



Faculty of Cognitive Sciences and Human Development

**A STUDY OF RELATIONSHIP BETWEEN TYPES OF PARENTING
STYLES AND ACADEMIC MOTIVATION AMONG
ADOLESCENTS IN JOHOR BAHRU**

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**Bachelor of Science with Honours
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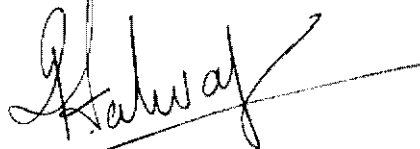
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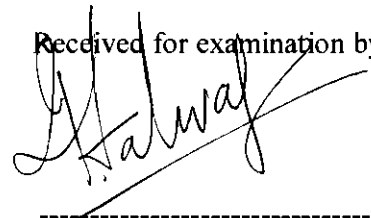
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This project is submitted in partial fulfilment of the requirements for a
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The project entitled A Study of Relationship Between Types of Parenting Styles and Academic Motivation Among Adolescents in Johor Bahru was prepared by Nur Ain Syuhada binti Shukor and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (Cognitive Sciences).

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ABSTRACT

The issue of parenting styles has been highlighted as a major component of academic motivation among adolescents who make up the secondary school population. This is because, there is a belief that each parenting style sets its own demands with respect to the conduct of learners and standards that they have to meet. Moreover, parents play a highly influential role in their children's development. It is generally agreed that parenting style influences self-efficacy, self-esteem, and identity development, which are associated with academic achievement of students. In addition, the progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other. The aim of this review is to analyze the different aspects of parenting styles which affect the academic motivation of adolescents. This study provides a comprehensive interpretation of different studies about how parenting styles affect academic motivation among adolescents in Johor Bahru. Also, as there are many issues on their academic performance faced by adolescents, so there should be a right parenting skill that should be developed by the parents which can help them in overcoming those issues.

ABSTRAK

Isu gaya keibubapaan ditekankan sebagai komponen utama untuk motivasi akademik di kalangan remaja yang terdiri daripada populasi sekolah menengah. Ini kerana, ada yang mempercayai setiap gaya keibubapaan telah menetapkan permintaan yang tersendiri berikutan kelakuan pelajar dan piawai yang perlu diikuti. Selain itu, ibubapa memainkan peranan pengaruh yang tinggi dalam pembentukan anak-anak mereka. Ia secara umumnya bersetuju bahawa gaya keibubapaan mempengaruhi keberkesanan diri, keyakinan diri, dan pembangunan identiti yang dikaitkan pencapaian akademik pelajar. Tambahan itu, kemajuan dalam pencapaian kanak-kanak dipengaruhi oleh keputusan yang dibuat oleh kedua-dua ibu bapa dan anak-anak mereka untuk bekerjasama atau berhadapan dengan satu sama lain. Tujuan kajian ini adalah untuk menganalisis pelbagai aspek gaya keibubapaan yang mempengaruhi motivasi akademik remaja. Kajian ini memberi tafsiran komprehensif kajian yang berbeza tentang bagaimana gaya keibubapaan mempengaruhi motivasi akademik di kalangan remaja di Johor Bahru. Juga, kerana terdapat banyak isu prestasi akademik yang dihadapi oleh remaja, jadi perlu ada kemahiran gaya keibubapaan yang patut dibentuk oleh ibubapa di mana ianya boleh membantu mereka mengatasi isu-isu tersebut.

CHAPTER ONE

INTRODUCTION

1.1 Background of study

Parenting style should be cultivated on early phase of child development. These kinds of parenting strategies can give an impact on the relationship between parents and their child. Parenting styles have been shown constantly associated to various outcomes such as child psychological problems and academic performance (Baumrind, 1967, 1991; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Querido, Warner, & Eyberg, 2002). From 25 years back then, various studies on the family and school connection have examined the influence of distinct types of parenting styles on student school based outcomes. Based on (Darling and Steinberg, 1993), parenting styles defined as the emotional climate in which parents raise their children and it is characterized by dimensions of parental responsiveness and demandingness.

Parents play a significant role in their children's development. Baumrind (2012) in his study identified that pre-school children raised by parents with differing parenting styles varied in their degree of social competence. Parenting styles can be categorized according to the levels of parental demandingness such as control, supervision & maturity demands, while parental responsiveness such as warmth, acceptance & involvement (Maccoby & Martin, 2003).

This study is defining and determining each parenting style use different types of approaches for the disciplines among adolescents in Johor Bahru. It shows that different types of parenting styles are based on what parents think about their children's needs. This study will highlight the importance of parenting style and their impact on young adolescent's behavior. Thus, it helps to figure out what is the best parenting styles that should be applied for their parents in order to improve academic motivation of their children. There are many factors that affect the academic

performance of children and parenting styles is one of the significant factors of academic performance.

Parenting styles have often been presented into four types of parenting which are, authoritarian, authoritative, permissive, and neglect parenting styles. Authoritative Parenting Style is a parenting style that characterized by an optimum balance of responsiveness and demandingness. An authoritative parent enforces rules and standards using commands and sanctions when necessary (Baumrind, 1993). Authoritarian Parenting Style is a parenting style marked by parental behaviors that highly restrictive and very demanding. Permissive Parenting Style is a parenting style at the other extreme, characterized by non-restrictive and high levels of responsiveness. Neglect Parenting Style is the style of parenting low in both dimensions, the degree of responsiveness and demandingness.

Theories about how parental values, goals, skills, and attitudes are passed from one generation to the next have been debated by several scholars since the seventeenth century. By (Scaringello, 2002), said that recent focus has been delivered to investigate the connections between the home environment and school environment that the child received. While, (Wentzel, 1999) said, adolescents interact with and are influenced by multiple socialization agents, including their parents, teachers, and peers within these two developmental contexts.

Adolescence is a particular period of human development in which the boundary between the school and the home is quite important (Silk and Steinberg, 2002). This is because, during this period, adolescents transition from the highly dependent and controlled period of childhood into a period marked by an increasing sense of self-exploration and autonomy. For instance,

adolescents begin to develop their self-concept and they explore their relationship and connection to family, friends, and the larger society.

A study carried out by Park, Chiang and M. Ju (2010) on why Asian children performed better academically in American schools revealed that Asian American parents who adhere to traditional Asian values usually utilized parenting behaviors that are incongruent with their children's level of acculturation which is the process of adaption to the attitudes, values, and behaviors of the dominant culture of the host country (Berry, Olmedo & Trimble, 1996). In addition, the study found out that traditional Asian parents reinforced the value of unquestioning obedience to parents. The concept suggested that children should prioritize family obligations over personal interests.

According to (Dweck, 1990; Nurmi et al., 1995a; Onatsu-Arviolommi and Nurmi, 1998), it has been suggested that the achievement strategies adolescents deploy at school play a significant role in their academic achievement and performance as for instance, by (Diener and Dweck, 1978), helplessness beliefs and related passivity, by (Nurmi et al., 1995a), being afraid of failure and task-irrelevant behaviour, and by (Glaskow et al., 1997), internal attributions such as a lack of ability, in response to failure, have been found to lead to low achievement.

Even though, a lot of research has been done over these strategies in the context of school (Butkowsky and Willows, 1980; Jacobsen et al., 1986; Wagner et al., 1989; Carr et al., 1991; Nurmi et al., 1995a; Onatsu-Arviolommi and Nurmi, in press.), but only small amount studies have focused on the function besides of life-domain, for example, family environment that helps the development of adolescent's achievement strategies. Thus, this study emphasis on the

investigating of which parenting styles is associated with the strategies adolescents apply in the context of achievement.

There were some research was studies that previously conducted on parenting styles and academic motivation of young children. It was analyzed that authoritative parenting style is the most effective parenting style in enhancing the academic performance of young children. In depth studies is needed on parenting styles in different perspectives and view to have a variety understanding of the cultural effect of parenting styles on the academic performance of adolescents.

1.2 Problem Statement

Nowadays parents are no longer being an important medium for their children to experience their first learning process even it is happened at home. Children are more prefer obtain their knowledge and shape their behavior from the other parties as somehow parents neglected their needs. Somehow, parenting styles can give a big impact on parents-children relationship either the good ones instead of the bad ones and it is all depends on how their parents are dealing with it.

Parenting styles contribute big impact on child development and what they are becoming in the future. Their behaviors are depends or based on the early home education which way more crucial instead of what they get from the school. In a way of educate their children in proper way, it is somehow may leads either into such a good outcomes. It has been proposed that achievements strategies of adolescents at school play a significant role in their academic performance which is literally comes from home by how they developed their first education form parents.

The effect of parenting style on academic achievement should also be examined in view of the influence of the mediating variables of motivation, goal orientation, and self-efficacy. Parenting style is basically a contextual variable, but within the parenting environment in which, specific parenting behaviors are employed to promote achievement and other factors may develop. For example, goal orientation, motivation, and self-efficacy that may serve to mediate or strengthen the proposed relationship between parenting style and academic achievement.

Therefore, it is educationally meaningful and necessary to test the generalizability of the relationship between parenting style and academic achievement among adolescents, and investigate the extent to which authoritative parenting promotes higher achievement outcomes despite other mediating variable such as motivation.

Recent developments in the field of parenting and family studies have led to the renewed interest in the relationship between adolescents' academic motivation and parenting styles. These developments have heightened the need for the study on adolescents' academic motivation. Since the family is the backbone of the child, parenting style and its influence on adolescents could greatly affect their understanding, attitude and school achievements.

Accordingly, there are some research works done on parent-child relationship and children's school achievements and behaviors that are required for a successful adaptation to the society and the family by (Ladd & Pettit, 2002). However, some researchers have observed unique situations where secondary school learners from some family backgrounds attain significantly high grades than others (Bullock, 2000).

Bowman (2008) said, a person's upbringing has a profound influence on how they see the world and how they process information. Stevenson (1998) observed that different students view

education as having different goals. Thus, it brings meaning that parenting can create a group of educated citizens with the developed ability to think and it can be used to establish students who have a common knowledge and who have same socialization into the way things are done in a particular society. However, Bowman (2008) and Stevenson (1998) failed to relate the parenting styles and academic performance of students. Therefore, it created a gap of the aims of this study to be filled.

There are very few known studies conducted in Malaysia on the relationship between parenting styles and academic motivation. Past studies highlight the issue of parenting styles and do not give importance to academic motivation. Hence, this study takes into consideration gaps in research.

The aim of this review is to analyze the different aspects of parenting styles which affect the academic achievement of adolescents. This study provides a comprehensive interpretation of different studies about how parenting styles affect academic achievements among adolescents in Johor Bahru. Also, as there are many issues on their academic performance faced by adolescents, so there should be a right parenting skills that should be developed to the parents which can help them in overcoming those issues.

1.3 Objectives

1.3.1 General Objective

To study the influence of parenting styles on academic motivation.

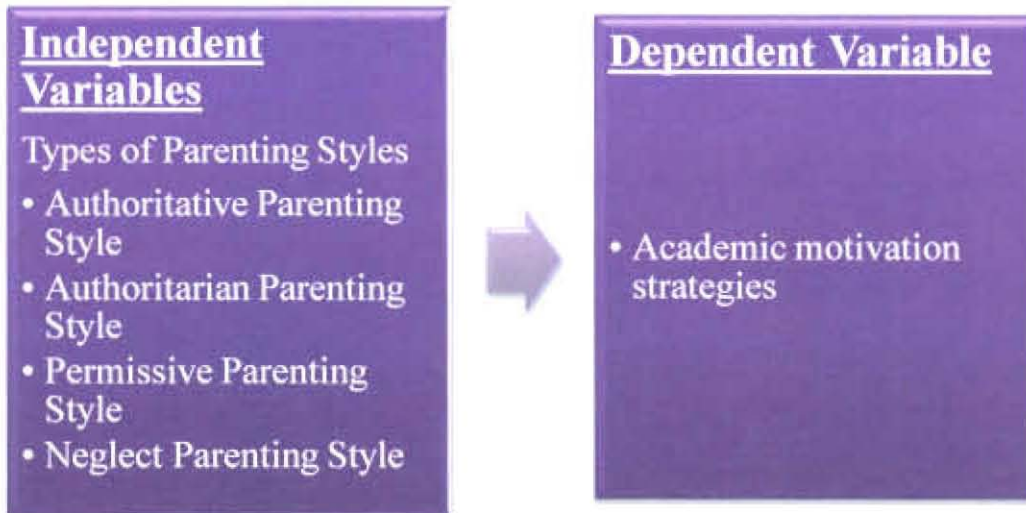
1.3.2 Specific Objectives

1. To study the type of parenting styles.
2. To find the levels of academic motivation.
3. To investigate the relationship between parenting styles and academic motivation.
4. To suggest remedial measures to improve academic motivation.

1.4 Hypotheses

1. H_{o1} = There is no significant relationship between Authoritative Parenting Styles and Academic Motivation among adolescents.
2. H_{o2} = There is no significant relationship between Authoritarian Parenting Styles and Academic Motivation among adolescents.
3. H_{o3} = There is no significant relationship between Permissive Parenting Styles and Academic Motivation among adolescents.
4. H_{o4} = There is no significant relationship between Neglect Parenting Styles and Academic Motivation among adolescents.

1.5 Conceptual Framework



1.6 Definition of Terms

1.6.1 Parenting Styles

Conceptual Definition:

Parenting styles defined as ‘the consistent patterns of parental behaviors and attitudes with which parents interact and deal with their children and adolescents along two parental dimensions, that is demandingness and responsiveness’(Baumrind. 1966, p.889).

Operational Definition:

The types of discipline every parents uses that can effect on their child’s development. Parenting styles is actually act as the discipline strategies which associated on the type of relationship parents would have with their child. The various approaches to discipline can even influence a child’s mood and temperament into adulthood.

1.6.2 Authoritative Parenting

Conceptual Definition:

Authoritative parenting style directs child's activities in a rational way and with warmth. They encourage give-and-take between them and their children, reasoning behind every policy and solicit objections when children do not conform (Baumrind, 1966).

Operational Definition:

Authoritative parenting can be described as a high control and high responsiveness parents and takes both of it as a consideration to their children. They are more likely to be firm and have consistent control. This kind of parenting is monitoring and imparts clear standards for their children's conduct. The parents always give priority to child's needs and abilities. Implying age appropriate maturity demands is preferable to apply by this parenting style and they keep encourage children to be independent. Being attentive, forgiving, encouraging autonomy, and offering democratic climate are often their choices to be implemented.

1.6.3 Authoritarian Parenting

Conceptual Definition:

Authoritarian parent shapes, evaluate and control the behaviors of their children according to a set of standards they have come up with, usually motivated by a higher authority. Authoritarian parenting favors virtue and punitive measures (Baumrind, 1966).

Operational Definition:

Authoritarian parenting can be seen as the parents having high control but low responsiveness type. They are more likely to be firm in control practices. This kind of parenting is expecting strict, unquestioned obedience to parental authority. The parents often not ready to accept individuality of child. Disobedience is dealt by forceful and a punitive discipline is preferable to apply by this parenting style. Gone through a little communication between both parent and child. Being relatively neglected of child's needs and highly directive behaviors.

1.6.4 Permissive Parenting

Conceptual Definition:

Permissive parents behave in a non-punitive, non-forceful way which conform child's impulses, desires, and actions. They consult with their children about family policies and reasoning behind them. They make few demands for behaviors, activities, and responsibilities. (Baumrind, 1966).

Operational Definition:

Authoritarian parenting can be described as a low control but high responsiveness parents and takes both of it as a consideration to their children. They are more likely to be taking the role of friend rather than parent. This kind of parenting is having a frequent expression of warmth and affection. The parents quite sometimes allow the child to make their own decision. Low enforcement of rules and authority is preferable to apply by this parenting style. Being high acceptance and also have minimal punishments are often being their choices to be implemented.

1.6.5 Neglect Parenting

Conceptual Definition:

Neglectful parents are often uninvolved or indifferent. They do not respond to the child's needs and make relatively few demands. This parenting style has been associated with the most negative outcomes for children. (Maccoby & Martin, 1983).

Operational Definition:

Authoritarian parenting can be described as both low of control and low of responsiveness parents. Negligent parents neglect their child by having inattentive behavior. They likely tend to have very little interaction with their children. These parents may provide for the child's basic needs, but little else. In more extreme forms of neglect, basic needs may not be cared for at all or children may be placed in harmful situations.

1.6.6 Academic Motivation

Conceptual Definition:

Academic motivation is defined as "a student's desire(as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence." (DiPerna & Elliott, 1999; McClelland, 1961; Wigfield & Eccles, 2002).