] in Pakistan where there is a significant positive relationship between the authoritative style with academic achievement.

The difference in findings with previous studies likely due to background factors, namely respondents in terms of location, culture, religion, and socio-economic status. CONCLUSION AND SUGGESTIONS The findings of this study show that most parents are practicing authoritative parenting style compared to other styles. The study also shows that parenting styles do not affect academic achievement of children.

Then the style of parenting is not a contributing factor to academic achievement. Most likely, there are other factors such as emotional intelligence, teachers or school culture more important in affecting academic achievement. These factors should take into account in the future study. Further, sampling should involve students from Peninsular Malaysia, the need to involve the majority of ethnic groups and minorities in Malaysia.

In addition, research method can also include qualitative component, i.e- interviews in order to get a more in depth about why parents practice different parenting styles. REFERENCES 1. Bronfenbrenner U. Mon's PA:

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