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The Relationship among Parenting Styles, Self-Efficacy, and Academic Achievement among Students

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Abstract

This study aimed to investigate the relationship among parenting styles, self-efficacy, and achievement among students. This study used ex post facto research method. The population consisted of all high school students in Zanjan in academic year 2014-2015. Using multi-stage cluster sampling method, 400 participants were selected as sample. The Scheffer's parenting styles questionnaire and Scherrer's self-efficacy questionnaire were used to collect the data. The results showed that there was a significant relationship among parenting styles, self-efficacy, and academic achievement among students.

Keywords: Parenting Styles, Self-Efficacy, Academic Achievement, Students.

Introduction:

The effect of family on all-round development of children stars from birth, emerges with special power, and remains throughout the life (Navabinejad, 1996). The parenting styles are a set or constellation of behaviors that explain the parent-child interactions over a wide range of situations. It is assumed that it creates an impressive interaction atmosphere (Alizadeh and Andrais, 2002). Conducting the longitudinal studies by observing the interaction between parents and children, Bamrind (1971,1989,1991) stated that the parenting styles include different, objective, and natural behaviors which parents use to control and socialize their children (Bamrind, 1991). He found that various parenting styles differ in two dimensions: demand and control, acceptance and response. The various combinations of demand / control and acceptance / response create four parenting style methods. The Bamrind research focused on three methods. The fourth method, negligent, has been studied by other researchers (Kalantari, 2008). There is much research has been conducted on parents' parenting styles. The results show that there is relationship between parenting styles and variables such as academic achievement, self-efficacy, self-concept, self-esteem, and social skills (Yousefi, 2007). In this study, we examined the relationship among parenting styles, self-efficacy, and academic achievement among students. The concept of self-efficacy was first developed by Bandura in 1977 based on social cognitive theory (Ahmadian, 2005). Bandura defines self-efficacy as a person's ability to perform a specific action in dealing with a specific

position. In other words, self-efficacy refers to the judgments of individuals in relation to their abilities to perform a defined action (Yazdani, 2009). To fully understand themselves, the people need to be aware of what they think and what they really are. The proper estimation level of behavior standards determines our self-efficacy feeling. The family structure is a major factor in the formation of self-efficacy. It may play an effective role in creation of self-efficacy among the individuals. If parents impact positively on the development of children's abilities during childhood, there will be suitable situation to actualize their talents for development and control of their internal beliefs. Thus, it can be said that self-efficacy follows partly from inheritance rules. It is observed that the children with low self-efficacy have grown up in stressful families (Sharifabad & Tonekaboni, 2009). In a study, Ahmadian (2005) showed that parenting styles have a significant impact on children's self-efficacy.

The relationship between parenting styles and academic achievement is another hypothesis was examined in this study. The family influence is one of the most effective and the most influential factor in the character of students. For this reason, the family situation should also be considered in the study of students academic problems. The academic achievement is the scientific progression and rise in specified time situations which can be calculated by final average at the end of school year (Afrooz, 2008). In general, the academic achievement refers to academic success of students which is measured based on the tests (Nasab & Parast, 2002). In a study, Afrvooz (1999); Dehgani (2000) showed a significant and positive relationship between parenting styles and academic achievement. This study aims to investigate the relationship among parenting styles, self-efficacy, and academic achievement among the students.

Methodology

This study used ex post facto research method. The population consisted of all male and female third degree high school students in Zanjan in academic year 2014-2015. Using multi-stage cluster sampling method and Morgan table, 400 participants were selected as sample. Scheffer's family environment questionnaire: this questionnaire consists of 77 questions which measures the different aspects including control/freedom and intimacy/non-intimacy of parents' family relationships. The participants answer the questions based on five item Likert scale: from strongly agree to strongly disagree. Naghashiyan (2006) reported that the reliability coefficient of his questionnaire is 0.78. Scherer's self-efficacy questionnaire: This scale was developed by Scherer et al in 1982. This scale has 23 items (Ahmadian, 2008). Scherer et al (1982) reported that the alpha Cronbach is 0.86. The students' total grades average was the criterion to measure their academic achievement.

Findings

Hypothesis 1: There is a significant relationship between parenting styles and self-efficacy.

Table 1
The results of correlation between parenting styles and self-efficacy variables

Variable	Number of participants	Correlation coeffecient	Sig.level
Self-efficacy	399	0.27	*0.000

Given the correlation level (0.278) and significant level (0.00), it can be concluded that there is a significant relationship between self-efficacy and parenting styles.

Hypothesis 2: There is a significant relationship between parenting styles and academic achievement.

Table 2
The results of correlation between parenting styles and academic achievement variables

Variable	Number of participants	Correlation coeffecient	Sig.level
Academic achievement	399	0.11	**0.02

Given the correlation level (0.11) and significant level (0.02), it can be concluded that there is a significant relationship between academic achievement and parenting styles.

Discussion and Conclusion

The results showed that there is relationship between parenting styles and self-efficacy. The findings are consistent with research findings of Ahmadian (2005) and Shaw (2007). The early efficiency experiences are focused in family. The successful experience and practice of self-control is essential for early development of social and cognitive competence. If the parents provide rich physical environment for their children and give them freedom of movement to explore the environment, they will educate their children such that they will have good cognitive- social position.

Also, the results showed that parenting styles have a significant relationship with academic achievement. These findings are consistent with the research findings of Farhana et al. (2011), Mehr Afrooz (1999), and Dehghan (2000). The family environment impacts on children's academic success more than their IQ. Perhaps, it may be said that the family is the most important factor in shaping the attitudes of students towards studying. In general, the poverty, low levels of culture, difference and conflict in family, education and parenting styles, expectations and aspirations of families, and their attitudes to learning and education are family factors impact directly or indirectly on the success rate (Mehr Afza, 2004). According to the findings of this study and research in the field of parenting, it can be seen that the parenting styles are important foundation for the formation of children behavior.

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