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A Comparison between Parenting Style, Self Esteem and Scholar Achievement of Ahvaz Scientific-Applied University Students

¹Seyed Mehdi Motvaliyan, ²Sadigheh Moradi, ³Masoud Salehi Shabliz, ⁴Mohammad Reza Hekmat

¹University of Mazandaran

²Islamic Azad University, Science and Research Branch of Ahvaz

³Farhangian University

⁴Scientific –Applied University of Prisons Khuzestan

¹mmehdimotevaliyan@yahoo.com, ²ssadighehmoradi@gmail.com, ³mmasoodsalehi1347@yahoo.com, ⁴Hhekmat2000@yahoo.com

ABSTRACT

The current study aimed to determine the relationship between parenting style, self-esteem with scholar achievement of the students. A sample size of (150) was selected via stratified method of sampling. The applied questionnaires were Parental Style Questionnaire (PSQ) and Self-esteem Scale. The regression statistics was used to analysis the gathered data which showed a significant relationship between self-esteem and scholar achievement. results also showed that the authoritative style of parenting was correlated with scholar achievement positively. Likewise the authoritarian style was not significantly related with scholar achievement. It was concluded that the self- esteem level and authoritative style of parenting correlated with scholar achievement among the students. As a final point the results suggest that to improve the scholar achievement or skill, it is critical to encourage factors which are vital to reach the most academic achievement.

Keywords: *Authoritative Parenting Style, Self-esteem, scholar achievement, scientific-applied students.*

1. INTRODUCTION

Parenting is known as child's initial training or personality formation. Personality includes as a group of physical as well as psychological characteristics such as weight, height, skin color, intelligence, self image, self esteem, and other related variables. These factors play a crucial role in the later life of people principally in their academic life or scholar achievement. Parents have different types of parenting to rear their children. According to Kiuru et al. (2012) there are four fundamental styles of parenting. Authoritarian parents are ready to stay their children in a restricted framework and impose many rules which should be obeyed without question. The parents ask very high anticipations from their children. Principally, authoritarian parents are very strict, serious and less responsive. From a different view, Permissive parents powerfully suppose the autonomy for their kids and state that they must be treated equally. Unlike the above mentioned parents, permissive parents force very few regulations for children due their think to treat them in a creative and dynamic in the process of life. Another style of parenting known as Authoritative is a combination of the two before mentioned styles of parenting. For Kiuru et al. (2012) Authoritative parents are assertive and set obvious principles of behaving for their children. They are too supportive, cheerful and positive and know the characteristics of their children very well. Hence, authoritative parents are great to treat their children.

Other style of parenting, neglectful or uninvolved was formulated later by Maccoby and Martin. The uninvolved parents fulfill their children's physical needs only. They are less engage to groom the other crucial need and seem to be detached, and disengaged. Neglectful parents have low demandingness, low responsiveness and warmth (Chamorro-Premuzic,

Harlaar, Greven, & Plomin, 2010).

Parenting style plays a considerable role to predict child's well-being in diversified domains like, social competence, academic performance, psychosocial development, and problem solving.

Self esteem is known as another contributing factor to grasp the desirous out comes in the later life of children. It is our opinion regarding our self. The children with high level of self esteem tend to be assertive, creating and known as B- motivated. Such children choose good road map to succeed. Self esteem is crucial and is a cornerstone and a step toward positive attitude. It is very important because it affects how you think, act and even how you relate to other people or more important to the future of children. Low self esteem is known as a big hampering factor in attaining desired academic goals (Perera, 2011).

Numerous studies have shown positive relationship between self esteem and academic achievement. Heaven and Ciarrochi (2008) probed about the relationship of parenting styles and self esteem with academic performance. The finding suggests that Authoritarian parenting style was related to low self esteem whereas authoritative parenting style was related with high hope. The literature supported that the children and adolescents with authoritative parents are more social and instrumentally competent as contrast the children with non authoritative parents (Chamorro-Premuzic et al., 2010; Richardson, Abraham, & Bond, 2012).

A worldwide consensus has evolved that parenting style is effective to a large extent in children's achievement throughout the life. But the basic question is what constitutes effective parenting. Most of the

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researches had answered this question. These researches were conducted in Scandinavian, European, and Asian countries, as well as in the USA. The studies concluded that effective parents develop Academic Home Climates. Children prosper when these Academic Home Climates mesh with the academic climates found in their schools. These researches illustrate our cross-cultural methods and show how the Academic Home Climate generates a series of beliefs, attitudes, and motivations that lead to higher achievement in their later schooling (Campbella & Vernab, 2007).

A bio-ecological model proposes that proximal parenting processes have the general effect of mediating affairs between distal social contexts and children's achievements, whereas advantageous individual personality enhances associations between proximal family processes and children's characteristics. Data were collected from 900 Australian children as well as from their parents. Firstly, the research concluded that a parenting style has modest to moderate concurrent validity in relation to children's academic achievement and school behaviors. Secondly, the proximal processes of the parenting model mediate significantly the relationships between family social status and children's academic achievement but not the links between intellectual ability and outcomes. Thirdly, the finding reveals sex-group differences in the nature of the relationships between the proportions of the parenting model and children's school outcomes (Marjorobanksa, 1996).

Ling (2013) searched about the two aspects that are achieving equality in education, those two aspects are self identity and self esteem. Conclusion of the research has drawn about the relationship between the development of self-esteem of children in schools and educational policies of social justice. Improvement in self esteem of minorities and oppressed groups result into empowerment.

Many researchers have discussed the cognitive and attachment perspectives in relation with adolescent achievement in different domains of their life. They elucidated a relation between adolescents' insight of parental care and intrusiveness and the particular gap in their abilities-achievement. Cognitive abilities and academic achievement were assessed by 200 Israeli 10th graders students. Representations of maternal and paternal care and intrusiveness and externalizing and internalizing symptoms were reported. Gender differences were found for the abilities-achievement gap. Boys' achievement in mathematics and language was significantly lower from the expected out comes (Marsh & Martin2011).

According to Bootha and Gerardb (2011) probed the relationship of self esteem and academic achievement of adolescent in England using qualitative and quantitative data from 86 north American and 86 British adolescents. They examined the links between self esteem

and academic achievement among the children with 11-12th year of age. Their finding reveals multiple reasons of low level of self esteem among the children such as country difference, mathematics etc. On the other hand the qualitative analysis support British students self perception accurately associated with their academic achievement as contrasted with the students of US.

Alves-Martins, Peixoto, Gouveia-Pereira, Amoral and Pedro (2002) investigated the relationship between self esteem and academic achievement among adolescents of secondary school students from seventh to ninth grade by selecting a sample of 838 students. Findings suggests that differences in level of self esteem appeared among successful and unsuccessful students of seventh grade and these difference in the level of self esteem disappears between the students of eight and ninth grades. This also concluded that students with low academic grades or achievement were less incline to participate in school settings or school related tasks.

Another study conducted on Hong Kong and Chinese adolescent-parent relationships revealed that adolescents and their parents differ in their perceptions of parenting style. Parents of students from the highest academically oriented schools in Hong Kong rated themselves as higher in authoritativeness as and lower in authoritarianism than parents of adolescents from the lowest academically oriented schools (Murayama, Elliot & Yamagata, 2011).

2. METHODOLOGY

2.1 Community and Sampling Method

All students of the scientific applied university were statistical community of this study. A sample of (N=150) scientific- applied students was randomly selected from the different disciplines in Ahvaz City.

2.2 Instrumentation

To collect the data two instruments include Parenting Style questionnaire (PAQ) and Self esteem scale were applied. The first one has three subscales: Permissive parenting style (P), Authoritarian parenting style (A), and Authoritative/Flexible parenting style (F). To check the Self esteem's level, a Self esteem questionnaire was used to collect the data. Validity and reliability indexes of the questionnaires according to researchers are as .78 and .83 for the PAQ and .82 and .92 for the second one respectively (Kuter et al., 2012; Gebauer et al., 2012). Scholar achievement was assessed by average points of the students in the previous semester.

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3. FINDINGS

The results of the current research Parenting Style, Self Esteem and scholar achievement among

students were presented in the tables. Mean age of men and women student were as 24.5 and 23 respectively.

Table 1: Pearson Correlations' Table of scholar achievement and self esteem

	Average points (boys)	Self-esteem (boys)	Average point (girls)	Self-esteem (girls)
Average points(boys)	1.000	.252		
Self-esteem (boys)	.252	1.000		
average points(girls)			1.000	.364
Self-esteem (girls)			.364	1.000
Average points(boys)	-	.015		
Self-esteem (boys)	.015	-		
Average points(girls)			-	.001
Self-esteem (girls)			.001	-
N				
Average points(boys)	75	75		
Self-esteem (boys)	75	75		
Average points(girls)			75	75
Self-esteem (girls)			75	75

The above statistical analysis indicated that the level of self-esteem is broadly related to the scholar achievement. There is a significant relationship between scholar achievement and self-esteem. The above mentioned findings demonstrate the correlation of

average for both genders .The correlation value of academic outcomes and self-esteem values (.252 and .364) proved the research objective that self esteem and educational performance are linked.

Table 2: Regression analysis of self esteem and academic achievement

Model	Coefficients		Coefficients			Correlation		
	B	Std. error	beta	t	Sig	Zero error	Partial	Part
Constant	58.261	5.371		10.847	.000			
Self-esteem boys	.622	.280	.252	2.221	.029	.252	.252	.252
Constant	43.096	7.658		5.627	.000			
Self-esteem girls	1.288	.386	.364	3.341	.001	.364	.364	.364

Regression showed in Table 2, self-esteem is significant predictor of educational achievement of women at statistical value of ($\beta=1.288, P=.001, p<\alpha$) and among men students at statistical value of ($\beta=.622, P=.029, p<\alpha$). This proves a positive correlation between scholar achievement and self-esteem. With one unit

increases in men's self-esteem leads to .029 % marks increases in educational achievement. Also the relationship is right for self-esteem, so that in female.001 % marks increases in educational achievement can be seen.

Table 3: Statistical correlations of educational achievement with parenting style

	Average points (boys)	Average points(girls)	An boys	An girls	Av boys	Av girls	Pv Boys	Pv girls
Average points(boys)	1.000		-.513		-.333		-.655	
Average points(girls)		1.000		.675		-.020		1.000
Authoritarian boys	-.513		1.000					
Authoritarian girls		.675		1.000				
Authoritative boys	1.000				1.000			
Authoritative girls		1.000				1.000		
Permissive boys	-.655						1.000	
Permissive girls		1.000						1.000
Sig(1-tailed)								
Average points(boys)	-		.044		.004		-	

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Average points(girls)		-		.008				-
Authoritarian boys	.044		-			-		
Authoritarian girls		.008		-				
Authoritative boys	-				.004			
Authoritative girls		.439				.439		
Permissive boys	.079						.079	
Permissive girls		-						.000

The above achieved statistical values show that the Authoritative parenting style is strongly related to educational achievement. There is significant relationship between educational achievement and Authoritative parenting style for both gender groups at academic achievement.

According to the table, the statistical values of Authoritative parenting style of male and female students

(.004 and .439), Authoritarian parenting style (.044 and .008) and permissive parenting style (.079 and .000) indicate the relationship of academic achievement with different methods of parenting which leads us to conclude that the Authoritative parenting style is greatly connected with the educational achievements among the students.

Table 4: Regression analysis of parenting style and academic achievement

Model	Coefficients(Un standardized)		Coefficients (standardized)		p	Zero order	Correlations	
	B	SD	Beta	T			Partial	Part
Constant	157.313	45.555		3.453				
Authoritarian boys	-1.828	.966	-.513	-1.892	.088	-.513	-.513	-.513
Constant	18.247	13.670		1.335				
Authoritarian girls	.891	.308	.675	2.894	.016	.675	.675	.675
Constant	117.339	17.883		6.56				
Authoritative boys	-1.027	.393	-.333	-2.615	.011	-.333	-.333	-.333
Constant	74.072	23.677		3.128				
Authoritative girls	-7.960E-02	.520	-.020	-.153	.087	-.020	-.020	-.020
Constant	71.500	6.357		11.247				
Permissive boys	-.250	.144	-.655	-1.732	.158	-.655	-.655	-.655
Constant	.500	.000		-				
Permissive girls	1.500	.000	1.000	-	-	1.000	1.000	1.000

Authoritative parenting style is significant predictor of educational achievement of male and female students at statistical value (men, $\beta=-1.027$, $P=.011$, women, $\beta=-7.960E-02$, $P=.087$, $p<\alpha$). This shows a positive relationship between educational achievement and authoritative parenting style.

Authoritarian parenting style was not a significant predictor of educational achievement (men, $\beta=-1.828$, $P=.088$, $p>\alpha$, women, $\beta=.891$, $P=.016$). This indicates a negative relationship between scholar achievement and authoritarian parenting style. Permissive parenting style was not a significant predictor of scholar achievement at (men, $\beta=-.250$, $P=.158$, women, $\beta=1.500$, $P<.001$).

4. DISCUSSION AND CONCLUSION

The present research investigated the relationship of parenting style and self-esteem with academic achievement among students of different

disciplines in Ahvaz. Findings of this study are in line with some studies which will be described in the following. Also some studies showed different findings with us. For example, Kuter et al., (2012) and Gebauer et al., (2012) reported findings which are in line with this study's ones. On the other side, Juang et al., (2013) showed a different line of findings. These contaminated findings indicate the effect of some intervening variables. Thus it is suggested that the intervening variables should be controlled to have a more clear knowledge in this regard.

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