

Parenting Style as Correlates of Adolescents' Academic Achievement Motivation of Bate Secondary School, Haramaya, Ethiopia

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ABSTRACT

This study aimed at examining the relationship of adolescents' academic achievement motivation and parenting styles. Data were collected from randomly selected 192 adolescent students (93 males and 99 females) through standardized scales of achievement motivation self-report inventory and parenting style scale. The data analysis has been done through both descriptive and inferential statistical methods. To this end, finding revealed that authoritarian parenting style is the most commonly practiced parenting style in the families of respondents among other three parenting styles (authoritative, indulgent and neglectful). There is a statistically significant relationship between authoritative parenting style and students' academic achievement motivation. Significant relationship between authoritarian parenting style and students' academic achievement motivation has also been reported. There is strong and negative relationship between neglectful parenting style and students' academic achievement motivation. That it means, neglectful parenting negatively affects students' academic motivation. As expected, significant relationship between indulgent parenting style and students' academic motivation was not reported. In the end, some points were forwarded to suggest ways of properly addressing the gaps noted in this research.

Key words: Adolescents, Parenting Styles, Academic Motivation

INTRODUCTION

It is a reality that every one of us has come from a family. As a social structure, family is assumed to be the fundamental and important arrangement of the society that has central role in the lives of its members (Darling & Steinberg, 1993). The importance of the family as a social structure is something unmistakable (Zahedani, Rezaee, Yazdani, Bagheri, & Nabeiei, 2016). Basically, parents are assumed to be the core unit of the society who directly linked to a child from the time of his/her basic development to maturity (Kang & Moore, 2011). Thus, in order to parent positively, parents need to understand what it takes to do the job well. Having a good understanding of child development is expected to enable parents to know how to give care and support for children.

Parents play an integral part in the total development of the child. It has been said that parents are the 'architects' or the 'conductors' of a child's development. With many synonyms going around, the central task of parenting is very complex. Said simply, the central tasks of parenting are assuring the survival and optimal development of their off spring (Kang & Moore, 2011).

Parenting could have a determining effect on children's development and personality (Darling & Steinberg, 1993). According to Baumrind, (1991), parenting style consists

aspects of parenting style consists of aspects of perceived parental role, their beliefs, engagement and behavior. Parenting is defined in different books in diverse manner. Baumrind's (1991) parenting style has been made based on two dimensions that are demandingness and responsiveness consulting the consistent behavioral patterns and attitudes with which parents interact and deal with their children and adolescents. The first dimension, demandingness, represents the claim of parents from their children to get matured through parental supervision and disciplining children, and controlling the behavioral problems of their children; while, the second dimension, responsiveness is the amount of autonomy parents give for their children to be independent, self-regulated, and self-assertion through acknowledging and supporting of children's interest, needs, and demands (Baumrind, 1991).

Based on the work of Diana Baumrind (1991); Maccoby and Marthin (1983) four folds of parenting styles are identified namely: Authoritative: warm but firm; authoritarian: controlling; permissive: indulgent and passive; and neglectful: uninvolved parenting styles. In authoritative parenting, children are encouraged to be independent with maintaining some limits and controls on their actions (Maccoby & Martin, 1983). This means, parents do not invoke "because I said" rule; instead, they are brought issues into discussion to entertain children's viewpoint.

The other parenting style in which parents exhibition little warmth and create highly controlling environment is authoritarian. They are known for their strict disciplinary measures, use of restrictive and punitive style and insisting their adolescent follow parental directions. The common words or phrases appealing to authoritarian parents are, "you will do this because I said," and "because I'm the parent and you are not." It is difficult even to think of having discussions with their teen over the family rules and standards in such parenting style (Maccoby & Martin, 1983). Adolescents who have nurtured in such parenting style are more likely to be submissive and tend to remain dependent on their parents. The third parenting style in which parents are very warm, but undemanding is permissive parenting. They demonstrate their love to their children is through giving everything what the children need. There is no way to control and discipline the kids because parents are taking indulgent and passive roles so that it will make children to be emotionally soft (Maccoby & Martin, 1983).

The last parenting style identified by Maccoby and Marthin (1983) was neglectful parenting. In such parenting, parents do not oversee the behavior of their adolescents or support their interest. These parents seem uninvolved in the parenting responsibility. These parents have minimum level of interaction, and generally considered as uninvolved parents. Parents in this style are unresponsive to their adolescent's needs, whereabouts, or experiences at school or with peers and so on. This can be explained with phrases such as, "I don't care where you go," or "why should I care what you do?" (Maccoby & Marthin, 1983).

As noted in Abesha (2013), dissimilarity was observed in gender regarding the most commonly practiced parenting style in Ethiopia. Specifically, unlike for sons, parental behaviors were found to signal more of authoritative for daughters than neglectful. The same has been also reported by Kassahun, (2005; cited in Abesha, 2013) about the predominance of neglectful parenting style for sons. However, it would be harsh to take this as granted and making inference to say neglectful parenting style is commonly adopted for sons in the Ethiopian cultural context.

As regard to the relationship between parenting styles and adolescents academic achievement motivation, controversial findings has been reported. For example, a study conducted by Abesha (2013) noted that parenting styles brought difference in achievement motivation with respect to their gender favoring females. This means, females' achievement motivation was influenced by the parenting style that their parents predominantly used. This was further explained by Abesha (2013) as being from authoritative parenting for females makes them to have higher level motivation than male counterparts who were from non-authoritative parenting style. In connection to this, Abar, Carter, and Winsler's (2009) has reported that authoritative parenting style to has statistically significant relationship with high levels of academic performance of a historically black colleges students in the Southern United States. In addition, Turner, Chandler, and Heffer (2009) have also shown that, unlike permissive and authoritarian, authoritative parenting found to be

a significant predictor of academic performance of college students. This means, whatever the style parents took, the role parents is vital so far as the success and higher motivation is concerned throughout their academic journey. No matter when the critical time could be, whether it is at early or late, the effect of parenting styles continues to influence on the children's authoritarian parenting academic success at any point in time.

On the other hand, it has been reported by Brown and Iyengar (2008) that a significant and positive relationship was observed between style and academic achievement and motivation. Contrary to this result, negative relation was observed between authoritarian parenting style and the students' academic success (Zahedani et al., 2016). Likewise, a considerable difference was not found in academic achievement motivation among students from authoritarian, indulgent, and neglectful families regardless of prior ability and sex. However, the academic achievement of students from authoritarian and indulgent (permissive) parents was considerably higher than that of students from neglectful parents, when prior ability and sex were controlled (Markos, 1996).

Therefore, in the face of such controversial findings, it's difficult to take stand regarding the relationship between parenting styles and students' academic motivation. Thus, the problem is worth studied. In an attempt to address the concerns raised thus far, the following research questions were raised in this study: 1) which parenting style is commonly practiced in the study area? 2) Is there any a statistically significant relationship between adolescents parenting styles and their academic achievement motivation?

METHODS

As mentioned earlier, the purpose of this study is to set out the relationship between adolescent's parenting style and their academic achievement motivation of Bate secondary school students. This study employed correlational research design. Besides, this section describes, the study site, sampling techniques and instrument of data collection.

To carry out the study, participants were selected through simple random sampling technique from Bate Secondary School. In this school, there were a total of 852 (415 male and 437 females) students regularly attending their classes in grade nine and ten during data collection. Out of the total female adolescent students (n=437), 110 and out of the total male students (n=415), 100 were selected randomly. Therefore, the sample consisted of a total of 210 adolescent students. In fact, data analysis was based on 192 participants who provided complete data.

With regard to tools of data collection, a self-reporting questionnaire was used to measure variables of interest. The data collecting instrument was made up of three parts such as: Part one, series items developed to learn about the participants' socio-demographic variables; second part, an adapted test on adolescents' parenting style and the third part, comprise of student's academic achievement motivation scale adapted from previous research.

Parenting Style Self-report Inventory Scale

In order to assess adolescents' perceived parenting style, an adapted parenting style self-report inventory was employed. The scale is composed of 25 items that requires participants to rate their parents in terms of two dimensions such as, Acceptance/involvement (made up of 13 items with four point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree) and strictness/supervision (made up of 12 items with three point Likert scale ranging from 1 Doesn't Try/Know to 3 Tries/Knows a Lot). The acceptance/involvement sub-scale stated in the way that how adolescents perceived their parents as loving, responsive, and involved. For this subscale, the responses were made on a four-point Likert-type scale). The strictness/supervision sub-scale assesses parental monitoring and supervision of their late adolescent and young adult children. In the Ethiopian context, the instrument was used for the same purpose by Markos (1996), Abesha (2013) and what more.

Academic Achievement Motivation Self-report Inventory (AAM SRI)

The inventory has three sub-scales: Task performance, delay of gratification of needs and time orientation. The scale is made up of 24 items with 4-point Likert scale (4 strongly agree to 1 strongly disagree). The scale has been adapted into local languages such as Amharic used by (Abesha, 2013) and Daniel (1992; cited in Belay and Galata, 2016) with a reliability coefficient of .74 and of .67 respectively; and an Afan Oromo's version of the instrument (i.e., the language of participants of this study) was used by Galata, (2018) and Ambachew, et al, (2018) with internal reliability of .79 and .73 at Cronbach Alpha. For the purpose of the study, an Afan Oromo Version that has been used by previous studies was used for collecting data.

Data Analysis

After the necessary data were collected using self-reporting questionnaire, the data were analyzed using SPSS V. 20. Further, the following statistical tools were used.

- In order to organize demographic variables and identify the dominantly utilized adolescents perceived parenting style tabulation, frequency and percentage were used.
- In order to see the relationship between parenting style and adolescents' academic achievement motivation, Pearson product moment correlation was used.

RESULTS

This section shall present the findings beginning with some background data about participants. Then, the dominant parenting style of the participants is presented. Finally, the relationship between adolescent's parenting style and their academic achievement motivation was analyzed employing Pearson product moment correlation coefficient.

As shown in the Table 1, both sexes were proportionally represented in the study.

As in Table 2, authoritarian parenting style was found to be the most commonly practiced parenting style in the families of adolescents participated in this study followed by a neglectful and indulgent parenting styles respectively.

As can be indicated in the Table 3, adolescents from authoritative parenting style scores high on academic achievement motivation inventory (Mean = 44) followed by adolescents from authoritarian (Mean = 32), indulgent (Mean =26) and neglectful parenting styles (Mean = 21) respectively.

As can be depicted in the Table 4, there was a statistically significant relationship between authoritative parenting style and students' academic achievement motivation ($r=.64$, $p<.05$). This means, authoritative parenting style promotes students' academic achievement motivation. In the same Table, there is also a statistically significant relationship between authoritarian parenting style and students' academic achievement motivation ($r=.32$, $p<.05$). There is strong and negative relationship between neglectful parenting style and

Table 1. Back ground of participants

| Demographic characteristics | N | % |
|-----------------------------|-----|-------|
| Gender | | |
| Male | 93 | 48.44 |
| Female | 99 | 51.56 |
| Total | 192 | 100 |

Table 2. Prevalence of adolescents' perceived parenting style

| Parenting style | N | % |
|-----------------|----|-------|
| Authoritative | 23 | 11.98 |
| Authoritarian | 69 | 35.93 |
| Indulgent | 38 | 19.79 |
| Neglect | 62 | 32.29 |

Table 3. Mean scores of adolescents parenting styles by their academic achievement motivation

| SN | Parenting styles | Mean score of academic achievement motivation |
|----|------------------|---|
| 1 | Authoritative | 44 |
| 2 | Authoritarian | 32 |
| 3 | Indulgent | 26 |
| 4 | Neglectful | 21 |

Table 4. Inter-correlations among variables (N=192)

| SN | Variables | 1 | 2 | 3 | 4 | 5 |
|----|---------------------------------|---|-------|--------|--------|--------|
| 1 | Authoritative | - | 0.31* | 0.23 | 0.12 | 0.64* |
| 2 | Authoritarian | | - | -0.41* | -0.34* | 0.32* |
| 3 | Indulgent | | | - | 0.42* | 0.22 |
| 4 | Neglectful | | | | - | -0.51* |
| 5 | Academic achievement motivation | | | | | - |

$p<.05$

students' academic achievement motivation ($r = -.51, p < .05$). This means, neglectful parenting negatively affects students' academic motivation. As expected, a statistically significant relationship between indulgent parenting style and students' academic motivation was not observed ($r = .22, p < .05$).

DISCUSSION

Parenting plays a great role in determining offspring's well-being and development (Darling & Steinberg, 1993). In this regard, the present study revealed that authoritarian parenting style as the most commonly practicing parenting style, followed by a neglectful parenting style. Contrary to the present finding, Abesha (2013) by conducting his study on Ethiopian higher institution adolescents reported that authoritative parenting style is the dominant parenting style in Ethiopia followed by neglectful parenting style. In the same vein Kasahun (2005 as cited in Abesha, 2013) reported that an authoritative parenting style is the most predominantly practiced parenting style. The observed difference may attributed to sample size of the study participants in such a way that in the present study as can be noted in the methodology section, only adolescent students selected from one school i.e. Bate secondary school students were participated. But in the case of previous studies for example Abesha (2013) the study was conducted on adolescent students gathered from different parts of Ethiopia. Therefore, the obtained difference could be attributed to sample size and cultural disparity of study areas.

The present study also discovered that there is a statistically significant relationship between authoritative parenting style and students' academic achievement motivation. In support of this, Abesha's (2013) finding showed that parenting styles produced a significant effect on female students' achievement motivation, but not on male counter parts. In a similar vein, Markos (1996) after having conducted a research on high school students reported consistent findings that a considerably higher academic achievement motivation was achieved by students from authoritative parenting than their counterparts from non-authoritative parents. That it means, authoritative parenting style promote students' academic achievement motivation.

In the present study, significant relationship between authoritarian parenting style and students' academic achievement motivation has been reported. In support of the present findings, Brown and Iyengar (2008) reported that an authoritarian parenting style was positively related with academic achievement and motivation. Contrary to this result Zahedani et al. (2016) reported that there is a statistically significant negative relationship between authoritarian parenting style and the students' educational success. In the present study, a strong and negative relationship between neglectful parenting style and students' academic achievement motivation has been reported. That it means, neglectful parenting negatively affects students' academic motivation. As expected, a statistically significant relationship between indulgent parenting style and students' academic motivation were not reported. That it means, showing unlimited love and affection without setting limit on children do not end up students in good academic stand.

CONCLUSION

In this research it was found that:

1. An authoritarian parenting style was found to be the most commonly practiced parenting style in the families of adolescents participated in this study followed by a neglectful parenting style.
2. There is a statistically significant relationship between authoritative parenting style and students' academic achievement motivation.
3. Significant relationship between authoritarian parenting style and students' academic achievement motivation has been reported.
4. There is strong and negative relationship between neglectful parenting style and students' academic achievement motivation. That it means, neglectful parenting negatively affects students' academic motivation.
5. As expected, a statistically insignificant relationship between indulgent parenting style and students' academic motivation was reported.

The following suggestions are forwarded to address the gaps noted in the research:

1. Concerned bodies should provide awareness about the importance of authoritative parenting style in their child-rearing practices and facilitate the conditions which are essential to promote such parenting styles.
2. Educational psychologists/school counselors, teachers, and school directors need to provide life skill training particularly to adolescent students from permissive and neglectful families to build their academic achievement motivation.
3. Orientation and training be given to parents of adolescent students particularly from permissive and neglectful families on how to treat their children with warmth and affection to facilitate the conditions which are essential to foster their children's achievement motivation.
4. As research findings on the effects of parenting style on adolescents' academic achievement motivation in our context is scanty, further studies need be to conduct in the area of concern.

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