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A STUDY ON IMPACT OF PARENTING STYLES AND SELF-ESTEEM ON ACADEMIC ACHIEVEMENT OF POSTGRADUATE STUDENTS

Abstract

This study demonstrates the impact of parenting styles and self-Esteem on academic achievement of postgraduate students. The purposive sampling technique was used and a sample of 150 (75 male and 75 female) students was selected from the Islamia University of Bahawalpur, Pakistan. The questionnaires on parenting style and self-esteem (Buri, 1991; Rosenberg, 1965) were administered to collect the data. The data analysis revealed insignificant relationship between self-esteem and academic achievement. Statistically (as $\beta = -.132$, $P = .259$, $p > \alpha$) self-esteem was not found to be a significant predictor of educational success and failure of the students. Contrary to this a significant relationship between authoritarian parenting style and academic achievement of students was found (male $\beta = .992$, $P = 0.00$, $p < \alpha$; female $\beta = .985$, $P = 0.00$, $p < \alpha$) for both of the genders. But an insignificant relationship of authoritative parenting style with academic success or failure of students (of both genders) existed. Hence, it is concluded that authoritarian parenting style has significant impact academic achievement of students.

Keywords: *Authoritarian Parenting Style, Authoritative Parenting Style, Permissive Parenting Style, Explicit Self-Esteem, Implicit Self-Esteem, Student's Academic Achievement*

Introduction

Apparently, parenting style directly contributes towards growth and development of children and adolescents including their education, and overall health and well-being. Parenting style seems to have an impact on learning of children by addressing their emotional, behavioral and psychological problems.

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Likewise, self-esteem appears another significant contributory factor of learning achievement of children and adolescents. Parenting is a commitment and passionate task to look after and bringing up the children. It is sum of some definite individual as well as collective behaviors which shape life of children by influencing on their educational success and failure (Grolnick & Ryan, 1989; Paulson, 1994) and development and personality.

Whereas, parenting style demonstrates emotional environment in which children are brought up by their parents (Darling & Steinberg, 1993). Moreover, a parenting style consists of two fundamentals namely the parental responsiveness and the parental demandingness of parenting which lead to a typology of four parenting styles i.e. indulgent, authoritarian, authoritative, and uninvolved.

Indulgent parents seem to be accommodating responsive to their children. They are considerate and feel concern with their children allowing substantial self-regulation, and avoiding argumentation (Baumrind, 1991) with them. Contrary to this, the authoritarian parents appear to be demanding and directive rather being responsive. They ensure too strict environment to their children to communicate openly. Low level of trust and lack of freedom from the parents is usually reported (Pulkkinen, 1982; Maccoby & Martin, 1983) by the children. Such parents seem to be status conscious and desire their orders to be obeyed without any argumentation (Grolnick, Ryan, and Deci, 1991) by their children.

They provide planned and desired environments in to their children where they have to follow certain rules imposed by them. In Arab society authoritarian parenting style is appreciated as compared to western societies; because of its positive effects on mental health of Arabian Children as compared to western liberal societies (Dwairy et al., 2006) where the situation would be *vi-versa*.

Parental involvement seems necessary in bringing up children (Juang & Silbereisen, 2002). Mother's involvement creates and sustains intrinsic motivation for learning; and encouragement

leads towards mastery level maintaining persistency and enhancing curiosity as well task orientation (Gottfried, Fleming, & Gottfried, 1994). Uninvolved parents appear to be unconcerned with their children and their learning.

They are scarcely responsive or demanding and to the extreme extent it results in rejecting-neglecting as well as neglectful parents. However, majority of parents exhibit any of the three parenting styles except uninvolved (Maccoby & Martin, 1983).

Parenting style and self-esteem among children are interrelated and the former is said to have a significant effect on the later. Self-esteem is an overall evaluation or appraisal of one's own meanings. It is demonstrated through beliefs and emotions including feeling despair, pride and shame and alike. It is said to be a core predictor of success or failure of individuals in their lives and academic success is its nucleus. It can be unique with a specific aspect or universal (Baumeister, et al. 1996).

It helps children in facing challenging situations and coping with problems (Moghaddam, 2007) thus preparing them for the future. It is positively related with tasks and accomplishments (Furr, 2005) of individuals. Individuals with higher level of self-esteem are usually motivated to complete even a difficult task as compared to those having low self-esteem (Sommer & Baumeister, 2002).

It is generally observed that individual can perform better when they have pleasant inner feelings. Therefore, the inner self-esteem is fundamental for motivating individual to perform better, and in children it plays a vital role to enhance their learning performance. It helps individuals to get rid of anxiety about life and death (Baumeister, & Roy, 2001) and provides hope for life through success. Kutob, Senf, Crago & Shisslak (2010) affirmed self-esteem to be an important predictor of school performance by showing that boys exhibiting joking attitude towards girls possessed decreased level of self-esteem. The teasing attitude of boys had negative effects on the victim – the girls as they showed low level of self-esteem and poor academic performance.

According to Araujo, Lagos, (2013) self-esteem is a stronger contributor to educational achievement as well as it plays a crucial role in educational success, especially for male students.

Parenting styles also play an important role in enhancing academic achievement of their children. Parental involvement supports children and adolescents to learn leading towards academic success (Hoover-Dempsey & Sandler, 1997).

Marchant & Rothlisberg (2001) asserted that family relationship and school context have greater impact on student's academic achievement, motivation and self-competence. It was obvious that high demanding authoritarian parenting style enhanced the level of school performance but lower level of social skills, motivation and self-acceptance. Students brought up under both demanding and responsiveness authoritative parenting style demonstrated less achievement than the students brought up by authoritarian parents.

Another study revealed that parental involvement enhanced performance (Gonzalez, Greenwood, & Hsu, 2001) of their children. Different studies (Crane, 1996; McCartin & Meyer, 1988; Wang, Wildman, & Calhoun, 1996) reported parental influence on academic behavior of children as educated parents did so at different grade levels of the children. The study of Pong, Hao, Gardner (2005) reported that parenting style of higher social capital/ class increased social performance of students.

According to Ivcevic, Pillmer and Brackettz (2009) high self-esteem enhances positive memories leading to enhanced achievement. Results showed that girl participants had higher self-esteem and positive memories leading to upward social and educational effectiveness than their counterparts having low self-esteem and negative memories. High self-esteem facilitates in developing and maintaining adoptive behaviors in different situations that lead to well-being (Okada, 2010) in later lives of individuals. Authoritative parents desire adjustment and better school performance of their children than neglectful parents (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987). This

style is more supportive to educational performance (Kiuru, Aunola, Torppa, et. al., 2012) of students.

Hair & Graziano (2003) found higher level of self-esteem to be supportive to students in developing their personalities leading towards their better academic success adjustment in the schools' environment. Also there exists a positive relationship between self-esteem and authoritative parenting style to engage students more in social activities and skillful (Hesari, Hijazi, 2011) tasks. However, the children brought up by permissive parents are equipped poorly with social skills and they have low self-esteem (Reitman, et al., 2002).

Hypotheses of the Study

It was hypothesized that

- H₁. high level of self-esteem leads good academic achievement
- H₂. parenting style is another essential component that play a crucial role in academic success and failure among the students
- H₃. parenting style is core component to grasp good academic out comes as contrast to Self-Esteem
- H₄. hypothesized that authoritarian parenting style will be more contributing to lead good performance as compare authoritative parenting style
- H₅. impact of parenting style on academic achievement differs from both genders (male, female)

Methodology of the Study

Participants of the Study

The sample obtained for this research comprised of (N=150) post graduate students, including 75 female and 75 male students. Data

was collected from students of different academic departments of the the Islamia University of Bahawalpur.

Inclusion/Exclusion Criteria

This research was conducted on postgraduate students of the Islamia University of Bahawalpur. All postgraduate students were included. Undergraduate, repeater or students of BS classes were excluded because they did not fulfill or maintain the criteria of research.

Research Design

This was a quantitative research in nature; and it involved parenting styles and self-esteem both are intangible elements of an individual's personality and its different aspects. Purposive sampling technique was used in this research.

Measures

The present study was completed by using self-esteem questionnaire by © Rosenberg (1965), having 10 items which measure the level of self-esteem of the individual; and parental authority questionnaire by © Buri (1991) having 30 items. 10 items for each of the parenting styles measured the parenting style of the individual respondents.

Statistical Analysis

Data was analyzes through SPSS, version 10.0. Correlation, Regression analysis and Descriptive Statistics tools were used to check relation and impact of variables.

Operational definition of variables

Parenting style

A parenting style is a psychological construct representing

standard strategies that parents use in their child education.

Self Esteem

Self-Esteem is used to describe person's personal value, the degree in which the self is perceived as positively or negatively of the individual's overall attitude toward himself/ herself.

Results of the Study

The results of the data analysis are given below

Table No. 1 Self-Esteem vs. SGPA of Overall Post Graduates of IUB

	SGPA of Male students	Self-Esteem of Male students	SGPA of Female students	Self-Esteem of Female students
Pearson correlation				
SGPA of Male Students	1.000	-.132		
Self-Esteem of Male Students	-.132	1.000		
SGPA of Female Students	1.000		1.000	-.132
Self-Esteem of Female Students	-.132		-.132	1.000
Sig (1-tailed)				
SGPA of Male Students		.130		
Self-Esteem of Male Students	.130			
SGPA of Female Students				.130
Self-Esteem of Female Students	.130		.130	
N				
SGPA of Male Students	75	75		
Self-Esteem of Male Students	75	75		
SGPA of Female Students			75	75
Self-Esteem of Female Students			75	75

Correlations among the variables are presented in table 1. The table reveals that self-esteem is insignificantly related to academic achievement of both male and female correspondents. SGPA of male and female is (1.000) and Self-Esteem of male and female is (-.132).

Table No. 2 *Self-Esteem of male and female (Regression)*

Model	Unstandardized Coefficient		Standardized Coefficient		sig	Correlation		
	B	Std. error	Beta	t		Zero order	Partial	Part
Constant	3.480	.301		11.560	.000			
Self-Esteem male	-1.84E-02	.016	-.132	-1.137	.259	-.132	-.132	-.132
Constant	3.480	.301		11.560	.000			
Self-Esteem female	-1.84E-02	.016	-.132	-1.137	.259	-.132	-.132	-.132

Regression represented in table 2; self-esteem is insignificant predictor of academic achievement of male graduates, ($\beta = -.132$, $P = .259$, $p > \alpha$) its means that there is not significant relationship between academic achievement and self-esteem.

Table No. 3 *Parenting style and SGPA of male and female correspondents (Correlation)*

	SGPA Male	SGPA Female	Authoritarian Male	Authoritarian Female	Authoritative Male	Authoritative Female
Pearson correlation						
SGPA Male	1.000		0.992	0.985	1.000	0.634
SGPA Female		1.000				
Authoritarian Male	0.992		1.000			
Authoritarian Female		0.985		1.000		
Authoritative Male	1.000				0.605	
Authoritative Female		0.634				1.000
Sig (1-tailed)						
SGPA Male	.		.000		.000	
SGPA Female	.			.000		.000
Authoritarian Male	.000	.				
Authoritarian Female		.000				
Authoritative Male	.	.				
Authoritative Female		.000				
N						
SGPA Male	18		18		57	
SGPA Female		12		12		63
Authoritarian Male	18		18			
Authoritarian Female		12		12		
Authoritative Male	57				57	
Authoritative Female		63				63

Correlations among the variables are presented in table 3. The table reveals that Authoritarian parenting style of male and female correspondents are significantly related to academic achievement. A result shows that Authoritarian parenting style of male (.992) and female (.985) and SGPA of male (1.000) and female (1.000). There is insignificant association between academic achievement and authoritative parenting style of male (1.000) and female (.634). The averages of three levels of Self-Esteem are different and high level of Self-Esteem has larger average ($\mu = 23.333$) thus, hypothesis 1 is supported. And the averages of three different parenting styles are different and authoritative parenting style has larger average ($\mu = 41.81$, $P = .88$) thus, hypothesis 4 is also supported.

Table No. 4 *Parenting style and SGPA of male and female correspondents (Regression)*

Model	Unstandardized Coefficient		Standardized Coefficient		sig	Correlation		
	B	Std. error	Beta	T		Zero order	Partial	Part
Constant	1.435	.068		21.058	.000			
Authoritarian Male	5.044E-02	.002	.992	30.906	.000	.992	.992	.992
Constant	1.282	.123		10.414	.000			
Authoritarian Female	5.368E-02	.003	.985	17.387	.000	.985	.985	.985
Constant	-1.60E-02	.485		-.033	.974			
Authoritative Male	6.259E-02	.011	.605	5.629	.000	.605	.605	.605
Constant	-1.211	.259		-.072	.637			
Authoritative Female	4.080E-02	.006	.634	6.401	.000	.634	.634	.634

Authoritarian parenting style is significant predictor of academic achievement. Male ($\beta = .992$, $P = 0.00$, $p < \alpha$), P is less than α its means that there is positive relationship between academic achievement and authoritarian parenting style. If one unit

increases in authoritarian parenting style then .003 SGPA increases in academic achievement.

Discussion on Results

The data was obtained from post graduates, after collecting data the result were obtained by using statistical package for social science SPSS 10.0. The averages of self-esteem's academic achievements are different to each other's (as table 1) and high level of self-esteem has not necessarily larger average of academic achievement and P value is greater than ($\alpha=0.05$), ($\mu =3.14, P=.259$) thus, hypothesis 1 is rejected. In contrast, previous research suggested that reciprocal relationship exist between academic achievement and self-esteem (Araujo, Lagos, 2013). Furthermore Self-Esteem impact on academic performance (Ross & Broh , 2000). Correlations among the variables are presented in table 1. The table reveals that self-esteem is insignificantly related to academic achievement of both male and female correspondents. SGPA of male and female is (1.000) and Self-Esteem of male and female is (-.132).

Regression represented in table 2 self-esteem is insignificant predictor of academic achievement of male and female correspondents, ($\beta = -.132, P = .259, p > \alpha$) its means that there is no association between academic achievement and Self-Esteem. This finding relates to previous research that was parents adopt less Authoritarian style for females (Gonzalez, Greenwood, & Hsu, 2001). Likewise, another result relates with previous research that was Authoritarian parenting style lead to more academic performance (Gonzalez, Holbein, Quilter, 2002).

The averages of Authoritarian parenting style and Academic achievement are different to each other's (as Table 4) and high level of Authoritarian parenting style has larger average of academic achievement and P value is less than ($\alpha=0.05$), (male $\mu =41.39$, female $\mu = 39.45$) (male $P = .000$, female $P = .000$). Thus, hypothesis 2 is supported. Correlations among the variables are presented in Table 3.

The table reveals that Authoritarian parenting style of male and female correspondents are significantly related to academic achievement. In table 3 results shows that authoritarian parenting style of male (.992) and female (.985) and SGPA of male (1.000) and female (1.000). There is insignificant association between academic achievement and authoritative parenting style of male (1.000) and female (.634).

The averages of three levels of self-esteem are different and high level of self-esteem has larger average ($\mu = 23.333$) thus, hypothesis 1 is supported. And the averages of three different parenting styles are different and authoritative parenting style has larger average ($\mu = 41.81$, $P = .88$) thus, hypothesis 2 is also supported. Authoritarian parenting style is significant predictor of academic achievement. Male ($\beta = .992$, $P = 0.00$, $p < \alpha$), Female ($\beta = .985$, $P = 0.00$, $p < \alpha$) its means that there is positive relationship between academic achievement and authoritarian parenting style, if one unit increases in authoritarian parenting style then .003 and .002 SGPA increases in academic achievement respectively.

Authoritative parenting style is insignificant predictor of academic achievement male ($\beta = .605$, $P = .974$, $p > \alpha$), female ($\beta = .985$, $P = .637$, $p > \alpha$) its means that there is negative relationship between academic achievement, if one unit increases in authoritative parenting style then .011 and .006 SGPA decreases in academic achievement respectively. Previous research supported the result that Authoritative parenting styles no significance relationship with academic achievement (Besharat, Azizi, Poursharifi, 2012).

Results showed that hypothesis 1 High level of self-esteem leads good academic achievement is rejected; In contrast the previous research ((Araujo, Lagos, 2013). Hypothesis 2 Parenting style associated with high academic achievement, authoritarian Parenting is associated with the highest academic outcomes so, hypothesis 4 is proved. The results were discoursed and conclusion was drawn. Finally the recommendations were made for the betterment of research which will be conducted in future.

Conclusions

This study concluded that self-esteem is not correlated with academic achievement. High self-esteem doesn't mean high academic achievement. Results varied in some point high self-esteem with low academic achievement, in other point low self-esteem with high performance, in other point both are high levels and other point both are low level. Parenting style is highly correlated with academic achievement. Authoritarian style associated with high performance but low level of self-esteem. Authoritative style associated with high self-esteem but low or moderate academic performance.

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