

## PARENTAL AND MATERNAL STYLES OF PARENTING AND STUDENT'S ACHIEVEMENT

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: December Revised: January Accepted: March Available Online: March</p> <hr/> <p>Keywords: Parenting Styles; Students' Achievement, Elementary Level</p> <hr/> <p>JEL Classification: C83, I20,</p>	<p><i>This current research paper aims to elaborate on the paternal and maternal styles of parenting on students' achievement in educational institutions. The universal right to all children is education. The content of the infant is also increased and made it effective to incorporate the parenting models. In this study, the dependent variable is students' achievement and the independent variable is parenting styles at the elementary level. The population is comprised of 200 parents of the children at an elementary level (female 100, male 100) are responded through a random sampling approach. Data were obtained using a 5-point Likert-style questionnaire. The parents play a vital role in the achievement of their child in the field of curricular and extra-curricular activities. Due to the economic problem, the parents cannot give proper time to their child for the enhancement of their hidden qualities. The question is why the parents of the modern era cannot become role models for their children. This paper indicates which style has an impact on student achievement.</i></p>

### 1. INTRODUCTION

Children learn necessary skills such as decision-making, commitment, giving loyalty to others, expressing empathy and gaining love, performing social roles, and expressing imagination in their families (Dil & Bulantekin, 2011). Parents use a variety of approaches to raise their children, depending on their attitudes and behaviours. Parents' attitudes and behaviours will vary depending on their personal attributes, their social and psychological circumstances, the characteristics of their child, and the child's behaviour. All of these factors allow parents to exhibit a variety of behaviours that define their parenting style. The social and intellectual growth of a child is influenced by the parenting style. Parenting Style is a psychological construct that encompasses parental attitudes and behaviours as well as traditional child-rearing tactics (Kordi & Baharudin, 2010). Person attitudes, as well as self-efficacy, self-respect, self-development, and academic encouragement, are affected by parental design (Brown & Iyengar, 2008). This study intends to examine the effects of parenting and maternal styles of ,on students' achievement. It is believed that the findings of this study regarding the relationship between parenting style and student achievement. While there are some studies in the literature which investigates the association between the two variables in question (Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Mital, 2011; Gonzalez, Greenwood & WenHsu 2001; Lerdpornkulrat, Koul, Sujivorakul, 2012; Mahasneh, 2014), no study has so far focused on the relationship between parenting style in Turkey. So it is believed that this study will contribute to the literature. This study seeks for the answers to the questions provided below;

1. What is students' achievement?
2. What are the parenting and maternal styles as perceived by parents?
3. Is there any relation between parenting and maternal styles and students' achievement?

## **2. LITERATURE REVIEW**

Several types of research emphasize that students can make achievements in the area of learning due to effective parenting styles. Due to the parenting styles, the students show their efforts in academic activities. (Bowen.N.K.,1999). The students perform well in the school due to effective parenting and failure of the students' outcome is the result of the negative role of the parents towards students. The success and the failure of the students are strongly interlinked with the parenting styles. Many studies have done which observed that the students perform better if the parents are fully involved with their children in curricular and co-curricular activities. The teacher and parent's cooperation is also part of parenting. (Fisher, S.,1994) stated the findings suggest that the children will obtain full marks and grades when parents include students and the school community, according to a study of over sixty studies. The participation of the parents in the school functions and activities are made the fruitful results. It is also necessary to foresee the home assignment, attitude, and behavior of the children at home. (Daniels, H.,1996). The students get more achievements if the parents are involved with them in all the activities. (Marcus, D.L.,2000). To improve their children's trust and skills, parents are active in various fields. It is observed that decision making and volunteering are also sources of achievement for the students. The economic factors of the parents also affect the confidence level of the students. (Epstein, J.L.& Sanders M.G.,2000).

The need for the students is also a major factor that affects the abilities of the students. The health safety, poverty, and the marital status of the parents have a great influence on the mind of the students. (Zellman and Waterman.,1998) the positive parenting styles produce the required outcome. The students perform well when their parents help their children in learning, communication, and in-home activities. (Greenwood, G. and Hickman, C.W.,1999). Every education organization involves the parents in curricular and extra-curricular activities for the completion of their objectives. They know well about the importance of parents to involve in the academic activities of the students. In the modern age of competition, the students are facing many problems during their study and feeling trouble to get the maximum grade in the examination. Education is a fundamental right for every person and essential for the development of society. Educated parents are more civilized and well disciplined than uneducated persons. The parents are the most responsible to develop their children to make them successful people in the community, especially in the educational field. Teachers are the builder of a nation but parenting is a productive source for the development of the children. It is said that if a man has confidence he can do anything and if he has no confidence, do nothing. So, parents develop the confidence level of their children (Zellman, Gail, and Wterman, Jill, M.,1998). Economic and environmental issues mostly affect the parental styles on the achievement of their children. In the age of mental conflict, the parents cannot perform their responsibilities to become the successful person of their child and help him in the academic field. (Velez, William and jones,1997,). The continuous effort of the parents with the student in every aspect of life is more productive. (Gestwicki, C.,1996). In the failure of the academic field, the student has changed his behavior and at last, was involved in the negative activities. The student of this victim is deprived of the true morality of life. (Greenwood, G., & Miller, M.D.,1995).

Several studies have done and lay stress on the parenting styles on the achievement of the students but the results are not yet suitable. (Hickman, C.W.,1999). It was said that, due to parents' positive attitude and behavior towards their children, the students give the highest answer for the high grade in academia. The education organizations lay stress on the participation of the parents to promote the potential of the students. The participation of the parents in the study of students promotes the abilities and skills of the students. Epstein describes the six points of the parenting model and emphasized that parenting styles play a vital role in the best achievement of the students in the academic field. The dimensions include in this model are parenting, communicating, learning, volunteering, decision making, and collaborating. Parenting means to help the children in academic affairs at home and enhance the ability and skills of the students, communication means to develop the confidence and eradicate language barriers between parents and children, volunteering means to get involve the parents with the school community as a family, learning means to get involved with the student's in-home assignment, decision making means to suggest something with the school community for the growth of the students, collaborating means to meet the needs of the students regarding health, safety and socially and economically, etc. (Epstein, 1995). Epstein says if the students become successful then we can say that the parents and the school community are successful. The parents and the teachers lead the students and the students are the followers of their parents and teachers. If the parents and teachers perform well then the students also give successful results. The educator's parents help their children to produce favorable results according to the requirement they get involve and practice the activities at home. (Epstein, 1995, p.707). Other dimensions that also involve the student's success are the social and economic position of the parents. (Wherry, J.H.,1997). Zellman and Waterman (1998) The parent's attitude and behavior direct impact the attitudes and behavior of the students and help the students like a productive outcome. (Wildavsky, B., and Marcus, D.L.,2000).

Parent's involvement gives a fruitful result if the parents are not fully involved with the students in achieving the maximum objective so that the drop out ratio of the students increase automatically. When students feel hesitation in their subjects then parents help the students with a better way and he gives maximum outcome. (Sanders M.G.,2000). Emotion and psychological also are the main factor which affects the abilities of the students. Due to the parent's involvement, the students easily overcome the factors. Students always do well when parents are fully involved with their activities directly. (Hickman, Greenwood, & Miller, 1995) parents' participation in the school regularly promotes the education level of the students. Parent participation can be categorized into two broad categories: school participation and home participation. Five factors involve the parents with the student's success like as, support in academic activities, decision making, expectations, structure, and effective parent's involvement. The concept of school and home as a family is given the maximum productive result for the success of students. (Johnston.,1998). A variety of recommendations were offered in an attempt to enhance the creation of parent and family engagement programs.

Epstein's (1995) six standards for parent and family engagement services were adopted by the national PTA (1997). (Gest, T. and Marcus, D.L.,2000). The school encourages parents in different activities to participate in the development of the students. Parents are role models for the students. (Epstein, 2000, p.4). Cooperation among teachers and parents is a great source to encourage the students for the betterment of high scores. The students' achievement is a predictor of parent's involvement. The benefits of success are the most important factor in the success of the students. Benefits, objectives, future career, and personality are a source of success. If the parents are involved in the guidance for achieving the objectives then students can easily get their success. (MOEC, 1999, Wherry.,1999) Parent's expectations are also an important source of success. If parents have positive expectations from their children the students also perform the best. (Jones, Toni Griego, (1997).

## RESEARCH METHODOLOGY

In this study, the independent variable is paternal and maternal styles of parenting and the dependent variable is students' achievement at the elementary level. The population of the study is the parents of the students at the elementary level. The collection of samples from the population, who were the parents of primary registered students, was based on a basic random sampling technique. The sample was comprised of 200 (N=200) parents of the registered students of educational institutions at the elementary level, 100 respondents were male and 100 females. To investigate the parenting styles on students' success it was used five points Likert scale. This study is adopted from Epstein's model of parenting dimensions. The dimensions are included in the independent variable are parenting, communicating, volunteering, learning, decision making, and collaborating. There was a total of 32 items (parenting 5, communicating 7, volunteering 6, learning 5, decision making 5, and collaborating 4). 5 points Likert scale format questionnaires. Questionnaire. The survey approach was used for gathering data through the researcher's Questionnaires. Data were entered for data processing from questionnaires in sheets using SPSS. In descriptive figures i.e., the data is analyzed. The current degree of dependent and independent variables was determined by the frequencies, mean and standard deviation, and the general average. A paired example t-test was used to figure out if the paternal and maternal types vary from each other. The relationship between paternal and maternal types and the success of the students was investigated in correlation.

### Data Analysis

#### Reliability Statistics

CRONBACH'S ALPHA	ITEMS
.957	32

The above table indicates that the scale is strongly internal with an alpha coefficient of Cronbach of 957.

#### The factor for Descriptive Research

<i>Statements</i>	<i>M</i>	<i>SD</i>
1 Parenting	3.38	.83
2 Communicating	3.61	.85
3 Volunteering	3.43	.79
4 Learning	3.72	.80
5 Decision Making	3.81	1.03

6 Collaborating	3.81	1.09
Total	3.61	.80

In the above table, it shows that the importance of the comments on the accomplishment of student parenthoods ranging from 3.38 – 3.43 and including the "mean" of the scale, advocated at the fundamental level of schools. In this range, two declarations are dropping. The remains of 5 declarations fall under the negotiated scale.

It has been concluded that most claims are satisfactory. They're therefore decided.

**Paired Sample t-test**

Paired Test survey for Parental (n=200) and Maternal (n=200) to detect differences in opinion in Parenting style.

Sr. No	Statement	Paternal		Maternal		t	df	sig
		M	SD	M	SD			
1	Factor 1 Parenting	3.31	.47	3.76	.62	-9.61	199	.00

A paired sample t-test was conducted to evaluate the paternal and paternal parenting style on student’s achievement. There was a statistically significant difference in scores from before intervention (M= 3.31, SD= .47) to after intervention (M= 3.76, SD= .62), t (-9.61), df (199), p (.00).

They are concluded to be important, but both fall into the parenting style on a different scale.

Paired Test Study for Parental (n=200) and Maternal (n=200) difference of mind in the Parenting style.

Sr. No	Statement	Paternal		Maternal		t	df	sig
		M	SD	M	SD			
1	Factor 2 Communicating	3.47	.77	3.69	1.01	-7.23	199	.00

A paired sample t-test was conducted to evaluate the paternal and paternal parenting style on student’s achievement. There was a statistically significant difference in scores from before intervention (M= 3.47, SD= .77) to after intervention (M= 3.69, SD= 1.01), t (-7.23), df (199), p (.00).

The inference is that they have an important distinction, but both fall in parenting styles on a different scale.

Paired T-test for Parental (n = 200) and Maternal (n = 200) viewpoint gaps in parenting styles. Paired T-test.

Sr. No	Statement	Paternal		Maternal		t	df	sig
		M	SD	M	SD			
1	Factor 3 Volunteering	3.22	.94	3.33	.98	-3.33	199	.001

A paired sample t-test was conducted to evaluate the paternal and paternal parenting style on student’s achievement. There was a statistically significant difference in scores from before intervention (M= 3.54, SD= 1.14) to after intervention (M= 3.76, SD= 1.01), t (-2.43), df(199), p(.01).

The inference is that they have a little distinction in importance, but both fell under distinct parental types.

Paired Research survey to detect gaps of opinion between the parental types of Paternal (n=200) and Maternal (n=200).

Sr. No	Statement	Paternal		Maternal		t	df	sig
		M	SD	M	SD			
1	Factor 4 Learning	3.66	1.18	3.65	1.18	.798	199	.429

A paired sample t-test was conducted to evaluate the paternal and maternal parenting style on student's achievement. There was a statistically significant difference in scores from before intervention (M= 3.66, SD= 1.18) to after intervention (M= 3.65, SD= 1.18), t (.798), df (199), p (.429).

It is determined that they have a little distinction in importance, but both are in parenting styles at the same size.

Sample of t-test Combined (n=200) and Parental (n=200) for Parenting style to figure out the divergence of opinion.

Sr. No	Statement	Paternal		Maternal		t	df	sig
		M	SD	M	SD			
1	Factor 5 Decision Making	3.66	1.09	3.81	1.02	-5.84	199	.00

A paired sample t-test was conducted to evaluate the paternal and maternal parenting style on student's achievement. There was a statistically significant difference in scores from before intervention (M= 3.66, SD= 1.09) to after intervention (M= 3.81, SD= 1.02), t (-5.84), df (199), p (.00).

It was concluded that they vary in value but all fell into parenting patterns of the same size.

Paired Research study for Parental (n=200) and Maternal (n=200) difference of opinion for parenting types.

Sr. No	Statement	Paternal		Maternal		t	df	sig
		M	SD	M	SD			
1	Factor 6 Collaborating	3.72	1.03	3.73	1.24	-.106	199	.91

A paired sample t-test was conducted to evaluate the paternal and maternal parenting style on student's achievement. There was a statistically significant difference in scores from before intervention (M= 3.72, SD= 1.03) to after intervention (M= 3.73, SD= 1.24), t (-.106), df (199), p (.91).

The inference is that they have a little distinction in importance, but all fall in parenting styles on the same scale.

Test survey Paired for Parental (n=200) and Maternal (n=200) difference of opinion for Parenting style.

Sr. No	Statement	Paternal		Maternal		t	df	sig
		M	SD	M	SD			
1	Total Factors	3.49	.82	3.65	.89	-.585	199	.559

A paired sample t-test was conducted to evaluate the paternal and maternal parenting style on student's achievement. There was a statistically significant difference in scores from before intervention (M= 3.49, SD= .82) to after intervention (M= 3.65, SD= .89), t (-.585), df (199), p (.55).

It is concluded that they have little difference of importance except that the parental types are of different proportions.

**Correlations**

		<i>Students' achievement</i>	<i>Paternal style</i>
Students' Achievement	Pearson Correlation	1	.305(**)
Paternal Style	Pearson Correlation	.305(**)	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

Using the Pearson produkt-moment correlation coefficient to investigate the relationship between an independent variable (paternal style) and the dependent variable (performance of students). Two  $r = +.305$  variables had a moderate positive correlation.

It shows that paternal style and student achievement are positively associated with each other.

**Correlations**

		<i>Students' Achievement</i>	<i>Maternal Style</i>
Students' Achievement	Pearson Correlation	1	.350(**)
Maternal Style	Pearson Correlation	.350(**)	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

Using Pearson product-style correlation coefficient, the relationship between an independent variable (maternal style) and the dependent variable (performance of students) was analyzed above table. The association between the two variables  $r=+.350$  was highly positive.

It shows that parenting style and students' achievement are positively associated with each other.

**Conclusion**

From the results above it was inferred that parents were well conscious of parental types in paternal and maternal terms. The reliability of the scale was high. It was concluded that the maternal and paternal styles of parenting play a vital role in the achievement of the students. The female was more aware of parenting as compared to the male. There is a strong relationship between paternal and maternal styles with the students' achievement.

**Recommendations**

The use of data collection methods should therefore rely on a quality research model. Qualitative studies might help to explain the definition of parenting styles more explicitly and can provide the basis for new ideas in education. Because in under-developed countries, such as our own, the idea of parenting is relatively recent, a range of projects, seminars, and conferences are being planned at district-, divisional and regional level with a view to knowledge and value of parenting styles. Related study experiments should be carried out for comparison with other parents and collect information about their paternal types at home. Study studies at multiple stages can support teachers at all levels of behavioral preparation and professional development. Emotionally balanced teachers with an emotionally understanding capacity can further enhance the quality of teaching at all stages of academic training.



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