

# Diana Baumrind's Parenting Style and Child's Academic Performance: A Tie-in

Ana L. Candelanza, Eva Queenilyn C. Buot, Jewish A. Merin

Cebu Normal University, Cebu City, Cebu, Philippines

analawrenz1998@gmail.com

## ABSTRACT

Diana Baumrind's Pillar Theory emphasizes a child's behavior is associated with parenting styles as they grow and interact with new people. Parenting styles have always been perceived to be a major factor in children's development. The researchers aim to discover the correlation between parenting style and children's academic performance on bridging the gap between parents, learners and blended learning. A random sampling was administered where parents answered the questionnaire to determine their parenting style and children's grades were gathered. The test on the relationship between academic performance and parenting style used by the parents showed that the relationships of these two variables are not considered significant. Results indicated a weak positive correlation or an insignificant relationship between the parenting style and children's academic performance. It implied that parents are not the only factors that can affect the children's academic performance. Hence, it is suggested to have a compromise tie in between parenting styles and the learners' learning tasks. The result serves as basis of conducting seminar awareness for both parents and children in the selected community.

## Keywords

Diana Baumrind's Parenting styles, children's academic performance, Tie-in

## Introduction

The parents are the first and the ultimate teachers a child will ever have. They are the most significant influences that affect the lives of children (Zedan, 2011). Home is where kids feel safe, secure, and properly nurtured. It is where appropriate guidance and support are present and always needed. Hence, parenting styles play an integral role in the development of a child. It influences a child's growth which cultivates them both in their childhood years and as an adult. Darling and Steinberg (1993) defined parenting style as the overall climate of interactions between parents and children. It is a set or a system of behaviors that describes the parent and child's relationship over a wide range of situations and creates a positive atmosphere through communication. It is an essential determining factor that plays an important role in a child's growth academically and socially.

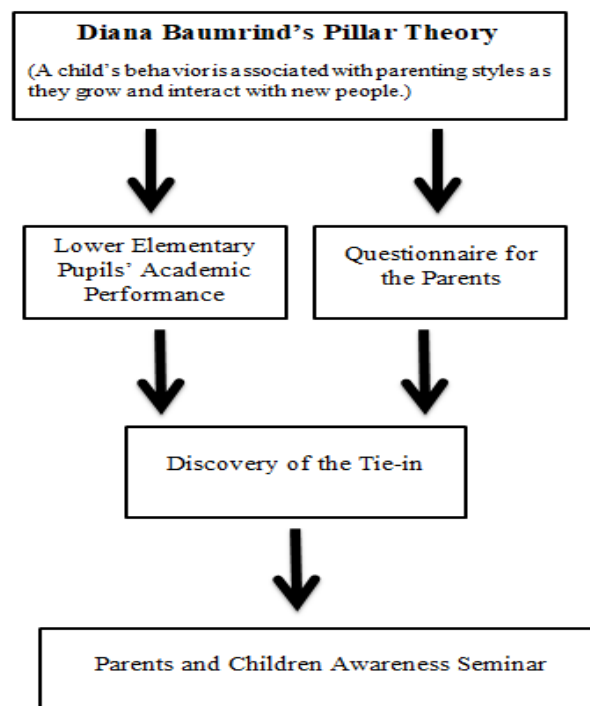
Parenting styles affect the academic development of children. Each individual is affected by their parent's parenting style used while growing up. Academic performance refers to the outcome of learning, which is triggered by the teacher's teaching activity and generated by the student. These are reflected in grades, which are the product of an evaluation that includes passing or failing certain exams, subjects, or courses. Maintaining a positive relationship between parents and children can be a motivator, particularly when it comes to his academic performance.

Children learn better when they have boundaries and affection. They may not develop self-control if they are indulged or ignored and given little instruction and can become very selfish, unruly, and lacking in direction. And if, as the children of authoritarian parents do, they receive too many demands, they will have little opportunities to practice self-reliance and lack trust in their choice-making (Joseph M. V., John J., 2008). But as for Baumrind (2012),

responsiveness and demandingness are the two characteristics of parenting that need to be balanced.

Therefore, the article discusses the various parenting styles and its association to the child's development. It aims to find out the effect of parenting styles specifically on the academic performance of lower elementary learners.

## Conceptual Framework of the Study



**Figure 1. Theoretical /Conceptual Framework of the Study**

This is anchored on Diana Baumrind's Pillar Theory that emphasizes a child's behavior is associated with parenting

styles as they grow and interact with new people. This framework utilizes the three (3) parenting styles: authoritative parenting style, authoritarian parenting style, and permissive parenting style. In the table below, the descriptions and differences of these parenting styles are shown.

Authoritative parents do control and demand with the consideration of the child's needs. Parents, who are authoritative, respond and support their child, and even compromise if the situation calls for it. On the other hand, authoritarian parents do control and demand, and never consider to respond, support nor compromise to a child's needs. Lastly, the parenting style is permissive parenting. Permissive parents do respond, support, and compromise to the child's needs but do not control nor demand.

The progress of the children's development can be greatly affected by the parents' behavior towards them (Merin, et. al., 2016). The discovery of the effects of the various styles of parenting on the cognitive development of the child will serve as a benchmark for the parents to improve their parenting skills for the betterment of their children's academic performance, and as an aid for the children to know how to handle and respond to the parenting style of their parents.

### Literature Review

Since there hasn't been much research concerning the effects of parenting styles on the academic performance of children, this literature review will include the results of the general studies about the four parenting styles, the benefit of authoritative parenting styles as emphasized by numerous researchers, parenting styles as causes of children's behavioral problems, and the conclusion of some studies that opposed our title: Diana Baumrind's Pillar Theory and Children's Academic Performance: A Tie-in.

#### Parenting styles

The study of Dr. Thomas G. Power in 2013 explained that authoritative parents are more likely to have satisfied children that grow and develop healthily. They will raise children that are capable of adapting to changes and controlling themselves. Authoritarian parents, on the other hand, due to excessive demands and controls on their children, their offspring tend to have depressive symptoms and poor academic achievements. In contrast, due to the lack of demand of the permissive parents, their offspring became aggressive and possessed weak self-control, low self-esteem, and poor academic achievements.

#### The Best Parents

Among the four parenting styles, the authoritative parenting style has claimed the popularity of being the most effective style to rear a child as a conclusion to some studies. The positive outcomes of the children have been proven to be associated with the Authoritative parenting style (Kuppens & Ceulemans, 2019; Checa & Gutierrez, 2018; Merin et al., 2016; Fan et al., 2014; Nyarko, 2011; Alizadeh et al., 2011; Kordi & Baharudin, 2010; Querido et al., 2010; Williams et al., 2009). Two notable studies by Mogghaddam et al. (2017) and Driscoll (2013) greatly emphasized that higher self-esteem is a product of the authoritative parenting style. Mensah and Kuranchie (2013) have recommended that parents should try to adopt the authoritative parenting style for the better growth and development of their children. And to promote an authoritative parenting style, awareness activities and media utilization would be of great help (Farzana et al., 2013). However, a study conducted in the Boston African American community, they have found out that the participants are convinced that authoritarian parents are able to raise well-trained offspring. Further, they are still in doubt if the children of authoritarian parents have good academic performance (Smith, 2020).

#### Parenting Styles: The Cause of Children's Problematic Behavior

Indeed, parenting style plays a vital role in the well-being of the child. It is also responsible for the child's problematic behavior (Hosokawa & Katsura, 2018; Mensah and Kuranchie, 2013; Rodriguez, 2010; Guajardo et al., 2008; Muris et al., 2000). This statement is supplemented by the study of John and Joseph in 2008 stating that the source of problems in adolescence is associated with parenting styles. Fortunately, some studies gave recommendations to solve this problem. Like the study of Sarwar (2016), it stated that parents spending more time with their children will result in lesser possibilities of developing delinquent children behaviour. Another recommendation from Zamman et al., (2014) is constant and effective communication for them to monitor the changes in their children's behaviour and adjust

their parenting style accordingly. Parenting styles do matter in the child's development.

### Parenting Style and Academic Performance

Parenting style does not limit its influence in the children only, but also in adolescence and young adults. A study of Rivers, et al. (2012), shows that adolescents' motivation in relation to their academic performance is dependent to the parenting style of their parents. Authoritative parents tend to have children who are intrinsically motivated to improve their academic performance. Furthermore, parenting style of the parents is, indeed, very influential to the point that it still affects the academic performance of their offspring studying in college (Turner, et al. 2009). However, there is a study the resulted in finding that the parenting style of the mother is more important in the academic performance of the children than the parenting style of the father (Yang, et al. 2020).

### Methodology

This study utilized a descriptive correlational approach of data analysis and presentation. The method is descriptive survey research. The parents and the lower elementary pupils of the school are the respondents of the study. The institution applies a block sectioning system and the researcher will therefore choose ten (10) random lower elementary (Grade 1, Grade 2, and Grade 3) pupils from regular class. The research was conducted in a school located at Poblacion, Danao City. This is to determine how parenting style affects the cognitive development of the lower elementary pupils. The researchers used Profile Questionnaire and Likert Scale Questionnaire for parenting styles. These were research-made questionnaires to collect data. The Parenting Style Questionnaire included the numerical scale in accordance with its description. The questionnaire offered a sizable advantage in administration, presented an even stimulus potentiality to large numbers of people simultaneously, and offered the study with an easy gathering of data. It was based on the strength of the instrument chosen. The questionnaire contained twelve (12) questions that described authoritative and authoritarian parenting style and four (4) questions that described the

permissive parenting style. They are to choose from the options on how frequent they're doing it. The questionnaire presented closed-ended questions that require a single response. The said instrument also contains Likert Scale questions ranging from 1- never to 5- always, which the researcher scores by adding up the subscales. The Principal of the school as well as the adviser of the chosen respondents informed about the research to be held in the academe through a formal written letter. The researchers randomly surveyed twenty (20) lower elementary (Grade 1, Grade 2, and Grade 3) pupils from regular class. During the survey, the parents will be given two questionnaires filled out according to their responses. The data were collected and organized and the Pearson Correlation Coefficient was used. This statistical tool is available using the SPSS as statistical software for appropriate treatment for the gathered data.

### Results and Discussion

Based on the results gathered by the researchers and the data that was statistically treated, the following findings were identified.

#### Profile of the Pupils

1. The larger number of respondents belongs to the first grade and are mostly six years old.
2. There are 60 percent respondents coming from grade one, 25 percent from second grade and 15 percent of the respondents are from third grade.
3. The respondents' grade in English is good which ranges between 83 as the lowest and 95 as the highest grade.

#### Percentage of the Pupils Scores Exposed to Different Parenting Styles

1. The mean score of the learners exposed to Authoritative Parenting Style is 91.58.
2. The mean score of the learners exposed to is Authoritarian Parenting Style is 0.
3. The mean score of the learners exposed to is Permissive Parenting Style is 0.

The test on the relationship between academic performance and parental involvement showed that there was a weak positive correlation between the two variables. Results also indicated that most parents imposed Authoritative Parenting Style to their children. Furthermore, findings also revealed that there was a weak positive relationship between the profile of the pupils and the type of

parenting style he/she is exposed to and the types of parenting style used by the parents to the pupil's academic performance.

Findings revealed that there was a weak significant relationship between the academic performance of the child and their parents parenting style. However, these important variables should never be ignored because when disregarded, these could become major factors that will possibly affect students' academic performance. Thus, it is strongly advised that the proposed awareness seminar for both parents and children should be implemented so that parents would be aware as to how their parenting styles affect their child's performance in school.

### Conclusion, Limitation and Further Studies

Parents were actively responding during the data gathering. Although all parents involved in the study are discovered to be authoritative parents, it was being disclosed that the relationship between the parents' parenting style has a weak positive correlation to the academic performance of their children. This finding differs from the other researches which concluded that parenting styles greatly affect the academic performance of the child.

Regarding the weak positive relationship between parents' parenting style and children's academic performance, it is recommended that both parents and children should be informed about the finding of this study through seminar or other information drive activities.

The limitation of this study is that the researchers weren't able to have parenting styles other than authoritative parenting style due to random sampling, hence, we would suggest a further study that will include the all three (3) different parenting styles of Diana Baumrind using the stratified sampling. Furthermore, studies about certain factors that greatly affect children's academic performance are also highly recommended. This is for a deeper understanding of the factors that can affect children's academic performance.

### Acknowledgement

We like to acknowledge Madam Rosalita O. Camaongay, the respectable principal of a private school at Danao City, Cebu, for her valuable support and accommodations, her thoughtful replies, and her trust for the authors to conduct the study in her institution. Also, Ms. Arah O. Molero and Mrs. Jemilyn Verano for their unwavering support, cooperation, and unhesitatingly giving us all of the information we need.

We also extend our acknowledgment to the parents of Lower Elementary pupils for their cooperation and quick response during the study.

We further give our heartfelt thanks to our family for their constant words of wisdom, moral and financial support.

Most importantly, we are very grateful to GOD ALMIGHTY that He has given us enlightenment and perseverance to complete this study.

### References

- [1] Ahmed, M. A. A. (2020). Uninvolved Parenting as Presented in Marina Carr's *The Mai* and Frank McGuinness's *The Hanging Gardens*.
- [2] Baumrind, D. (2012). Differentiating between confrontive and coercive kinds of parental power-assertive disciplinary practices. *Human Development*, 55(2), 35-51.
- [3] Bibi, F., Chaudhry, A. G., Awan, E. A., & Tariq, B. (2013). Contribution of parenting style in life domain of children. *IOSR Journal of humanities and social science (IOSR-JHSS)*, 12(2), 91-95.
- [4] Caño, K. J., Cape, M. G., Cardoso, J. M., Miot, C., Pitogo, G. R., Quinio, C. M., & Merin, J. (2016). Parental involvement on pupils' performance: Epstein's framework. *The Online Journal of New Horizons in Education*, 6(4), 143-150.
- [5] Checa, P., & Abundis-Gutierrez, A. (2018). Parenting styles, academic achievement and



- the influence of culture. *Psychology and Psychotherapy: Research Study*, 1(4), 1-3.
- [6] Driscoll, L. C. (2013). Parenting styles and self-esteem.
- [7] Fan, J., & Zhang, L. F. (2014). The role of perceived parenting styles in thinking styles. *Learning and Individual Differences*, 32, 204-211.
- [8] Guajardo, N. R., Snyder, G., & Petersen, R. (2009). Relationships among parenting practices, parental stress, child behaviour, and children's social-cognitive development. *Infant and Child Development: An International Journal of Research and Practice*, 18(1), 37-60.
- [9] Hassan, N. C., & Ee, S. H. (2015). Relationship between bully's behaviour and parenting styles amongst elementary school students. *International Journal of Education and Training*, 1(1), 1-12.
- [10] Hosokawa, R., & Katsura, T. (2019). Role of parenting style in children's behavioral problems through the transition from preschool to elementary school according to gender in Japan. *International Journal of Environmental Research and Public Health*, 16(1), 21.
- [11] Johari Talib, Z. M., & Mamat, M. (2011). Effects of parenting style on children development. *World Journal of Social Sciences*, 1(2), 14-35.
- [12] Joseph M. V., John J. (2008). Impact of parenting styles on child development. *Global Academic Society Journal: Social Science Insight*, Vol. 1, No. 5, pp. 16-25. ISSN 2029-0365
- [13] Klein, H. A., & Ballantine, J. (2001). For parents particularly: Raising competent kids: The authoritative parenting style. *Childhood Education*, 78(1), 46-47.
- [14] Kordi, A., & Baharudin, R. (2010). Parenting attitude and style and its effect on children's school achievements. *International journal of psychological studies*, 2(2), 217.
- [15] Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of child and family studies*, 28(1), 168-181.
- [16] Mensah, M. K., & Kuranchie, A. (2013). Influence of parenting styles on the social development of children. *Academic Journal of Interdisciplinary Studies*, 2(3), 123-123.
- [17] Moghaddam, M. F., Validad, A., Rakhshani, T., & Assareh, M. (2017). Child self-esteem and different parenting styles of mothers: a cross-sectional study. *Archives of Psychiatry and Psychotherapy*, 19(1), 37-42.
- [18] Muris, P., Meesters, C., Merckelbach, H., & Hülsebeck, P. (2000). Worry in children is related to perceived parental rearing and attachment. *Behaviour research and therapy*, 38(5), 487-497.
- [19] Nurhaeni, H. (2016). The Family Parenting Influenced Adolescent Brawls Behavior. *International Journal of Evaluation and Research in Education*, 5(2), 126-134.
- [20] Nyarko, K. (2011). The influence of authoritative parenting style on adolescents' academic achievement. *American Journal of Social and Management Sciences*, 2(3), 278-282.
- [21] Pinquart, M., & Gerke, D. C. (2019). Associations of parenting styles with self-esteem in children and adolescents: A meta-analysis. *Journal of Child and Family Studies*, 28(8), 2017-2035.
- [22] Power, T. G. (2013). Parenting dimensions and styles: a brief history and recommendations for future research. *Childhood Obesity*, 9(s1), S-14.
- [23] Querido, J. G., Warner, T. D., & Eyberg, S. M. (2002). Parenting styles and child behavior in African American families of preschool children. *Journal of Clinical Child and Adolescent Psychology*, 31(2), 272-277.
- [24] Rivers, J., Mullis, A. K., Fortner, L. A., & Mullis, R. L. (2012). Relationships between parenting styles and the academic performance of adolescents. *Journal of Family Social Work*, 15(3), 202-216.
- [25] Rodriguez, C. M. (2010). Parent-child aggression: Association with child abuse potential and parenting styles. *Violence and Victims*, 25(6), 728-741.
- [26] Safaria, T., & Suyono, H. (2020). The Role of Parent-Child Relationship, School Climate, Happiness, and Empathy to Predict Cyberbullying Behavior. *International Journal of Evaluation and Research in Education*, 9(3), 548-557.

- [27] Sarwar, S. (2016). Influence of parenting style on children's behaviour. *Journal of Education and Educational Development*, 3(2).
- [28] Smith, V. (2020). African American Authoritarianism, Child Rearing Beliefs & Academic Outcomes: A Qualitative Ethnography (Doctoral dissertation, Northcentral University).
- [29] Tiller, A. E., Garrison, M. B., Block, E. B., Cramer, K., & Tiller, V. (2003). The influence of parenting styles on children's cognitive development.
- [30] Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The influence of parenting styles, achievement motivation, and self-efficacy on academic performance in college students. *Journal of college student development*, 50(3), 337-346.
- [31] Williams, L. R., Degnan, K. A., Perez-Edgar, K. E., Henderson, H. A., Rubin, K. H., Pine, D. S., ... & Fox, N. A. (2009). Impact of behavioral inhibition and parenting style on internalizing and externalizing problems from early childhood through adolescence. *Journal of abnormal child psychology*, 37(8), 1063-1075.
- [32] Yang, J., & Zhao, X. (2020). Parenting styles and children's academic performance: Evidence from middle schools in China. *Children and Youth Services Review*, 113, 105017.
- [33] Zaman, R., Arslan, M., Malik, R. K., & Mehmood, A. (2014). Effect of parenting style on child behavior: A Qualitative Analysis. *Journal of Education and Practice*, 5(26), 112-118.
- [34] Zedan, R. F. (2011). Parent involvement according to education level, socio-economic situation, and number of family members. *The Journal of Educational Enquiry*, 11(1).