

## **Parenting styles and their impact on academic achievement among secondary school students: A field study on a sample of third-year secondary school students in the wilaya of Tizi Ouzou**

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### **Abstract:**

The aim of this study was to explore the relationship between parental parenting styles (father's treatment and mother's treatment) and academic achievement among secondary school students through a field study in the Wilaya of Tizi Ouzou. In our study, we employed a descriptive approach on a sample consisting of 50 students, with 30 females and 20 males selected randomly. To grasp the phenomenon under study and contextualise it properly, we relied on Schaefer's Children Report of Parental Behaviour Inventory (1965) and students' grades to gauge academic achievement. The study findings affirmed a statistically significant correlation between parental parenting styles and students' academic achievement.

**Keywords:** Parenting styles, academic achievement.

### **1- Introduction:**

In contemporary society, families play multifaceted roles in nurturing individuals, encompassing biological, educational, cultural, psychological, and social dimensions. The family unit actively fosters the healthy psychological development of children, ensuring their well-being, serenity, and sense of security. Across various developmental stages, families have a profound influence on a child's holistic growth, shaping their physical, cognitive, emotional, behavioural, psychological, and social dimensions, thus moulding their character and progress. Presently, psychologists recognise the pivotal role of parenting styles in either positively or negatively impacting a child's personality and conduct. A nurturing relationship between parents and children, particularly during adolescence, stands as a critical determinant in fostering a wholesome upbringing. Effective parenting styles emerge as potent forces in shaping a child's character and nurturing their

psychological and cognitive capacities across all life stages, notably during adolescence, a pivotal juncture in an individual's journey towards a future defined by excellence, innovation, and academic accomplishment.

There is a discernible shift in recent academic research, which traditionally focused on the psychological and personal attributes of students when exploring factors influencing academic achievement. However, in contemporary scholarship, there is a burgeoning interest in investigating the environmental factors surrounding students to comprehend their impact on variations in academic performance. A seminal study by Al-dawik (2008) predominantly delved into parenting styles and their implications for determining children's academic attainment. The findings underscored the significant influence of parental support and the nature of parental control on children's academic success. Recent scholarly inquiries have underscored the profound effect of positive parent-child relationships on enhancing a child's cognitive abilities, thereby augmenting their adeptness in handling intellectual tasks (Al-dawik, Najah Ahmed Mohammed, 2008, p. 85).

Parenting styles constitute a pivotal determinant in shaping an individual's character, particularly during adolescence. These encompass a spectrum of approaches that parents adapt to foster their children's social development. Among these are positive styles, such as democratic practices, open dialogue, acceptance, genuine interest, and psychological security, alongside negative styles, including excessive protection, authoritarianism, neglect, harsh discipline, inconsistency, excessive control, differential treatment, and emotional distress induction. These parenting paradigms wield substantial influence on a child's academic achievement, serving as a primary lens through which to discern issues of academic underachievement and dropout among students who struggle to match their peers in learning and assimilating information. These factors significantly contribute to the erosion of academic performance among these students, thereby perpetuating a sustained decline in their educational attainment.

Additionally, Michael (2012) conducted a study aimed at exploring the relationship between parenting styles and the academic achievement of children. The study sample comprised 238 students, divided into high achievers (132 students) and academically delayed students (106 students). The findings of this study concluded the existence of a correlational relationship between parenting styles and academic success or delay.

Moreover, in 1989, Al-Ouakil conducted a study aiming to determine the connection between parental attitudes, as perceived by children, and academic achievement as well as innovative thinking among third-grade secondary school students in Riyadh, Saudi Arabia. The study involved a sample of 295 students randomly selected from both the scientific (192) and literary (103) sections of government boys' schools in Riyadh. Al-Ouakil employed a parental attitude scale, tests for innovative thinking abilities, cumulative grade point averages, and a questionnaire on parental encouragement towards their children. The study yielded the following results:

- There exists a statistically significant negative correlation between authoritarianism, indulgence, and academic achievement.
- There is a statistically significant positive correlation between egalitarian attitudes and both academic achievement and innovative thinking.
- No statistically significant relationship was found between parental encouragement for academic achievement and the academic achievement level of their children, or between parental encouragement for their children to think and innovate and the level of innovative thinking in their children.
- A statistically significant positive correlation exists between the educational level of parents and their encouragement of their children towards both academic achievement and innovative thinking (Hadi Moussa Jaber Al-Houkouki, 2017, pp. 251-252).

Given the importance of this topic, the current research seeks to explore the relationship between parental treatment and academic achievement among secondary school students. The following question encapsulates the research problem:

Is there a statistically significant correlation between parental treatment styles (father's treatment and mother's treatment) and academic achievement among secondary school students?

## **2- Research Hypothesis:**

There exists a statistically significant correlation between parental treatment styles (father's treatment and mother's treatment) and academic achievement among secondary school students.

### **3- Research's significance:**

- This research is significant as it focuses on parenting and child treatment, aiming to foster healthy family dynamics where equitable treatment of offspring is prioritised.
- Effective parental treatment styles are crucial for building healthy families and strong societies, achieved through specific methods aimed at promoting the well-being of children both now and in the future.
- Furthermore, the study highlights the importance of academic achievement for children, alongside ongoing efforts to improve it, and investigates factors contributing to its decline using scientific methodology, emphasising the relevance of this study.
- Additionally, targeting the adolescent age group in this research is essential.
- The research findings can provide guidance to parents in adopting effective parenting styles that nurture their children's self-confidence, intellectual abilities, and mental well-being.

### **4- Research Objectives:**

- To explore the relationship between parental treatment styles and academic achievement among secondary school students, identifying both harmful styles and those that support educators in minimising their negative impact.
- To create guidance programmes for parents focused on adjusting their treatment styles towards their children.

### **5- Procedural Concept Identification:**

Conceptual clarity is fundamental in research, serving as the bedrock for understanding. Thus, in this study, we delineate the procedural concepts that specifically serve the topic as follows:

#### **\* Parental Treatment:**

This term denotes how parents engage with their children throughout the socialisation process, influencing the behaviour of adolescent students in secondary education either positively or negatively.

#### **\* Parenting Styles:**

Parents apply these approaches with their children in various life situations, as children report verbally, and researchers measure them using a Parenting Styles Scale. The grades obtained by the research sample members clearly demonstrate the manifestation of these styles.

### \* **Academic Achievement:**

Indicates the outcome achieved by students after the process of education and learning in study programmes, across all levels. It may also represent a cumulative achievement in all other subjects by the end of the academic year. In this study, we relied on the annual average of our research sample during the academic year 2020–2021.

### 1. **Research Methodology:**

The choice of research methodology is influenced by the nature of the research problem and the necessity of comprehending the relationship between research variables. In our study, we employed a descriptive approach, defined as "a method to describe the subject and investigate it using a valid scientific methodology, presenting the results obtained in meaningful numerical forms that can be interpreted" (Mohammed Abidat, 2001, p. 45).

Additionally, Rabeh Turki defines it as "Every investigation focused on a phenomenon within educational or psychological domains, as they exist in the present, aiming to uncover its characteristics, diagnose it, or determine the relationships between its elements or between it and other psychological and social phenomena" (Turki Rabeh, 1984, p. 53).

### 2. **Sample Selection:**

#### \* **Method of Sample Selection:**

We employed a simple random sampling method to select the primary research sample. "In this method, sample individuals are selected randomly, ensuring each individual in the population has an equal chance of selection. Thus, each individual in the population has equal opportunities for selection, or each individual has an equal probability of being surveyed or questioned compared to any other individual in the population" (Marwan Abd El Madjid, Ibrahim, 2000, p. 161). The following table represents the distribution of sample individuals by gender.

**Table 2:** Distribution of Sample Individuals by Gender

Percentage	Frequency	Gender
40%	20	Male
60%	30	Female

100%	50	Total
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The analysis of Table 2 reveals a significant predominance of female participants, comprising 60% of the total sample size, totaling 30 individuals. In contrast, the male cohort, accounting for 40% of the sample, encompasses 20 individuals.

### 3. Research Domains:

**3.1. Temporal Scope:** We administered the Parental Treatment Scale to the sample population during the period from June to July of the academic year 2020–2021.

**3.2. Spatial Scope:** We conducted the field investigation at both Smaili Ali and Sons High School and its affiliated institution, Abache Brothers High School, situated within the Daira of Mekla in the Wilaya of Tizi Ouzou.

### 4. Data Collection Tools:

To understand and analyse the research phenomenon within its appropriate context, we utilised the Academic Adjustment Scale for identifying and analysing the phenomenon.

#### \* **Children's Report of Parental Behaviour Inventory (CRPBI) by Schaefer (1965):**

##### - **Instrument Description:**

Developed by Earl Schaefer in 1965 and translated into Arabic by Salah Eddin Abou Nahia and Rashad Abd El Aziz Moussa (1987), this inventory provides a genuine assessment of the actual behaviour of both parents towards their children across various developmental situations. It stands out for its comprehensiveness and coverage of the fundamental aspects of parental treatment. The inventory comprises 18 dimensions measuring 18 subscales of parental treatment, including acceptance, child-centeredness, control, aggressive control, inconsistency, permissiveness, individual acceptance, new permissiveness, continual anxiety induction, distance and negativity, relationship withdrawal, and extreme autonomy. In this research, we employed two scales: the acceptance-rejection scale, comprising 16 items, and the subsequent rejection scale, comprising 14 items. The following table illustrates this:

**Table 3** illustrates the item numbers comprising the two scales (acceptance and rejection scales):

Scale	Number of Items	Item Numbers
Acceptance	16	1-13-25-37-49-53-61-73-85-97-109-121-133-161-181-169
Rejection	14	3-8-15-27-51-63-87-111-123-135-147-159-171-183

Researcher Farhat Ahmed (2012) modified and simplified this questionnaire to align with the research context, and it has been utilised in numerous studies across various Arab contexts.

**\* Psychometric Properties of the Questionnaire:**

**1- Validity:** Shaver (1965) employed discriminant validity to evaluate the questionnaire's validity, revealing significant distinctions among groups. Farhat Ahmed (2012) conducted a study to assess the validity of judges, revealing a notable agreement percentage ranging from 86% to 100%, which suggests the suitability of items for intended constructs.

Additionally, self-validity yielded a coefficient of 0.93, indicating strong tool validity.

**2- Reliability:** Rashad Abd El Aziz Moussa and Salah Eddin Abou Nahia assessed questionnaire reliability using the split-half method, revealing coefficients ranging from 0.53 to 0.87, all of which were statistically significant. Similarly, Farhat Ahmed (2012) from Algeria employed the same method, yielding coefficients ranging from 0.85 to 0.97, demonstrating high questionnaire reliability (Farhat Ahmed, 2012, pp. 82–86, paraphrased).

**- Presentation and Analysis of Research Hypothesis Results:**

The research hypothesis suggests that there is a statistically significant correlation between parental treatment and academic achievement among secondary school students.

To test the validity of this hypothesis, we calculated the Pearson correlation coefficient between the scores of the variables. Table 7 presents the results.

**Table 4:** Correlation Coefficients of Students' Scores in the Parental Treatment Scale and Their Academic Achievement

Sample	Research Variables	Calculated R Value	Calculated Significance Level	Accepted Significance Level	Decision
50	Parental Treatment	0.81	0.00	0.01	Significant relationship exists
	Academic Achievement				

Table 4 illustrates a significant correlation ( $r = 0.81$ ,  $p < 0.01$ ) between students' scores on the parental treatment scale and their academic achievement. This positive association suggests that higher levels of acceptance correlate with increased academic achievement, confirming the research hypothesis.

### **Interpreting and Discussing Research Hypothesis Results:**

The research findings have robustly affirmed a statistically significant correlation between parental treatment and students' academic achievement. This outcome stems from familial discord resulting from a lack of cohesion and understanding between parents, which inevitably affects a student's scholastic engagement and academic performance (Mohamed Barka Khalifa, 1979, p. 355).

The consensus among social researchers and educational psychologists underscores the adverse impact of certain negative familial conditions on children's educational and professional trajectories. Indeed, the majority of challenges that children and adolescents encounter in their academic pursuits stem from strained familial relationships and the adequacy of parental nurturing.

Moreover, the scholastic milieu, characterised by an ethos of warmth, affection, and collaboration, exerts a profound influence on a student's academic accomplishments. Hence, subpar academic performance cannot solely be attributed to individual or familial factors but also to the scholastic ecosystem.

Notably, pivotal factors contributing to this phenomenon encompass curriculum design and educational programs, which encompass a myriad of pedagogical activities tailored to teacher training, encompassing objectives, methodologies, and pedagogical preparations (Lahcen Abdelilah Mohammed Qad, 1998, p. 28). Furthermore, a teacher's demeanour and instructional approach exert a tangible impact on a student's cognitive faculties and engagement within the academic

setting, surpassing the influence of prescribed instructional materials (Najah Mekhlouf, n.d, p. 98).

These findings resonate with a corpus of prior research, including a seminal study by Al-Dawik (2008), which broadly investigated parenting styles and their ramifications on children's academic trajectories. The study unequivocally concluded that parental support and the modality of parental control significantly shape a child's academic journey. Emerging scholarship further accentuates the salutary influence of positive parent-child relationships, fostering heightened cognitive acumen and enhanced task proficiency. Additionally, Michael's inquiry (2012) aimed to elucidate the nexus between parenting styles and academic achievement among children. Analysing a sample of 238 students stratified into high achievers (132) and low achievers (106), the study underscored a palpable correlation between parenting styles and academic attainment.

In a seminal investigation conducted by Al-Ouakil (1989), the objective was to delineate the interplay between parental attitudes, as perceived by offspring, and both academic achievement and innovative ideation among third-year high school students in Riyadh, Saudi Arabia. The meticulously selected sample comprised 295 students drawn from both scientific (192) and literary (103) streams in government-run male high schools in Riyadh. Employing an array of methodological tools, including the Parental Attitudes Scale, assessments of innovative ideation, cumulative GPA, and a parental encouragement questionnaire, the study elucidated several key findings:

- A statistically significant negative correlation exists between authoritarianism, indulgence, and academic achievement.
- a statistically significant positive correlation between egalitarian attitudes and both academic achievement and innovative ideation.
- There is no statistically significant correlation between parental encouragement of academic achievement and the children's scholastic attainment, nor between parental encouragement of innovative thinking and the children's propensity for innovative ideation.
- There is a statistically significant positive correlation between parental educational attainment and their encouragement of their children's academic achievement and innovative ideation.

### **General Conclusion:**

Our current research focuses on studying the relationship between parental treatment and academic achievement among secondary school students. Statistical analysis of the data revealed a significant positive correlation of 0.81 at a significance level of 0.01 between parental treatment and academic achievement in the research sample. The study relied on a sample of 50 male and female students in the third year of secondary education, selected randomly. The Parental Treatment Scale by Shaver (1965) was administered, and a descriptive research approach was followed. The findings of this research align with the results of several previous studies, including those conducted by Al-Dawik (2008), Michael (2012), and Al-Ouakil (1989).

### **Conclusion:**

In conclusion, our research underscores the significant impact of parental treatment on a child's life as a secondary education student. The correlation between the style of encouragement, excessive protection, academic achievement, and social upbringing is apparent. A child's development of intelligence and academic achievement necessitates a familial atmosphere. The family serves as the primary influence in a student's upbringing, imparting them with appropriate coping mechanisms for various situations. The family's guidance influences the student's compatibility in academic and social domains, as well as their interactions with others.

Furthermore, the family plays a pivotal role in enhancing the student's cognitive abilities by facilitating constructive experiences through guided practice. Improving a student's academic prowess and intelligence hinges on the positive treatment, they receive from their parents.

Conversely, adopting incorrect educational methods, such as physical abuse or neglect in any form, can detrimentally affect the student's social, emotional, and psychological development.

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