The relationship between authoritative parenting style and academic achievement

Nik Nur Farhina Hasyim, Zahra Nafisee, Hana Ahmad Abuzaid, Shri Hajar Razil & Noordin Siraj

Panel of Education, University of Malaya, Kuala Lumpur, Malaysia

ABSTRACT: The purpose of this study is to determine the relationship between authoritative parenting style and academic achievement. Parenting style has always been a important factor in influencing overall aspects of a child’s development. Parents have their own beliefs, unique of animals and behaviors, which they use to guide and discipline their children. Authoritative parenting style is one of the most often used and popular method of the parents. Parenting styles are correlated with different individual characteristics, which are essential to development. This study looks at the effects of authoritative parenting style on students’ academic achievement and their self-esteem. This study is a correlational design that involves a total of 212 students, aged 16-19 years old. The instruments used were a questionnaire that measures authoritative parenting style and self-esteem. The results of this study show that authoritative parenting style has a positive and significant impact on students’ academic achievement and self-esteem. This study contributes to the understanding of the impact of authoritative parenting style on students’ academic achievement and self-esteem.

Keywords: parenting style, authoritative parenting style, academic achievement

1 INTRODUCTION

Parenting style is an important and it can affect children in different ways. Because of its strong influence on a child’s personality, some scholars believe that parenting styles and academic achievement are linked (Dishion, 1975). Authoritative parenting style is a combination of activities toward the child that are consistent with the child's needs (Dishion, 1975). Parenting styles are correlated with different individual characteristics, which the parents behavior are captured. Parenting style can be divided into three types: authoritative, authoritative and permissive. However, authoritative parenting style is more effective in promoting children’s academic achievement and self-esteem (Dishion, 1975). In addition, authoritative parenting style is characterized by high levels of warmth, firmness, and consistency. These parents are emotionally involved with their child and provide a secure and stable environment for their child's development. This type of parenting style is associated with better academic achievement and self-esteem (Dishion, 1975).

2 THEORETICAL FRAMEWORK

 Autoritative parenting style is a combination of activities toward the child that are consistent with the child's needs (Dishion, 1975). This style of parenting encourages children to learn and develop their own skills and abilities, while also providing a supportive and nurturing environment. Children who experience authoritative parenting are more likely to achieve academic success because they are more likely to develop positive self-esteem and self-worth. 

3 METHODS

The study was conducted in a public school in Kuala Lumpur, Malaysia. A total of 212 students, aged 16-19 years old, participated in the study. The data was collected using a questionnaire that measures authoritative parenting style and self-esteem. The questionnaire was designed to assess the level of authoritative parenting style and self-esteem. The data was analyzed using Pearson's correlation coefficient to determine the relationship between authoritative parenting style and academic achievement and self-esteem.