

Relationship between parenting style and academic self-efficacy among adolescents

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Abstract: The main purpose of this study is to determine the relationships between parenting style and academic self-efficacy among adolescents in Kerman-Iran. This study utilizes a quantitative approach and correlation research design. The respondents' group of this study consisted of 2246 male and female high school students who were identified by stratified random sampling technique. Instruments for data collection include Morgan-Jink Academic Self-efficacy and Parent Authority Questionnaire. The Pearson Product-moment correlation coefficient showed that there is a positive relationship between authoritative parenting style and academic self-efficacy, while there is a negative relationship between authoritarian and permissive parenting style and academic self-efficacy.

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Introduction

Adolescence is an important stage. Blackwell, Trzesniewski, Kali and Dweck (2007) describe this period as a sensitive and critical time with important implications for school achievement. According to Bandura (1995) several environmental factors such as family, peers, and school have important roles in self-efficacy. Parent factors especially parenting styles shows the most important effect in developing of self-efficacy beliefs in their children and adolescents. Parents serve as important socializers of competence beliefs (Eccles et al., 1998).

Empirical studies examined the effects of different types of parenting styles on self-efficacy. These studies recognized that adolescents with authoritative parents reported higher levels of school self-efficacy (Boon, 2007; Ingoldby et al., 2004; Juang & Silbereisen, 2002). Also, studies showed college and university students raised within authoritative families had significantly higher academic self-efficacy as compared to those from authoritarian families (Chandler, 2006; Kek, Darmawan, & Chen, 2007; Shaw, 2008; Smith, 2007; Strage & Brandt, 1999; Turner, Chandler, & Heffer, 2009).

Belfield & Levin (2007) argued that academic self-efficacy has been linked to several influences distinctive to the home environment, such as parenting style etc. It is generally agreed that parenting is a thankless task and parental responsibility begins from the day when the child is born. Parenting is made

even harder by the fact that all parents would like to succeed in bringing up their child. The task of parenting is one of the important variables widely investigated in the field of human development. It has been shown that there is a relationship between the way parents bring up their children and adolescents and academic self-efficacy.

Low academic self-efficacy leads to higher unemployment and reduced income, welfare dependency, high levels of depression and stress, social isolation, delinquency, psychopathological illness, drug addiction as well as failure at both in school and work and less than satisfactory social interaction (Assarian et al., 2006). There are various causal factors for the alarming rate of academic self-efficacy. The present study focused on parenting style and academic self-efficacy. Therefore, this study fills the literature gap in this area and provides valuable empirical evidence on the role of parenting style and academic self-efficacy of adolescent's in Kerman.

Objectives

1. To describe the levels of parenting style and academic self-efficacy.
2. To determine the relationships between parenting style and academic self-efficacy.

Method

Research Design

This study used a descriptive and correlational research design to examine the role of parenting style on academic self-efficacy. The present study is a cross-sectional study which involves collecting data over a short period of time to find an answer for the outlined research questions.

Participations and Procedure

Participants included 2246 Iranian high school students (1123 male, 1123 female) who were attending different high schools in the city of Kerman. The ages of the participants ranged from 15 to 18 years, with the average age being 16.50 years (SD = 1.11). Data were collected at fall semester of 2013. Research packets that included an informed consent form and questionnaires were distributed amongst students. After given instructions, students read the informed consent form, completed the questionnaires, and returned them to the proctor.

Measures

Parenting Style

Parenting style was measured by Parental Authority Questionnaire (PAQ: Buri, 1991). PAQ is a valid and reliable instrument. PAQ consists of 30 items with three subscales which are permissive, authoritarian, and authoritative parental authority types. There are 10 items for each subscale. Parental Authority Questionnaire is rated on five point Likert scale ranging from 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree. For each subscale, the score was obtained by summing the score of individual items. Score on each subscale ranged from 10 to 50. High score means high parenting in specific subscale of PAQ. Buri (1991) reported high reliability for PAQ with Cronbach coefficient alpha values with a range from 0.78 to 0.86 for parenting style.

Academic Self-efficacy

The Morgan-Jinks Student Efficacy Scale (1999) was designed to gain information about student efficacy beliefs that is related

to school success. The Academic Self-efficacy Scale consists of 30-items with three subscales such as: talent (15 items), context (9 items), and effort (6 items). It is rated on a five point Likert scale ranging based on 1=never, 2= occasionally, 3= sometimes, 4= usually and 5= always. The score for academic self-efficacy was calculated by summing up the scores for the 30 items, after reversing the scores for 9 items (4, 6, 15, 17, 19, 21, 23, 25, and 28). The total scale score ranged from 30 to 150, with high score indicating high academic self-efficacy among respondents. Morgan-Jinks (1999) reported reliability results from the academic self- efficacy with Cronbach coefficient alpha values of .80. In the current study, alpha reliability for the scale was .76.

Data Analysis

Data from the current study were processed and analyzed by using Statistical Package for Social Science (SPSS) version 20. Three statistical procedures descriptive analysis and inferential statistical analysis were used for the data analyzes. Descriptive statistics such as mean score, standard deviation, percentage and frequency distribution were used to describe the demographic profiles of the respondents. Inferential statistics that was used in the data analysis were Pearson Correlation Analysis.

Results

Descriptive findings

1. To describe the levels of parenting style and academic self-efficacy of the respondents.

Respondents of this study were high school students in Kerman, Iran. Table 1 displays the age and gender of the respondents. There were equal number of male (50%) and female (50%) students who were involved as respondents of the study. The mean age of the respondents was 16.50 years (SD= 1.11). As shown in Table 1, almost half of the respondents reported high self-efficacy in school setting (51.9%). Also, as shown in Table 1, majority (49.4%) of the respondents reported that their parents were authoritative. The remaining respondents perceived their parents as authoritarian (21.3%) and permissive (29.3%).

Table 1: Gender, Age, and Levels of Variables

Variables	n	%	Variables	n	%
Gender			Academic self-efficacy		
<i>Male</i>	1123	50	<i>Low</i>	876	38.1
<i>Female</i>	1123	50	<i>High</i>	1370	62.9
Age			Parenting style		
<i>15-16</i>	1091	44.1	<i>Authoritative</i>	1109	49.4
<i>17-18</i>	1155	56.9	<i>Authoritarian</i>	602	21.3
			<i>Permissive</i>	735	29.3

Bivariate analysis

2. To determine the relationships between parenting style and academic self-efficacy of the respondents

The Pearson correlation analysis was used to examine the relationships between parenting style and academic self-efficacy.

The Nature of the Relationship between parenting style and academic self-efficacy

Table 2: Correlation Analysis

Variables	X1	X2	X3	Y
X1	Authoritative parenting style	1		
X2	Authoritarian parenting style	.337**	1	
X3	Permissive parenting style	.110**	.202**	1
Y	Academic self-efficacy	.492**	-.203**	-.38**

Discussion and Conclusion

The results of this study were based on the data collected from 2246 students between the ages of 15-18 years who were studying at Kerman's high school by stratified sampling technique. The data for this study were collected using self-administered questionnaires in a group setting. The data was analyzed using SPSS Windows Program (Version 20). Two statistical procedures descriptive statistic and inferential statistics were used. The Pearson product-moment correlation coefficient was used to examine the relationship between parenting style and academic self-efficacy.

Results of the present study indicated that the majority of the respondents perceived their parents as authoritative. This finding of the present study is similar with the past studies by Nouri (2007) and Saeedi (2003) which indicated that most of the participants of their study viewed their parents as authoritative. Based on Baumrind's (1971), respondents' report showed that they may perceived that their mother give clear instructions, rationalized reasons for actions, show a sense of control and make their wishes clear in a way that the children see them as caring and warm Also, almost half of the respondents reported high self-efficacy in school setting.

As for parenting style, there was a significant positive relationship between authoritative parenting style and academic self-efficacy and a negative significant relationship between authoritarian and permissive parenting style with academic self-efficacy. This result is inconsistent with Burke (2006) found that parenting styles (authoritarian, permissive, and authoritative parenting styles) did not significantly associated with self-efficacy beliefs of college students. Most probably, a reason for this inconsistent finding can be the small sample (n = 162) used by the researcher, which may have affected the detection power of the statistical method.

Another likely reason for Burke's inconsistent finding could be the methodological limitation of the study, that is, the participants of the study were selected by using a convenience sampling method. Another study with a sample of high school students also revealed that parenting styles were not related to

As shown in table 2, there was a significant positive relationship ($r=.49$, $p<.01$) between authoritative parenting style and academic self-efficacy of adolescents. While, there is a negative relationship between authoritarian parenting style and academic self-efficacy ($r=-.20$, $p<.05$), and permissive parenting style and academic self-efficacy ($r=-.38$, $p<.05$). This means that adolescents with authoritative parent reported high levels of self-efficacy in school setting. In contrast adolescents with authoritarian and permissive parent reported low levels of the academic self-efficacy.

the academic self-efficacy (Rivers, 2008). This researcher explained the inconsistent findings by saying that parenting style may be related to academic self-efficacy only through intrinsic motivation because, at the same study, Rivers found that authoritative parenting style was significantly and positively related to intrinsic motivation and in turn intrinsic motivation was significantly and positively related to academic self-efficacy. In addition, the small sample (n = 148) used by the researcher may have influenced the detection power of the statistical method; and as a result this might have affected the findings.

Educational implication

Results of the current study show some main educational implications for parents, teachers and administrators. Close connections with parents are vital in adolescents' growth due to these contacts purpose as models or patterns that are approved forward over time to an effect the formation of new connections. The nature of previous relations that are advanced over many years often can be noticed in later connection, both with those same individuals and in the formation of relationships with others at a later point of time. Parents must introspect their particular roles in creating these connections healthy as for most children; there is a flowing effect in which early family relationships provide essential care for efficiently engaging in peer world.

Also, the present study has implications for teachers. Parents have to be familiar with their child's desires and parental assistance can be required to help the child in and out of home. Teachers should keep parents highly informed about their child's attitude, abilities, interests, emotional well-being, about his/her individual and peer group actions. A steady reportage to the parents should be done about the child's development and faintness. Finally, school managers have to carry about repeated and improved parent-teacher session, so that knowledge about the child's overall well-being can be shared and a reciprocal understanding can be established. School manager may obtain help from national and international educational governments in

the growth of resource materials dealing with the guideline for parents, suggesting them in areas of parental behaviour and family environment.

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