

# Parenting Styles, Self-Concept and Attitude of Students: A Causal Model on Academic Performance

Marietes P. Bacus

**Abstract**----- The primary aim of this study was to develop a causal model of academic performance. The causal relationships among parenting style, self-concept, attitude of students, and academic performance were examined in the public high schools in the key cities of the five provinces of Region X Northern Mindanao, Philippines. The respondents were 500 Grade 7 students enrolled in the school year 2003-2014 under the K to 12 Basic Education Curriculum. The perceived parenting style, self-concept and attitude toward school of students were assessed using PAQ, PHCSCS2, and SAAS-R questionnaires respectively. Path analysis using AMOS generated the best fit model for academic performance of Grade 7 students in Northern Mindanao (Region 10). The most parsimonious model, Model 4, revealed attitude of students and authoritative parenting style as strongly associated with academic performance; self-concept and permissive parenting style also showed to have a significant effect on achievement of seventh graders in Northern Mindanao.

**Keywords**—Attitude of students, Parenting styles, Performance, Self-Concept.

## I. INTRODUCTION

THE quality of our Nation depends on the fineness of Filipino citizens. The competence of Filipinos was believed to anchor to its educational attainment. Quality of education is reflected through academic achievement which is a function of good attitude towards learning, positive self-concept and favorable interaction of the learners with adults in the society.

Enhancing the quality of basic education in the Philippines is urgent and critical. The poor quality of education is reflected in the low achievement scores of Filipino students. One of the indicators of the quality of education is the performance of students in international comparison tests. Although Philippines ranks number 1 in terms of data availability in support of the Millennium Development Goals among the 11 countries of South-East Asia the participation of the country in different international studies to measure the performance of students is unsatisfactory. One of the few standards for international comparison of the students of Philippines is the Trends and International Mathematics and Science Study (TIMSS 2003) is jointly implemented by the Department of

Science and Technology (DOST), through the Science Education Institute (SEI), and the Department of Education DepEd). Filipinos ranked second to the lowest in Grade IV Science and Mathematics among the 25 countries; in high school science and mathematics, we ranked 43<sup>rd</sup> out of 46 and 34<sup>th</sup> place out of 48 countries who tested (TIMSS 2003, 2008).

A study on “National Achievement Test Results Fourth Year (2005-2006)” presented by Nelia V. Benito, Ph. D. of National Education Testing and Research Center (NETRC) of the Department of Education revealed that in the Total Test, almost 2/3 of the high school graduating students showed performance within the Low Mastery Level (65.63%); slightly 1/3 had manifested Near Mastery (33.24%); more than 1/10 exhibited Mastery of learning competencies(1.13%); 1 out of 5 students manifested Mastery in English and Araling Panlipunan; seldom that 1 out of 5 students showed Mastery in Science; Almost 3 out of 5 students achieved Near Mastery in Mathematics; and very few had Mastered the learning competencies in Filipino.

Quality of education is a function of study habits and study attitude of the students which can be developed through positive parenting and proper guidance in school<sup>[1]</sup>. Thus, the quality of students' performance remained a top priority for educators. It was meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing meritoriously for quality of performance of learners. These variables were inside and outside school that affect students' quality of academic feat. These factors may be termed as student factors, family factors, school factors and peer factors<sup>[2]</sup>. It was believed that the environment and the personal attributes of students play an important role in their academic achievement.

Thus, to enhance the quality of Philippine education, it is necessary to improve the academic performance of students at all levels. To improve the performance of students, it is deemed necessary to improve their attitude toward learning and their concept of oneself that can only occur with the proper guidance of parents, teachers, and other authorities around them. For this reason, the researcher felt the need to determine which among these factors affect the academic performance of Grade 7 students in Northern Mindanao (Region 10), Philippines.

Marietes P. Bacus is with the Department of Education, Illigan City, Philippines.

## II. LITERATURE REVIEW

### *Parenting Styles*

Developmental psychologists have long been interested in how parents impact child development. However, finding the relationship of parenting and the later behavior of children was hard. Despite these challenges, researchers have uncovered convincing links between parenting styles and the mental, psychological, and emotional effects these styles have on children.

The conceptualization of parenting styles as a method to categorize and measure the worth and form of relations between parents and children began with the research of Baumrind who identified three parenting styles after her study. Authoritarian parenting style suggested that children were expected to be submissive to their parent's demands, while parents were expected to be strict, directive, and emotionally detached. Permissive parenting style like the name implied connotes less parental restrictions or limits on the child. The implication of this was that children were expected to regulate their own activities. Authoritative parenting style similar to authoritarian parenting entailed clear and firm direction to children. However, the difference between the two similar parenting styles lies in moderating discipline with warmth, reason, and flexibility as ensued by authoritative parenting<sup>[3]</sup>.

Parenting styles were only part of the challenging roles portrayed by parents; it has positive or negative effects on their children's development. It is a common knowledge that children benefit when their parents do interpret and explain events that their children are involved in or witness, such as a fight or an accident; establish regular routines or patterns in family life; make use of neighborhood resources, such as community programs; negotiate with child-care centers to ensure their children's early childhood education meets their needs; and stay informed about what their children are seeing and doing and provide an open atmosphere that encourages communication<sup>[4]</sup>.

### *Parenting Styles and Self-concept*

Many researchers have found a link between particular discipline practices and behavioral problems in young children and adolescents<sup>[5]</sup>. Over reactivity (i.e., harsh, coercive discipline) and laxness (otherwise referred to as permissive or inconsistent parenting) are two specific discipline styles that have frequently been associated with externalizing problems<sup>[6]</sup>.

As the child grows, authoritative parenting is linked to greater social and emotional competence (at least for white, middle-class children, with whom most of these studies have been conducted). The children of authoritative parents tend to be good at making friends in their early years, are less likely to use drugs in their teens, and are emotionally stable as young adults. These children also tend to have good self-esteem and to be successful in school<sup>[7]</sup>.

Children raised by authoritative parents score higher on measures of competence, achievement, social development, self-perceptions, and mental health than do children reared by the other three parenting types but the same study showed

results that demonstrated the insignificant effect of parenting style in a child's scholastic achievement. Authoritative parenting styles did not predict higher scholastic achievement<sup>[8]</sup>. Another study using different parenting style measures showed that adolescents with indulgent parents obtained equal or higher scores on self-esteem than adolescents with authoritative parents<sup>[9]</sup>.

Children raised in authoritarian families are more likely to suffer from emotional problems. Results of some studies showed that authoritarian parenting put kids at greater risk of anxiety, low self-esteem, and depression. A survey of middle-aged Americans found that people who remembered authoritarian childhoods were more likely to report depressive symptoms and poor psychological adjustment<sup>[10]</sup>. This was true for all ethnic groups, but the effect was strongest among European Americans.

Studies of Spanish and Brazilian adolescents have reported that teens from authoritarian homes had lower self-esteem than did teens from authoritative or permissive families<sup>[11]</sup>. In addition, German researchers found that teens with authoritarian parents were more likely to suffer from trait anxiety. They were also more likely to experience depersonalization--the feeling of watching oneself act without being in control of one's actions<sup>[12]</sup>. And research in China suggests that kids with harsh parents have more trouble regulating their emotions<sup>[13]</sup>.

It was also observed that kids from authoritarian families may not be as well-behaved as kids from authoritative families. Studies suggest, for instance, that kids exposed to authoritarian parenting show less advanced moral reasoning and self-regulation. For example, a study of African-American preschoolers found that *authoritative* caregivers--not authoritarian caregivers--were the least likely to report externalizing behavior problems in their children<sup>[14]</sup>. Another study tracked American kids of different ethnicities for four years--from the ages of 9 to 13. At several points in time, researchers asked teachers to rate the kids' tendencies for social and physical aggression. The results suggested that authoritarianism might contribute to child aggression. Compared with kids from authoritative families, kids with authoritarian mothers became more aggressive over time<sup>[15]</sup>.

## III. METHODS/DESIGN

Survey method was used to collect data to answer the research questions of this study. Three different questionnaires were used as the main instruments in gathering data. The most common form of nonprobability sampling, convenient sampling has been applied as it involves choosing participants primarily on the basis of their availability and willingness to respond<sup>[16]</sup>.

This study made use of descriptive-correlational research design. It described the child rearing practices of the students' parents and categorically determined their parenting styles. It also defined the relationship between perceived parenting styles, self-concept, attitude and academic performance amongst a group of secondary school students. Path Analysis was used to determine variables that predict academic performance of the students. The participants of this study

were five hundred Grade 7 students currently enrolled in the school year 2013-2014 under the K to 12 Basic Education Curriculum of the Department of Education. Without specific gender, respondents' age ranges from 12-14 years old and were residents of the locality where their school was found. The students were randomly selected from national high schools of the key cities of the five provinces of Region 10 Northern Mindanao, Philippines like Camiguin, Iligan City, Lanao del Norte, Malaybalay Bukidnon, Cagayan de Oro City and Lugait of Misamis Oriental, and Ozamis City of Misamis Occidental.

IV. FINDINGS AND DISCUSSION

Authoritative Parenting Styles Subscale of PAQ

PARENTING STYLE	MEAN	QUALITATIVE RATING
As I was growing up, my parent directed the activities and decisions of the children in the family through reasoning and discipline.	3.94	Agree
As the children in the family were growing up, my parent consistently gave us direction and guidance in rational and objective ways.	3.89	Agree
As I was growing up, my parent gave me clear direction for my behaviors and activities, but he/she also understood when I disagreed with them.	3.68	Agree
My parent had clear standards of behavior for the children in our home as I was growing up, but he/she was willing to adjust those standards to the needs of each of the individual children in the family.	3.66	Agree
As I was growing up, once family policy had been established, my parent discussed the reasoning behind the policy with the children in the family.	3.66	Agree

As I was growing up, if my parent made a decision in the family that hurt me, he/she was willing to discuss that decision with me and to admit it if he/she had made a mistake.	3.53	Agree
---	------	-------

As I was growing up, I knew that my parent expected of me in my family, but also felt free to discuss those expectations with them when I felt they were unreasonable.	3.37	Moderately Agree
My parent has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	3.27	Moderately Agree
My parent feels that most problems in society would be solved if parents would <i>not</i> restrict their children's activities, decisions, and desires as they are growing up.	3.20	Moderately Agree
As I was growing up, my parent took the children's opinions into consideration when making family decisions, but he/she would not decide for something simply because the children wanted it.	3.17	Moderately Agree
<b>AUTHORITATIVE PARENTING STYLE</b>	3.56	Agree
<b>STUDENT'S ATTITUDE</b>	<b>MEAN</b>	<b>QUALITATIVE RATING</b>
I am good at learning new things in school.	5.07	Slightly Agree
I am a responsible student.	4.94	Slightly Agree
I can learn new ideas quickly in school.	4.80	Slightly agree
I am capable of getting straight A's.	4.74	Slightly Agree
I can grasp complex concepts in school.	4.45	Moderately Agree
I am intelligent.	4.36	Moderately Agree
School is easy for me.	4.28	Moderately Agree
Academic Self-Perceptions	5.15	Slightly Agree

It was found out that the independent variables attitude of students, authoritative parenting style, and self-concept, showed a significant relationship with academic performance at  $p < .01$  and authoritarian parenting style at  $p < .05$ .

Performance of students was best anchored to their attitude toward school but it is also supported by authoritative and permissive parenting style on the reverse direction. Self-concept is found to be the least predictor of performance. The best predictor of academic performance was attitude with a beta weight of 2.096; second best predictor of performance is authoritative parenting style while permissive parenting style and self-concept influences performance on the reverse direction by 1.503 .047 respectively.

Four models were assumed, tested, and validated using AMOS. Model 1 was the hypothesized model; Model 2 was the direct model; Models 3 and 4 were the generated models. These models were reduced through slight modifications and revisions by removing paths that makes the table not acceptably fit. The exogenous variables that were seen to have a direct effect on the endogenous variable (academic performance) were attitude of students, authoritative and permissive parenting styles and self-concept of students. The best fit model for academic performance of Grade 7 students was Model 4; it was shown to be highly significant with a p-value of .917. RMSEA value of Model 4 was .000 which was less than .05, the value of good fit index. The GFI, NFI, and CFI value of the model was 1.00 which was greater than 0.95 that showed the characteristic indicating an acceptable model fit.

#### V. CONCLUSIONS

With respect to the most commonly practiced parenting style in region 10, an authoritative parenting style was the most commonly practiced parenting style in the families of Mindanao. Filipino parents attach very high values to their children in the hope that they will provide social, economic, and psychological support for their parents especially when they become older, and to ensure the continuity of close family bonds. Authoritarian parenting was also practiced by some families for Filipinos believed in the strict way of discipline to molding a successful child. Unfortunately, maybe due to the fast phase of modern life, many students still reported to have been raised by permissive parents. Wherein they were most of the time left to do with much freedom whatever they like to do.

Results revealed that the students had average self-concept, this can be explained with the varied parenting practices of parents in Region 10 with authoritative as the most practiced. The students displayed an average but directed towards the positive direction of self-concept. They reported to have a moderate concept of their own self-worth and self-esteem and they seemed to have a balanced feeling towards self and peers. They reported a happy gesture but also experienced anxiety and fear sometimes.

It was also found out in this study that the attitude of students in the region was good. The respondents reported a positive response towards learning. They reported to like their school, their teachers and were interested in doing schoolwork as they have parents and teachers who expected them to do well at school. However, they were not very confident with their intelligence as they rated themselves an average student at school in terms of academic performance which was shown to in agreement with the results of this study that showed a

greater number of students who are in the developing level and not many were in the advanced level.

The present research proved that all the four variables (authoritative parenting style, permissive parenting style, self-concept, and attitude) were significantly correlated with academic performance. However, even though they are related to one another, multiple regression analyses display some interesting findings. For the first set of multiple regression analysis, it is found that permissive parenting style, negatively affects academic performance while authoritarian parenting style could not predict academic achievement. Therefore, it can only be regarded an indirect factor that can influence both attitude and self-concept, but not necessarily academic achievement.

Apart from this, the present research also further consolidates the direct relationship between attitude, self-efficacy and academic achievement as suggested in past literature. It is observed that attitude has a direct effect on academic achievement while self-efficacy also has a direct effect on academic achievement.

Regarding the fitness of the proposed model of academic achievement, the model fits adequately the empirical data for seventh graders of Grade 7 students in Northern Mindanao. Although the model explained a small amount of variance (i.e.,  $R^2 = 0.283$ ) in the academic performance of students, the results of the present study provide partial support for the model, and thus it would appear to be applicable in the Filipino cultural context.

When the role of parenting style, self-concept, attitude and academic achievement were considered, attitude had the greatest direct effect on students' performance. Authoritative parenting style came second to have a significant total effect on achievement of respondents. Self-concept and permissive parenting style were third.

#### VI. RECOMMENDATION

On the basis of the findings and conclusions discussed herein, the following recommendations were made:

Since findings of this study suggested a significant association between parenting style and performance of students, parents should be educated on the best method of parenting through seminars and workshops that could be done in schools through the combined efforts of the Parent-Teacher association (PTA) and the community.

The school environment is a powerful agency of nurturing students to have high self-esteem. The teachers therefore should engage the learners in both curricular and co-curricular activities to enhance their self-worth. Teachers should guide and counsel students constantly to avoid a state of despair. Majority of the students who could not improve in performance did not see the urge to adjust and developed a stereotype thinking that however hard they tried they could not get good grades.

Additionally, reflecting on student skills, strengths, and achievement in school can continue to boost student motivation toward school and goal valuation. Although many students in this study indicated significant motivation/self-regulation to attaining academic desires, school-based

professionals could increase recognition of student achievement. Reflection on student achievements and recognition can serve as an acknowledgement of student accomplishments and a catalyst for students to continue striving for success in school. For example, having a student highlight board on display in the school building could be helpful for encouraging student achievement, along with having individual meetings with students who are identified as needing more academic assistance. Acknowledging students who are motivated and achieving in school not only helps to build student morale but also serves as an appreciation of teachers and others involved in the student's life.

School counselors can also be involved in meetings to help facilitate student centered academic objectives and assist students with self-regulation and attainment of goals, in addition to ensuring that students remain motivated in school. ASCA guidelines for student planning suggest that school counselors assist in coordinating ongoing activities designed to aid students in establishing personal goals and monitoring the progression towards those goals. School counselors also should have a personal role in the transition of new students as they provide services to acclimate students and parents to the new school environment

Since the study investigated the parenting style, self-concept, attitude and academic performance of students in public secondary schools, there is need to investigate the same to students in private secondary schools and pupils at primary level from private and public schools should also be studied.

The variables related to academic achievement and student beliefs about school could also be done using qualitative methodology. Allowing students to provide narratives about their personal experiences would also be useful in determining precise interpretations about factors influencing student performance. Including parent and teacher feedback may also add to existing research on students who transition from one school setting to another. Furthermore, providing a mixed methodology could be utilized to determine more concise information about student transition from urban to rural schools.

#### REFERENCES

- [1] H. CH., ABID, Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. Bulletin of Education & Research, Vol. 28, No. 1, pp. 35-45.2006
- [2] P.M, Bentler, Comparative fit indexes in structural models. Psychological Bulletin, 107(2), 238-46. 1990  
<http://dx.doi.org/10.1037/0033-2909.107.2.238>
- [3] D. Baumrind, Current Patterns of Parental Authority. Developmental Psychology Monograph, 4, 1-103. 1971  
<http://dx.doi.org/10.1037/h0030372>
- [4] M.H Bornstein, Parenting styles and their effects. Encyclopedia of Infant and Early Childhood Development, 496-509. Retrieved February 14, 2011, from ScienceDirect database. 2008
- [5] M.G Christina, Latino adolescent alcohol use: The role of acculturation and parenting styles. Mogro-Wilson, Cristina; Dissertation Abstracts International Section A: Humanities and Social Sciences, 68 (7-A), p.3150. 2008
- [6] D.S, ARNOLD et al., The Parenting Scale: A measure of dysfunctional parenting in discipline situations. Psychological Assessment, 5, 137-144. 1993  
<http://dx.doi.org/10.1037/1040-3590.5.2.137>

- [7] L. Brown, et al., Parenting styles: The impact on student achievement. Marriage & Family Review, 43(1), 14-38. 2008  
<http://dx.doi.org/10.1080/01494920802010140>
- [8] G. ANTHONY, Factors Influencing First-year Students' Success in Mathematics. International Journal of Mathematical Education in Science and Technology, 31(1), 3-14. 2000  
<http://dx.doi.org/10.1080/002073900287336>
- [9] M. Bong, Academic self-concept and self-efficacy: How different are they really? Educational Psychology Review, 15(1), 1-34 2003  
<http://dx.doi.org/10.1023/A:1021302408382>
- [10] S.L Blair, Family and Asian students' educational performance. Journal of Family Issues, 19, 255-274 1998  
<http://dx.doi.org/10.1023/A:1022962824012>
- [11] A. Bandura, A Social cognitive theory: An agentic perspective. Annual Review of Psychology, 52, 1-26. 2001  
<http://dx.doi.org/10.1146/annurev.psych.52.1.1>
- [12] L. Bornstein, L., Parenting styles and their effects. Encyclopedia of Early Childhood Development, 1-4. Retrieved February 9, 2011, from. 2007
- [13] L. Chang L, Harsh parenting in relation to child emotion regulation and aggression. Journal of Family Psychology, 17:598-606.2003
- [14] R.K Chao, Extending research on the consequences of parenting style for Chinese Americans and European Americans. Child Development, 72, 1832-1843. 2001  
<http://dx.doi.org/10.1111/1467-8624.00381>
- [15] K. Charnley, Motivation for the (lazy) high school student. Retrieved January 8, 2010 from <http://www.articlebeach.com>. 2006
- [16] X. Chen, Authoritative and Authoritarian Parenting Practices and Social and School Performance in Chinese Children. International Journal of Behavioral Development, 21(4): 855-873. 1997.  
<http://dx.doi.org/10.1080/016502597384703>