

## The Effects of Parenting Styles Academic Self-Efficacy on Academic Achievements of the Post Graduate Level Students of Bahawalpur

Dr. ABBAS HUSSEIN ABDELRAHY

Assistant Professor, Qassim University

Dr. JABEEN BHUTTO

Assistant Professor, University of Sindh Jamshoro

ASIA IQBAL

Ph.D. Scholar, The Islamia University, Bahawalpur

### Abstract:

*The present research entitled “The Effects of Parenting Styles Academic Self-Efficacy on Academic Achievements of the Post Graduate level students of Bahawalpur”. The main objectives of the study were to investigate different parenting styles academic self-efficacy on academic achievement for students studying at university level in Bahawalpur, to compare parenting styles academic self-efficacy on parents living in rural and urban areas and to give suggestions to parents for improving parenting of their children. Population of the study was students learning at undergraduate level at the Post Graduate college in Bahawalpur. Sample was collected from cluster sampling technique. 358 students were taken through cluster sampling technique. Questionnaire were used to collect data from the respondents. Researcher had personally contacted each of the respondents and collected data from them with the help of questionnaire. Responses taken from the respondents were fed in Statistical Package for Social Sciences (SPSS) and then converted into tabulated form. Data was analyzed by calculating percentages, mean, values and graphical representation of results was also made. The main findings stated that 45.8% of respondents agreed, 30.7% respondents strongly agreed of the statement. However, 16.8% of respondents disagreed and 6.7% of respondents strongly disagreed. Mean score is 3.01 supported to the statement. In the light of findings*

*of the study, following recommendations are made that parents should be made aware of the importance of spending more time merely talking to their children in order to make them feel accepted. The male parents or guardians, in particular, should become more involved with their children.*

**Key words:** graphical representation, respondents, Statistical Package for Social Sciences (SPSS)

## **INTRODUCTION**

Efficacy suggests that Post Graduate level students need to know that their parents believe in their abilities and thus have high expectations for them. The third research question examined the impact of parental level of education on the relationship between perceived parental influences and career self-efficacy (Bong, M 2008). It appears that parental level of education does not have an impact on the relationship between parental influences and career self-efficacy. This finding is inconsistent with the finding that parent education seemed to have an impact on post graduate students' academic and social development Nixon and Boekaerts, M.( 2003) argue that studying parenting styles may be the most important approach to determine the effect that parents may have on the development of their children.

### **Statement of the Problem**

All the problems facing Pakistan's higher education system, none is more serious and persistent than the poor academic achievement and subsequent academic dismissal of students. As it has been consistently demonstrated in empirical studies, many students in higher education institutions, particularly post graduate students, are not successful in academic performance and discontinue their education because of academic dismissal. For instance, Adem (2005) in his study investigated factors affecting students' academic performance in higher education institutions revealed that the number of graduates from higher education institutions in Pakistan are far fewer than the number of entrants to freshman (i.e., first year)

because some students are dismissed just at the end of the first semester, others withdraw or are dismissed before completion of their studies.

### **Objectives of the Study**

- (1) To investigate different parenting styles academic self-efficacy on academic achievement for students studying at Post Graduate level in Bahawalpur.
- (2) To compare parenting styles academic self- efficacy on parents living in rural and urban areas.
- (3) To give suggestions to parents for improving parenting of their children.

### **Significance of the Study**

This study is important for following reasons:

- This study will help teachers to see how much attention should be given to the students with educated and uneducated family backgrounds.
- This study will help the parents to enhance learning achievement of their students.
- This study will help the general public to motivate their children towards education.
- The study would be helpful to parents in that it sensitizes them as to what measures to take in raising their children so as to promote their children's psychosocial adjustment and academic achievement.

### **Data Analysis**

The data from the questionnaire was analyzed by entering it into a statistical analysis program. The first research question (describe the relationship between perceived parental influences and the reported career development of students) was analyzed by performing a descriptive analysis. A hierarchical multiple regression analysis was performed to examine the second research question (determine if specific parental behaviors differentiate between students with high and low career self-efficacy). Lastly, a multiple regression analysis was carried out to look at the third research question (examine whether the relationship between perceived parental influences and

students' reported career self-efficacy varies with parental educational background).

## **LITERATURE REVIEW**

The study focuses on parenting styles and the children's academic achievement that involves the relationship of parenting and academic achievement.

### **Parenting Style, SRL and the Children's Academic Achievement**

Parenting is a complex activity that involves certain styles of behaviour that exert their influence on child outcomes individually and collectively (Davies, D. 2011). For example, the parenting style predicts risk behaviours in adolescence (Crosser, S. 2005), test anxiety youth well-being mental health, (Dalpiaz, CM. 2004), conscientiousness and academic achievement.

### **Parenting Style and Academic Achievement**

Parental styles have been found to influence the children's educational outcomes, and also the lowering of school dropout rates, rather than the more specific activities of parental involvement, e.g., household rules, or the parents' attendance of and participation in school functions (Delport, CSL. 2005).

### **Parenting Style and Positive and Negative Influences on Academic Achievement**

According to Elias, H. & Yee, TH. ( 2009) the study revealed that mothers and fathers who are authoritative, positively influence their children's behaviour and academic achievement. On the other hand, mothers and fathers who are permissive or authoritarian negatively influence their children's behavior.

Driscoll, AK., Russell, ST. & Crockett, LJ. (2008). also studied the relationship between parenting style and academic performance in a sample of Post Graduate students. It assessed the relationship of parenting style to performance across gender, age, parental education, ethnicity and family structure.

### **Self-Efficacy**

According to Bandura's (1997) theory, self-efficacy is influenced by four factors: personal mastery experiences, vicarious experiences, verbal persuasion, and physiological reactions. Personal mastery experiences refer to an individual's previous successes or accomplishments with a given task. (Schunk & Meece, 2006). The primary focus of the current study is the dimension of social self-efficacy. While the development of the broad construct of self-efficacy has been examined extensively, information on the development of the specific dimension of social self-efficacy is limited.

### **The Impact of Self-Efficacy on Cognition and Behavior**

Cognition refers to mental processes and their role in thinking, feeling and behaving (Abar, B., Carter, K.L. & Winsler, A. 2009). Self-efficacy is cognitively constructed and influences thoughts, expectations, and behaviors. Bandura (2006) hypothesized that self-efficacy affects individuals' task choices, effort, and persistence in tasks.

### **Parenting Factors and Adolescent Self-Efficacy**

Child self-efficacy is influenced by different environments and significant relationships with others, including parents, teachers, and peers (Abesha A. 1997). According to Besharat, MA., Azizi, K. & Poursharifi, H. (2011) the family environment created by parents may influence child self-efficacy many in ways.

## **METHODOLOGY OF THE STUDY**

The study was descriptive in nature, so through a questionnaire survey was conducted to collect data from selected sample.

### **Population/ Sample**

Total 358 students were selected 30 students from different departments. The population of the study was all the female students studying at The Post Graduate College Bahawalpur.

**Table: Detail of students sample from Post Graduate College Bahawalpur were as under**

Sr. No.	Departments	Students
1	Department of Physics	30
2	Department of Statistics	30
3	Department of Islamic Studies	30
4	Department of Chemistry	30
5	Department of English	30
6	Department of Commerce	29
7	Department of Law	30
8	Department of Library Science	30
9	Department of IR	30
10	Department of BBT	30
11	Department of Computer Science	30
12	Department of Social Work	29
Total	12 Departments	358

### **Development of the Tool**

Questionnaire was used as a research tool. In the light of objectives the questionnaire was developed on the base of four points agreed / disagreed Likert type scales. The final questionnaire was consisted on 46 items.

### **Data Analysis**

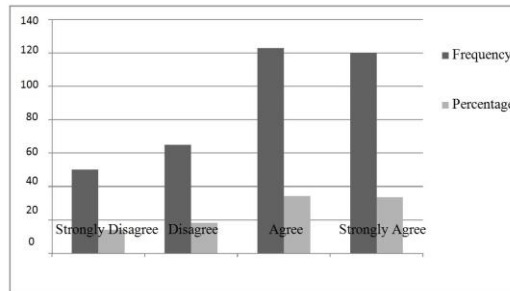
Data was analyzed by using Statistical Package for Social Sciences (SPSS 20.0) software. Frequencies, percentages of responses were calculated. The results were interpreted in terms of percentage of responses. The conclusions were drawn and recommendations were made accordingly.

## **DATA ANALYSIS AND INTERPRETATION**

**Father/male guardian and mother / female guardian (Table 1:** My parents/guardians are involved in my education (e.g., helping with assignments when asked and helping me in selecting courses or fields of study).

**Table 1: My parents/guardians are involved in my education (e.g., helping with assignments when asked and helping me in selecting courses or fields of study).**

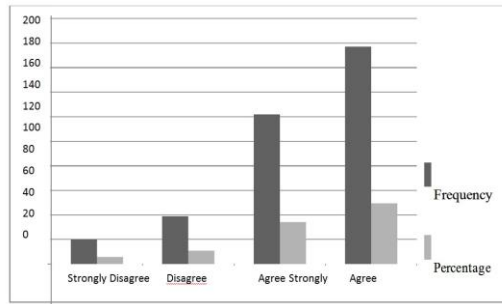
Sr. No.	Statement	Options	Frequency	Percentage	Mean score
1	My parents/guardians are involved in my education (e.g., helping with assignments when asked and helping me in selecting courses or fields of study).	Strongly Disagree	50	14.0	2.87
		Disagree	65	18.2	
		Agree	123	34.4	
		Strongly Agree	120	33.5	
<b>Total</b>			358	100	



**Table 2: My parents/guardians keep pushing (helping) me to do my best in what I do**

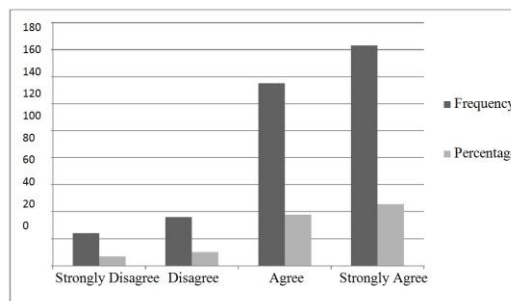
Sr. No.	Statement	Options	Frequency	Percentage	Mean score
2	My parents/guardians keep Pushing (helping) me to do my best in what I do.	Strongly Disagree	20	5.6	3.27
		Disagree	39	10.9	
		Agree	122	34.1	
		Strongly Agree	177	49.4	
<b>Total</b>			358	100	

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**Table 3: When I get poor grades in school/university, my parents/guardians encourage me to work harder.**

Sr. No.	Statement	Options	Frequency	Percentage	Mean score
3	When I get poor Grades in Post graduate , my parents/ encourage me to work harder.	Strongly Disagree	24	6.7	3.22
		Disagree	36	10.1	
		Agree	135	37.7	
		Strongly Agree	163	45.5	
<b>Total</b>			358	100	



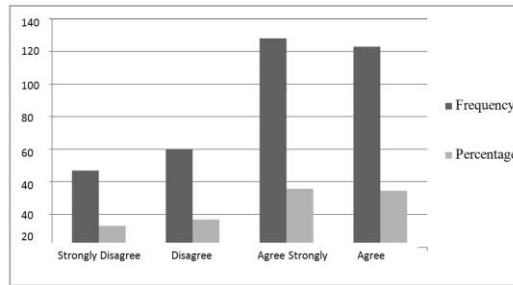
**Table 4: My parents/guardians are involved in my education (e.g., helping with assignments when asked and helping me in selecting courses or fields of study).**

Sr. No.	Statement	Options	Frequency	Percentage	Mean score
4	My parents/guardians are involved in my education (e.g.,	Strongly Disagree	47	13.1	2.91
		Disagree	60	16.8	



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	helping with assignments when asked and helping me in selecting courses or fields of study).	Agree	128	35.8	
		Strongly Agree	12.3	34.4	
<b>Total</b>			358	100	



## FINDINGS

### Father/male guardian

Table No 1: 33.5% of respondents strongly agreed and 34.4% respondents of agreed to the statement. However, 18.2% of respondents disagreed and 14.0% strongly disagreed about it. Mean score 2.87 was supported to the statement.

Table No 2: 49.4% of respondents strongly agreed and 34.1% respondents of agreed to the statement. However, 10.9% of respondents disagreed and 5.6% strongly disagreed about it. Mean score 3.27 was supported to the statement.

### Mother / Female Guardian

**Table No 3:** 45.5% of respondents strongly agreed and 37.7% respondents of agreed to the statement. However, 10.1% of respondents disagreed and 6.7% strongly disagreed about it. Mean score 3.22 was supported to the statement.

**Table No 4:** 34.4% of respondents strongly agreed and 35.8% respondents of agreed to the statement. However, 16.8% of respondents disagreed and 13.1% strongly disagreed about it. Mean score 2.91 was supported to the statement.

## **CONCLUSIONS**

**Father/Male Guardian** 1: The data taken from the respondents clearly indicated that most of the students agreed that when they parents/guardians want them to do something, they explain why.

2: The data taken from the respondents clearly indicated that most of the students strongly agreed that when they get poor grades in school/university, their parents/ guardians encourage them to work harder.

### **Mother/ Female Guardian**

3: The data taken from the respondents clearly indicated that most of the students agreed that their parents/guardians are involved in their education (e.g., helping with assignments when asked and helping them in selecting courses or fields of study).

4: The data taken from the respondents clearly indicated that most of the students strongly agreed that their parents/guardians give them a lot of care, attention, and support.

### **Father/ Male Guardian & Mother/Female Guardian**

- The data taken from the respondents clearly indicated that most of the students strongly agreed that they parents/guardians keep pushing (helping) them to do their best in what they do.
- The data taken from the respondents clearly indicated that most of the students strongly agreed that when their parents want them to do something, they explain why.
- The data taken from the respondents clearly indicated that most of the students strongly agreed that when they get poor grades in colleges their parents encourage them to work harder.
- The data taken from the respondents clearly indicated that most of the students agreed that their parents/guardians are involved in their education (e.g., helping with assignments when asked and helping them in selecting courses or fields of study).
- The data taken from the respondents clearly indicated that most of the students strongly agreed that their

parents/guardians give them a lot of care, attention, and support.

### **Recommendations**

1: The parents or guardians should be made aware of the importance of spending more time merely talking to their children in order to make them feel accepted.

2: Workshops can be held with all the parents on the different parenting styles in order that they may be able to identify their own styles. They should be made aware of the harmful effects of a neglectful parenting style.

3: The parents should be made aware of what an authoritative parenting style is, and of the positive impact of an authoritative parenting style for cognitive strategies and SRL.

4: Self-reflection (processes that occur after learning has taken place): Students should be trained in self-evaluation, and in identifying possible causes of failure.

5: The achievement of students, which is very complex and affected by various factors, needs further investigation. For example, conducting research on the relationships between parenting styles, motivational beliefs, SRL strategies, the teachers' roles in the development of SRL and academic achievement, may contribute to the efforts made to improve the students' academic achievement.

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