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### “Parenting Styles, Self-efficacy and Academic Achievement at Higher Secondary School level”

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#### KEY WORDS

Parenting Styles,  
Self-efficacy,  
Academic  
Achievement

#### ABSTRACT

*The study was conducted to explore the relationship between parenting styles and students' academic achievements at higher secondary school level. Correlational research design was used to complete this quantitative research. The sample comprised of 189 students, selected through convenient sampling technique. Scale of Parenting Style, Self-efficacy and Academic Performance Questionnaire were used as research instruments. The results of the study revealed that students' academic achievement and their self-efficacy is positively correlated with their perceived parenting styles (responsiveness, control) in the cultural perspective of Pakistan. Meanwhile, the findings revealed that the impact of parenting styles on students' academic achievement were significant in positive perspectives. In addition, male students were found with higher level of academic achievement and self-efficacy as compared to female students. Collectively, in the perspectives of Asian's culture, male students are considered dominant in the society compared to female students, so parenting styles are significantly perceived by them quite differently as compared to females.*

## Introduction

Parenting is an umbrella term that talks about all types of parental involvement and the kind of relationships that exist between parents and children. Parenting styles are the methods and patterns that parents use in the upbringing of their children. It involves nurturing and the critical roles that parents play in their children's growth in terms of intellectual, psychological, emotional, social growth and development (Knappe, Beesdo-Baum, & Wittchen, 2010). Children learn personal value structures and relationships with other members of the society and inherent genetic traits from their parents. Studies illustrated the impact of parenting styles on various aspects of adolescent's development and growth. Parenting styles are identified as permissive, uninvolved, autocratic and authoritative (Honicke & Broadbent, 2016). More flexible form of parenting is authoritarian parenting style where students are given considerable freedom. Restrictions are imposed on them but satisfying reasons are provided for the imposed restriction. Autocratic is another authoritarian parenting style, and it is a rigid form of parenting. Like divine verdicts, strict rules are given and enforced in authoritative parenting. It's an uninvolved parenting in which parents remain aloof towards students. On the flip side students' needs remain neglected because they don't receive the expected attention. Parenting style which disregards the wishes of parents is called as permissive parenting. This summary of parental classification is identified by Darling-Hammond, & Snyder (2015).

Specific cultural practices also influence the parenting styles like many other facets of psychology. Several studies conducted, had explored the

possible relationship between parenting style and the cultural context in which the child lives (Johnson, & Descartes, 2017) showed that the parenting activities were culture specific. According to researchers the major cultural difference between individualistic and collectivistic cultures is independence vs. dependency. Traditional collectivist cultures are supported by personal humility, group cohesion, family harmony, conformity and support where vital role is played by the parents. Contrarily, individualistic cultures focus on self-sufficiency, individual development, personal uniqueness and independence (Johnson et al., 2013).

Kalenkoski and Pabilonia (2017) stressed semantic meaning of authoritarian as concerned with caring and involved in collectivist culture while dominating and controlling as an individualistic culture. In Korean culture, behavioral control has been taken as positive parenting trait, but in European-American culture it is taken as a negative parenting style. So, parents from collectivist cultures strive to enhance group conformity, moral standards, socially appropriate attitudes and compliance. Parents belonging to individualistic cultures put more focus on self-reliance of children, assertiveness, self-expression, and autonomy of children.

Saleem et al (2015) study on cultural variations present in parenting practices explored that in western cultures, authoritarian parenting style is perceived as dysfunctional and negative. They are considered as dominant behavior, control and parental interference, while controlled and authoritarian parenting style is equated with care, positive attributes of concern and participation in collectivist culture.

The notion of Pakistani parenting practices is different from Western cultures. Tradition of culture and religion are dominated in traditional collectivist society of Pakistan. This study is a comprehensive overview of parenting in Pakistan. According to the researchers, Pakistani culture value conformity; parents are considered second to God. There is an expectation that children will show a great deal of harmony and obedience to their parents. Also there are different roles played by fathers and mothers in a traditional collectivist society; mothers seems to be high on warmth and less controlling, while fathers are supposed to be controlling, dominating and have a mindset to show less involvement towards children's upbringing (Masud et al., 2016).

A noticeable gender difference exists in practice of parenting styles, where boys have more freedom and independence while the girls are expected to obey the authority of parents and are under parental control. In Pakistan, boys are given more opportunities to be independent and socialize but girls are kept in a more overprotective environment. Keeping in mind the many cultural differences, it is essential to explore parenting practices in the cultural context of the people (Masud et al., 2016).

Parenting styles are categorized differently. In authoritarian parenting, parents have a meager response to their actions and have a high level of control. Children are often expected to obey. Mostly disobedience is prevented through punishing the children. Unlike strict parenting, the landscape parenting parents were very responsive and allow autonomy to their children. Neglect-predatory parenting parents have low rigor and responsiveness. A level of

control and response is there in authoritative parenting style (Stavroulaki, Li, & Gupta, 2020).

In cultures that are considered collectivistic and individualistic, a second view is that the relation between the various styles, dimensions, practices and the adjustments made between a child and an adolescent remain the same. Conceptual literature reviews propose that there are similar child-parenting adjustment factors associated with autocratic and authoritarian parenting styles, practices and dimensions in different cultures (Masud et al., 2016).

For a student the way to get social recognition and personal satisfaction and attaining a valuable job is only paved through academic achievement. Specific variables influencing the student's academic performance have been identified by numerous studies. Academic performance is dependent on the school, student gender, presence of competent teachers in school, teacher-student ratio, mother and father education, family income and attendance in the class. Parents and family are viewed as an integral support system in the accessibility of every child and it seems to play a vital role in a child's growth. The importance of home environment is crucial in a child's development; the most vital factor that affects a child's development is the parent's style for upbringing the child. Along with this, the academic school performance of children depend upon the different parenting style for example parents being demanding (supervising and controlling), responsive (warm and supportive) and guidance is provided to students in their studies. Furthermore, parents should provide a safe environment and a proper nutrition guidance to their children which are

crucial to fulfill learning demands that go for a lifetime (Honicke, & Broadbent, 2016).

The more flexible form of parenting is seen where sufficient freedom is provided to students yet restrictions are imposed that satisfies the provided limitation and ensures the guidelines designed by them are adhered (Cherry, 2016). So, here parents are responsive to children's needs and their views. Adolescents nurtured by autocratic parenting possess qualities such as unfriendly, sulky, aimless, vulnerable to stress, passively hostile, easily annoyed, unhappy, moody, apprehensive, fearful, irritable and conflicted (Teye & Peaslee, 2015). The above-mentioned results indicated that authority over-power the adolescents. Findings indicated that Asian adolescents whose parents adopted autocratic styles do better than their American model whose parents used authoritarian styles. However, autocratic parenting styles carry unquestionable obedience to parents, parental strictness, which implies parental concern, caring, and involvement, which help create self-motivation (Teye & Peaslee, 2015).

In a rigid form of parenting style, rules are given and enforced completely. As a divine verdict, strict regulation is employed in authoritarian parenting style (Blaze 2019). The rules that are to be religiously followed by adolescents are not explained to them. Wolters and Hussain (2015) also said that such parents are inclined to favor absolute disciplinary measures and place high value on conformity and obedience. On the other hand, through the mediator in the classroom engagement and the control predicts, more indirect impacts were noted on the boys than the girls. The present study holds implications for parents and teachers who are eager to

improve student's academic achievement and classroom engagement (Wang et al., 2018).

## **Theoretical Framework**

Grounded theory was used to accomplish the study. Step by step followed data collection, manipulation, analysis and recommendations on the basis of results. The theoretical framework provides the conceptual background of the research variables and provides a scientific approach to understand the study. Parenting styles is the independent variable, academic self-efficacy is the mediator and the academic achievement is the dependent variable.

## **Statement of problem**

Academic achievement is vital to survive in life and it is predicted that students will achieve it through appropriate parenting styles. A failure in academic achievement may lead to poor financial situation because students may not obtain a suitable career. The success of students in life depends on their academic grades. Indirectly, the parenting styles of their parents do determine their success both in positive as well as in negative perspective. Therefore, it is crucial to explore the impact of parenting styles on students' academic achievement in the cultural perspective of Pakistan.

## **Objectives of the Study**

1. To explore the relationship between parenting styles (responsiveness and control) and academic achievement of student
2. To investigate the impact of parenting styles (responsiveness and control) on students' academic Me

- performance
3. To assess the comparison of parenting styles, self-efficacy, and academic performance between male and female students

### **Hypotheses of the Study**

**H01:** There is no significant relationship between parenting styles (responsiveness, control), academic self-efficacy, and academic achievement.

**H02:** There is no significant impact of parenting styles (responsiveness and control) and academic achievement

**H03:** There is no significant difference in term of parenting styles, academic self-efficacy, and academic achievement with respect to gender

### **Significance of the Study**

The present study holds exceptional significance in Pakistani cultural perspective, to assess the impact of parenting style on the academic achievement of students and self-efficacy of students at higher secondary school level. Outcomes of recent study would be great contribution in study area. Respective study is an analysis of such students and academic achievements at higher secondary schools of Balochistan. Parenting style are supposed to be promoted at particular level in each step of learning in regard of academic achievement. Immediate work has been contributed through studying the problems of students their "self-efficacy and parenting style". The work is unique in nature because no such work has been done especially in Province Balochistan at higher secondary school level. Study will not be only beneficial for factor analysis rather it will also be helpful for stock holders, policy makers, students, teachers and institutions, It will be a valuable addition in the literature as well regarding influence of parenting style on academic achievement and how the role of mediator is played by students' academic self-efficacy between the relationship of criterion and predictor variables. This will be helpful for

youngster researchers as well.

## **Methodology**

### **Research Design**

The study was aimed at investigating the impact of parenting styles on academic achievement of the student at higher secondary level. Nature of the current study was

quantitative that was completed by applying correlational research design. Data was collected through conducting online survey.

### **Population**

Population was comprised on the students of higher secondary schools in Punjab province Pakistan. The target population was consisted on the students of public sector of Islamabad city at higher secondary school level.

### **Sample and Sampling Technique**

Through convenient sampling 189 students were selected as a sample of study.

### **Instruments**

To measure parenting styles, academic achievement and self-efficacy of the students the following research instruments were used; the scale of Parenting Style Academic, Self-efficacy Scale and Academic Performance Questionnaire.

### **Pilot Study**

As a sample of pilot study 39 students were selected. Purpose of the pilot study was to assess the validity and the reliability of the research instruments.

### **Validity of Instrument**

The validity of the research instrument was checked through Confirmatory Factor Analysis (CFA) and



Exploratory Factor Analysis (EFA).

### Reliability of Instrument

Cronbach's Alpha Reliability used for reliability

Variables	Number of Items	Cronbach's Alpha
Parenting Style	38	.861
Academic Achievement	38	.856
Self-efficacy	20	.712

### Limitations of the Research

- 1) The study was conducted in a smaller area over a limited period. This means that the study is unable to predict academic achievements and self-efficacy in other states.
- 2) In limited time span a small area was covered in this study. So this study can't predict self-efficacy and achievement in other areas.
- 3) Anxiety, stress, depression and emotion and problem focusing strategies were not considered when investigating academic achievements and parenting styles.
- 4) Longitudinal design was not used for evolution of the parenting styles on academic achievement and self-efficacy.
- 5) During the period of pandemic lockdown (COVID-19) this study was carried out. The variables like self-efficacy and academic can become the reason of altering the results from in cordial situations

### Data Collection

Informed consent was taken initially from the respondents at the time of data collection. A booklet that

comprised on the acquired research instruments was dispatched with proper guideline about providing the response. It was realized that collected information from the participants will be kept confidential and it will be used only for the purpose of study.

### Data Analysis

Data was analyzed on SPSS by using inferential statistics. For testing hypothesis; following statistical tests were used Pearson Product Moment Correlation, Linear Regression, and t-test. The mediating effect was measured through Integrating Mediation and Moderation Analysis: PROCESS by Andrew F. Hayes (2013) was used and the VAF formula of Smart PLS.

### Results

Table: 1 Correlation Matrix of Parenting Styles (Responsiveness, Control) Academic Self efficacy and Academic Achievement

		Mean	Std. Deviation	1	2	3	4
1	RPS	31.5432	12.93210	1	.877**	.753**	.841**
2	CPS	29.0921	11.94532		1	.766**	.677**
3	ASE	28.9850	10.90221			1	.821**
4	AA	9.9092	9.34411				1

*Note*, RPS responsiveness parenting style CPS control parenting style ASE academic self-efficacy AA academic achievement

The above Table shows the relationship between parenting styles (responsiveness, control) academic self-efficacy and academic achievement. Results reveal that there is positive relationship between parenting styles, academic achievement and academic self-efficacy.

**Table: 2 Standard Regression Model showing impact of Parenting Style (Responsiveness) on Academic Achievement**

Predictor	B	Std. Error	Beta	t-test	P-value
(Constant)	25.711	1.909		7.094	.000
PS	1.701	.021	.841	11.541	.000

R2= .861, Adjusted R2= .861, (F (1, 188) = 4441.569, p<0.05)

The Table above describes the impact of highly positive responsiveness parenting style on academic achievement. Outcomes of this table standard model shows that academic achievement is positively predicted by responsiveness parenting style among the students.

**Table: 3 Standard Regression Model showing impact of Parenting Style (Control) on Academic Achievement**

Predictor	B	Std. Error	Beta	t-test	P-value
(Constant)	14.787	1.311		13.093	.000
PC	1.921	.031	.677	17.093	.000

R2= .880, Adjusted R2= .880, (F (1, 188) = 5262.723, p<0.05)

The table shows the positive effect of control parenting style on academic achievement. Results of the respective study reveal that academic achievement is positively predicted through control parenting style.

**Table: 4 Mean, Standard Deviation, t-value and scores of Perceived Parental Styles (Responsiveness, Control), Academic Self-efficacy and Academic Achievement with respect to the gender of students (n=189).**

Variable	Gender	N	M	Std. Deviation	Df	t-test	p-value
RPS	Male	99	67.0943	11.37223	187	12.986	.000
	Female	90	59.3421	13.81931			
CPS	Male	99	56.9012	11.02896	187	27.943	.000
	Female	90	44.9541	13.40070			
SE	Male	99	39.0321	9.97637	187	18.954	.000
	Female	90	28.0342	14.50642			
AA	Male	99	47.9476	21.99333	187	16.945	.000
	Female	90	33.0478	21.08291			

The above Table shows the comparison of perceiving parenting styles, academic self-efficacy, and academic achievement among students. The male students reported a greater level of perceiving parental styles (responsiveness, control) as compared to female students. Furthermore, the male students showed the higher level of academic self-efficacy and academic achievement as compared to females.

## Findings

Findings showed the relationship between parenting styles (responsiveness, control) academic self-efficacy and academic achievement.

Results revealed that there is positive relationship between parenting styles, academic achievement and academic self- efficacy.

Findings revealed that academic achievement is positively predicted by responsiveness parenting style among the students.

Findings of the study revealed that academic achievement is positively predicted by control parenting style.

The male students reported the greater level of perceiving parental styles (responsiveness, control) as compared to female students. Furthermore, the male

students showed the higher level of academic self-efficacy and academic achievement as compared to females

## **Discussions**

There is wide acknowledgment in literature about academic pressure on the students' achievements and the price one has to pay for accomplishments especially in the form of stress. Parents have a great role to play in children's academic achievements but a high negligence has been observed regarding these issues. The enthusiastic expectations that parent holds for their children's academic achievements are not seen in others areas of life like in competitions and activities of life. With undue focus on child's academic achievement, parents neglect non-academic accomplishments and skills. Study indicated a positive relationship between the parenting styles (control and responsiveness), academic achievement and self-efficacy. A positive impact has been found of parenting style on student's academic achievement at higher school levels. The findings suggest a positive impact of the parenting style on the academic achievement of students at a higher secondary school level. The students with parenting style of responsiveness indicated academic achievement at higher secondary school level. The results indicated control parenting style caste a positive impact on academic achievement of higher secondary school level students. Students having responsiveness parenting style predicts achievement among children at higher secondary school level. The date analysis indicated higher perception of RSP among the male students than the females. Concurrently, parenting style is significantly different between female and male students. The average scores

indicated that the level of CPS is greater among the male than the females, so the study indicated significant outcomes with perspective of comparison of the demographic characteristics of the participant's gender with the research variables. The level of the SE is found to be more among male than female students so a significant difference is found to be there between males and females. Resultantly, all variables are found to be significant and their higher values are identified among the male students than the females. The evaluated parental style is based on the fact that in their view their sons are seen as investment for their old age, they wish that their sons will take care of them and that's why they give more attention towards bringing up their sons. This could be the reason for significantly found mean difference toward the male gender in perception of the academic achievement and self-efficacy as compared to the females. There is not a single parenting style; but many parenting styles are adopted by the parents. Culture deeply affects the parenting style. Embedded in the history is culture which is rooted millions of years ago. Western and Asian cultures are quite different from one another; each country possesses its own culture. A culture has also been influenced by the religion. Even then basic similarities are present there; the different neighboring countries cultures have some basic similarities. Despite these cultural differences parenting styles are same everywhere. The variations in the parenting styles are because of the cultural and religious impact but there are similar core elements in the parenting styles. Hence in this research, from the parent's perspective the researcher tries to find out the parenting styles along with



their expressions. The available literature in Pakistan exists from perspective of children and students. This is not enough, still there is a need to conduct further researches to address these matters.

## **Conclusion**

A significant positive relationship was found between the parenting styles, academic achievement and self-efficacy. Responsiveness and the control parenting style have a positive impact on academic achievement of students. More degree of academic achievement, self- efficacy and parental responsiveness and control has been reported in male students. In Pakistan, the parenthood is widely influenced by culture. Old cultural values are the source from which many aspects of parenting styles are derived and from generation to the generation these teachings are adopted. Religion's role is minor in parenthood. Supporting parents in old age, raising child, obeying parents and respecting parents etc. and all influences of religion while making children's decisions, forcing decisions on children, blind trust in the parents and unnecessary strictness over the children are because of cultural influences. Parental practices arising from culture harm the child. Although many people have started to realize this now but there is lack of awareness about the damaging impact of the individual parenting styles like lack of healthy relations with the child, lack of communication with the child, not letting the child to make decision, not supporting the child and undue strictness. There is a dire need that people realize most suitable parenting style for the child.

## **Practical Implications**

1. The study has geographically a broad scope as the samples are

derived from different divisions of Pakistan.

2. To improve children's self-efficacy and academic achievement, parenting styles has been focused as these holds a great practical significance.
3. As parents possess the best understanding of their children by working with them collaboratively will provide in depth view of parental practices and styles.
4. Pakistan's population has 30 million young adults responsible for the development of the country so they could be provided with best possible aid to deal with the future.
5. The use of mixed methods has enhanced the quality of this research project.

## **Recommendations for Future Research**

1. In the Future, the research may be carried out on larger scales.
2. Psychiatric disorders like anxiety, stress and depression and emotion-focused and problem focused approaches for students must be investigated for variables of self-efficacy and academic achievements.
3. Based on theoretical grounds, the child's best environment will be when expectations are clearly communicated by parents and weaknesses should be clearly admitted on both child's and parent's part. This theory must be tested by future researchers.
4. When future studies are conducted, other variables should be used, for example, the well-being of students (when looking for academic achievements),

- teachers and parents' perspective about the child.
5. Throughout the academic course, the change in self-efficacy must be explored. This means to examine on the macro level of stress when exams are approaching and the effects showed on the academic performance.

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