Family Styles and Children Education Achievements

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Abstract

Present study was conducted to find the relation of family types with the educational achievements of the children belonging to those families. Randomly selected 100 families were categorized as 50 despotic and 50 with MOPS. The academic achievement records of children of tested families were compared and analyzed to find out the relationship. The relationship of family types were not found with the children achievement levels. A few important findings regarding the relationship between mothers and fathers family roles and mothers and fathers education levels with children achievements emerged. Further studies would reflect more relationship.

Introduction

Parenting and it structure (Sadeghi et al., 2007) is complex (Baumrind, 1991) because it develops children (Dolati, 2010) those are a white paper like creature (Monadi, 2005). Parenting is related with children health (Morowatisharifabad, Khankolabi, Gerami, Fallahzade, Mozaffari-Khosravi&Seadatec-Shamir, 2016)mental health (Abikoye, Sholarin&Adekoya 2014) wellbeing (Ahmedbookani 2014) and even with childrens’ later substance abuse (Abikoye, Sholarin, &Adekoya 2014) and addiction (Ahmadi, Ahmadi, Dadfar, Nasrolahi, Abedini&Azar-Abdar2014): partenting is also related with children achievements (Kordi, 2010) and academic achievements (Jeynes 2007) so family cohesion is related with auto aggressiveness among children (Tripkovi´c, Frančiškovi´c, Grgi´c, Ercegovi´c, Graovac&Zeˇcevi´c, 2013) self-concept (Gonzalez-Pienda et al., 2002; Fan, 2001) self (Franco and Levitt, 1998; Mahaffy, 2004; Gonzalez-Pienda et al., 2002). "Self" is a "trademark" of a person (Demo,1992, p.303) Singh, Granville, Sandra, &Dika, 2002; Eilam, (2001) confirmed the positive role of parental participation in student’s academic activities. Fan (2001) found relationship of parental qualification desires for their children with pupils’ educational progress Repetti, (1996) studied parental monetary status with children education (Khan, Khan and Zubairi, 1999) Codjoe (2007) examined the influence of family environment and paternal inspiration in the educational performance of students.

Paternal inspiration and cooperative family environment have great influence on educational outcomes of the students. Kazmi, Sajjid& Pervez (2011) assessed the influence of father’s practice on children scholastic outcomes. Umadevi (2009) examined the link between cognitive abilities, and scholastic outcomes of primary school student-teachers interaction. Wilkins (2009) examined the association between family structure and achievement motivation.

interaction with children that causes in certain cases compromised educational performance (Khosrojerdi, 2008) because in this style parents avoid parental control (Sadeghi, et al., 2007). Despotic Style reflects complete parental control with least children independence and pressurized atmosphere that can cause hostility among children Ghani-Abadi, (1998) in (Mehoud 2012). Neglected Style reflects denial of parental control, expectation, response and acceptance in parenting (Dolati, 2010).Democratic Style parents gives due weightage to children autonomy in children rights and mutual communications with problem solving orientation (Berkowitz & Grych, 1998). The role of parenting perfectionism is also related with parenting styles (Besharat, Azizi & Hoseini 2010).


The role of talent is known in educational achievements. Husain (2011) found that trainees those have better talent were well adjusted. Moreover, a strong bond between paternal education level and students’ attainment determination (Acharya & Joshi, 2011) has also been reported. Kassim, Kehinde and Abisola (2011) in Shoukat, Ilyas, Azam & Ch examined the causal-effects of parents’ education, profession and mother’s age on students’ achievements. Vellymalay (2010) examined the link between parents’ education level and their involvement in their children’s education. Dubow et al. (2009) examined the forecast of individuals’ educational and occupational success. Another study sustains the idea that democratic parenting practice is more reassuring in educational outcomes Steinberg et al. (1992) in (Matejevic, Jovanovic & Jovanovic 2014). Turner, Chandler & Heffer (2009) found that students who perceived their parents as authoritative and those fortified their independence developed their communication skills effectively, had better educational performance as compared to despotic and permissive parents’ children. Englund, Uckner, Whaley, and Egeland (2004), examined the influence of higher and lower education of mother on educational performance of children.

link between students’ self-perceived multiple-intelligence and their educational outcomes.

Realizing role, impact and relationship of parenting and its styles with children education and other factors like personality and intelligence it was assumed that indigenous educational performance relationship of children could have some relevance with the available literature on the relationship of parenting styles and academic achievements as that is already available for generalizations?

Sample

To test proposition, 100 students studying in various educational institutions belonging to democratic and despotic families demarked with Measure of Parenting Style (MOPS) Parker, Roussos, Hadzi-Pavlovic, Mitchell, Wilhelm & Austin (1997). The sample was selected by randomization from three big cities with coin throw.

Method and Procedure

The study was conducted in two phases in the first phase the required despotic and democratic families 50 each were searched from the focused pool of all big cities. Firstly a list of all big cities was prepared and three cities were selected with a bucket draw. Following the same procedure on daily basis an area of the selected city was selected and each tenth household was approached to know that whether the family residing in that house was having school going children and if willing to participate voluntarily in the study was included in the study? Later the inducted family was apprised about the study. They were told that both husband and wife would require in the study to complete a test, after that the researcher would approach the school of their children and would check that how the performance of their child in school is according to the scores the parents had achieved on the test. The parents were ensured that researcher would inform them on completion that how the performance of their child is in line with the scores of the participating family. After briefing all participating parents were tested on MOPS for scores. To use MOPS in a different way a middle line was drawn between the maximum and minimum scores of the test and score falling on each portion were labeled as indicator of democratic and despotic families and were used to demarcate.

In the second phase of the study the respective schools of the children were visited and school authorities were approached for the last year’s records of the students with their performance average. The performance average was compared with the family types to check the influence of the family on school performance of the children.

Results

No relationship exists between family types and children educational achievements (Table-1-2). The relation of role of father’s education with children achievements (Table-1-3). The role of mother education and children achievements (Table-1-4). The role of father relationship in parting style (Table-1-5). The role of mother parting relationship with children achievements (Table-6)

Conclusion and Recommendations

Different families (Table-1-1) having different demography reflected least relationship with children belonging to these families academic achievement levels. However, certain important clues emerged regarding the role of education level of parents with their children achievements as well as the role of parenting styles of both spouses with the educational achievements of their children. The study has provided a few important hints about the relationship of parenting with children academic achievements.

Table 1.1 Frequency and percentage of demographic variables of participants

(N=100)

<table>
<thead>
<tr>
<th>Variables</th>
<th>family despotic f(%)</th>
<th>Democratic f(%)</th>
<th>Total F(%)</th>
<th>Total F(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table shows that there was equal proportion of despotic and democratic families. There is not equal proportion of father education of both families. The father of despotic families are more educated as compared to democratic families. It indicates that mother of democratic families were more educated as compared to despotic families. Most of the children in study sample belongs to middle class. The range of father education in despotic families was 22 illiterate, 52 primary to matric, 22 graduation, 4 master or above. The range of father education in democratic families was 6 illiterate, 12 primary to matric, 56 graduation, 26 master or above. The range of mother in despotic families was 34 illiterate, 58 primary to matric, 6 graduation, 2 master or above. The range of mother education in democratic families was 6 illiterate, 42 primary to matric, 40 graduation, 12 master or above. The socio economic status of despotic families was 24% lower, 58% middle and 18% belong to upper class families. The socio economic status of democratic families was 20% lower, 48% middle and 32% belongs to upper class families.

Table 1.2
The different family type the different achievement level of

<table>
<thead>
<tr>
<th>Factors</th>
<th>AA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>—</td>
</tr>
<tr>
<td>MOPS M SD</td>
<td>3.08 1.30</td>
</tr>
</tbody>
</table>

Students
Negative correlation between family structures and academic achievement.

Table 1.3 Analysis of variance of father education and academic achievement

<table>
<thead>
<tr>
<th>Father Education</th>
<th>SS</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>41,576</td>
<td>34</td>
<td>1.223</td>
<td>1.930</td>
<td>0.011</td>
</tr>
<tr>
<td>Within groups Total</td>
<td>82,750</td>
<td></td>
<td>0.633</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SS</td>
<td>Df</td>
<td>Mean Square</td>
<td>F</td>
<td>Sig</td>
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<td>-------------</td>
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<td>-------------</td>
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<td>-----</td>
</tr>
<tr>
<td>Mother Education</td>
<td>Between groups</td>
<td>29.073</td>
<td>39.037</td>
<td>68.110</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td></td>
<td>0.855</td>
<td>0.601</td>
<td>1.424</td>
</tr>
<tr>
<td>Social Status</td>
<td>Between groups</td>
<td>18.161</td>
<td>28.749</td>
<td>46.910</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td></td>
<td>0.534</td>
<td>0.442</td>
<td>1.208</td>
</tr>
</tbody>
</table>

The above table shows that there is significant positive association between father education and educational outcomes.

**Table 1.4 Independent t-test of mother education and academic achievement**

<table>
<thead>
<tr>
<th>Factors</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother education</td>
<td>2.58</td>
<td>.785</td>
</tr>
</tbody>
</table>

*Note M = mean, SD = standard deviation, df 300*, p< .05,**p<.01,***p<0.01*

**Table 1.5 Father parenting style and academic achievement**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Academic Achievement</th>
<th>MOPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOPSF</td>
<td>-0.772</td>
<td></td>
</tr>
</tbody>
</table>

*Note MOPS= Measure of Parenting Style Father

The influence of mother’s education in democratic families is more as compared with the mother of despotic families.

**Table 1.6 Mother parenting style and academic achievement**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Academic Achievement</th>
<th>MOPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOPSM</td>
<td>-0.786</td>
<td></td>
</tr>
</tbody>
</table>

*Note MOPS= Measure of Parenting Style Mother

The role of mother is more important in parenting styles for children’s achievement as compared with the other factors.

**References**


Jackson, D. N., & Rushton, J. P. (2006). Males have greater g: Sex differences in general mental ability from 100,000 17-to 18-year-olds on the Scholastic Assessment Test. *Intelligence, 34*(5), 479-486.


