

# Investigate the relationship between parenting patterns with academic achievement and self-efficacy of elementary school students of one region of Bandar Abbas

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## ABSTRACT

**Objective:** This study is done with aim to investigate the relationship between parenting patterns with academic achievement and self-efficacy of elementary school students of one region of Bandar Abbas. **Methodology:** Method of doing this research was descriptive and correlation type. studied Statistical population in this research are primary school students in the area of one in Bandar Abbas. 384 people were selected as Statistical sample by using available sampling and by using Cochran formula. **Results:** The instruments used in this research included: 1 - Parenting styles questionnaire (Baumrind), 2. Self-Efficacy Questionnaire Nezami et al. (1996), First Semester GPA of students in 2015-2016 to recognize academic achievement. **Conclusion:** Analysis of the questionnaires showed that there is relationship between patterns of parenting with academic achievement and self-efficacy of elementary school students in one region of Bandar Abbas.

## 1. Introduction

The nature of planning Per Education System, Experts have continually become aware the performance of program, compare with its known indexes in the national and international level, and to optimize it, provide effective manners. Academic achievement of students and examine factors influencing on it, is a topic that has allocated major part of capacity in educational sciences. For this reason, since ancient times, interested researchers, with studies in this field have tried to highlight the different aspects and have achieved significant results among the factors that could effect on academic achievement of students, is their living environment. There is continuing action and reaction between human and his environment, this relationship is constantly fluctuating (Fala, 2006). Parenting methods can be regarded as set of behaviors that describe interactions of parent - child during wide range of situations. Parenting styles are standard patterns of child rearing tare determined with customs and definitive answers of parental to children behaviors (Baumrind, 1978). In this regard, Turner et al. (2009) determined in a research with aim to determine relationship between authoritative parenting style with academic achievement, self-efficacy and achievement motivation on the students that Authoritative parenting has impact both on academic achievement of University students and both on intrinsic motivation and academic self- efficacy. Vostanis et al. (2006) in a study showed that Simultaneous use of reward and punishment is associated with mental disorders and parenting style with high motivation and the lack of punishment with a lack of mental disorders. Self-efficacy beliefs, are strong predictors of behavior that through choices that a person makes and picks the goals, is affected motivation. high self-efficacy leads to greater effort and insist in dealing with obstacles. Multon et al. (1991) in a research have paid to investigate the relationship between self-efficacy and performance and stability of educational. Results of this study show a direct correlation between self-efficacy and academic performance and the stability educational. In this regard, Hosseininasab et al. (2010) In a study entitled investigate the relationship between parenting methods and self-efficacy and mental health of students came to this conclusion that there is a significant difference between self-efficacy of students who their parents have different parenting methods. Abbasian (2009) have paid in a study to examine the relationship between self-efficacy and perfectionism with achievement motivation of pre-university school girl students. Findings of this study suggest there is positive relationship between achievement motivation and self-efficacy; on the other hand, perfectionism variable has a relationship with both achievement motivation and self-efficacy variable. Hazrati (2007) in

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another study have paid to examine the relationship between achievement motivation and self-efficacy and academic performance of boys' and girls' school of pre-university. The result of this research show that there is a significant positive relationship between achievement motivation and self-efficacy; but relationship was not found between two variables academic achievement motivation and self-efficacy and academic performance. So according to what was said researcher wants to know is there relationship between patterns of parenting with academic achievement and self-efficacy academic of elementary school students of one region of Bandar Abbas or not? and objectives is determined as follows:

### 1.1 General objective

Determine the relationship between parenting patterns with academic achievement and self-efficacy academic of elementary school students of one region of Bandar Abbas

### 1.2 Detailed objectives

Determine the relationship between parenting patterns with academic achievement of elementary school students of one region of Bandar Abbas

Determine the relationship between parenting patterns with self-efficacy of elementary school students of one region of Bandar Abbas

## 2. Materials and methods

Method of doing this research was descriptive and correlation type. studied Statistical population in this research are primary school students in the area of one in Bandar Abbas that 384 people were selected as Statistical sample by using available sampling and by using Cochran formula.

The instruments used in this research included:

- 1 - Parenting styles questionnaire (Baumrind, 1978),
2. Self-Efficacy Questionnaire (Nezami et al., 1996)
3. First Semester GPA of students in 2015-2016 to recognize academic achievement.

## 3. Discussion and results

Table 1. Statistical indicators, mean and variance related to score for self-efficacy questionnaire

Variance	Standard deviation	mean	highest	Lowest	Number	Component
381.598	19.535	78.09	131	33	384	Academic self- efficacy

The above table indicates the rating is obtained for the Self-Efficacy Questionnaire that made Score has been from 33 to 131 with mean of 78.09 and variance 381.598.

Table 2. Statistical indicators, mean and variance related to score for parenting patterns questionnaire

Variance	Standard deviation	mean	highest	Lowest	Number	Component
181.644	13.478	68.87	102	31	384	Parenting style
33.867	5.820	22.55	37	6	384	Permissive method
35.164	5.930	20.00	37	0	384	Authoritarian method
50.240	7.088	18.79	30	0	384	Decisive method

The above table indicates Scores of Self-Efficacy Questionnaire that made score has been from 31 to 102 with mean of 68.78 and variance 181.644 and score for permissive method has been from 6 to 37 with mean of 22.55 and variance 33.867 and score for Authoritarian method has been from 0 to 37 with mean of 20.00 and variance 35.164 and for score of Decisive method has been from 0 to 30 with mean of 18.79 and variance 50.240.

### 3.1 Inferential statistics: hypotheses

First hypothesis: There is a relationship between parenting patterns with academic achievement of elementary school students of one region of Bandar Abbas.

multiple regression with simultaneous input method variables is used to test this hypothesis and patterns of parenting variable with three patterns is considered as predictor variables and the variable of academic achievement is considered as the dependent variable.

Table 3. Summary regression analysis related to parenting patterns and educational achievement

SEM	Adjusted regression	Coefficient of determination ( $R^2$ )	R coefficient
2.06372	.358	.363	.603

The above table indicates regression correlation coefficient  $0.603 = r$  and determination coefficient  $0.363 = R^2$ , between two variables parenting patterns as predictive variables and academic achievement as the dependent variable and this result is achieved that Predictor variables could explain 36.3% of dependent variable of academic achievement.

Table 4. ANOVA related to parenting patterns and educational achievement

Significant level.	F	Mean Square.	Degrees of freedom	Total square	Variable sources
.001	72.192	307.461	3	922.383	Regression
		4.259	380	1618.402	remained
			383	2540.786	total

The above table indicates one-way analysis of variance showed that, this amount obtained relationship is significant with  $72.192 = F$  and  $\alpha = 0.001$  at level  $0.01 > P$ . Therefore, obtained relationship is possible best linear combination between the patterns of parenting with academic achievement as dependent variable.

Table 5.  $\beta$  coefficients and t values and Significant level for parenting patterns and educational achievement

Significant level.	t	standard coefficient	Non-standard coefficient		References
		$\beta$	SEM	B regression coefficients	
.001	20.547		.598	12.289	Fixed
.398	-.845	-.036	.019	-.016	Permissive method
.510	-.659	-.028	.018	-.012	Authoritarian method
.001	14.432	.595	.015	.216	Decisive method

As can be seen in the table, only decisive method positively and significantly predicts educational achievement with the amount of  $\beta = 0.595$  and the value of  $14.432 = t$ , in significant level of  $0.001 = \alpha$  (less than  $0.05 = P$ ). and other methods of regression equation are removed due to low impact and low beta and non- acceptance significant level (greater than  $0.05 = P$ ).

Regarding to relationship and linearity and obtained beta, the research hypothesis is confirmed for definite pattern.

The second hypothesis: There is relationship between parenting patterns with self-efficacy of elementary school students of one region of Bandar Abbas. multiple regression with simultaneous input method variables is used to test this hypothesis and patterns of parenting variable with three patterns is considered as predictor variables and the variable of self-efficacy is considered as the dependent variable.

Table 6. Summary regression analysis related to parenting patterns and self-efficacy

SEM	Adjusted regression	Coefficient of determination ( $R^2$ )	R coefficient
19.152	.039	0.046	0.215

The above table indicates regression correlation coefficient  $0.215 = r$  and determination coefficient  $0.046 = R^2$ , between two variables parenting patterns as predictive variables and self-efficacy as the dependent variable and this result is achieved that Predictor variables could explain 4.6% of dependent variable of self-efficacy.

Table 7. ANOVA related to parenting patterns and self-efficacy

Significant level.	F	Mean Square.	Degrees of freedom	Total square	Variable sources
.001	6.150	2255.996	3	6767.987	Regression
		366.800	380	139384.177	remained
			383	146152.164	total

The above table indicates one-way analysis of variance showed that, this amount obtained relationship is significant with  $6.150 = F$  and  $\alpha = 0.001$  at level  $0.01 > P$ . Therefore, obtained relationship is possible best linear combination between the patterns of parenting with self-efficacy as dependent variable.

Table 8.  $\beta$  coefficients and t values and Significant level for parenting patterns and self-efficacy

Significant level.	t	standard coefficient	Non-standard coefficient		References
		$\beta$	SEM	B regression coefficients	
.001	12.000		5.550	66.603	Fixed
.689	-.401	-.021	.174	-.070	Permissive method
.572	.565	.029	.171	.097	Authoritarian method
.001	4.257	.215	.139	.592	Decisive method

As can be seen in the table, only decisive method positively and significantly predicts self-efficacy with the amount of  $\beta=0.215$  and the value of  $4.257 = t$ , in significant level of  $0.001 = \alpha$  (less than  $0.05 = P$ ). and other methods of regression equation are removed due to low impact and low beta and non-acceptance significant level (greater than  $0.05 = P$ ).

Regarding to relationship and linearity and obtained beta, the research hypothesis is confirmed for definite pattern.

#### 4. Conclusion

In the first hypothesis, parenting patterns variable with three patterns is considered as predictive variable and educational achievement variable is considered as the dependent variable. regarding to relationship and linearity and obtained beta, the research hypothesis is confirmed for definite pattern (Broussard and Garrison, 2004).

Results obtained is consistent with Studies of Vostanis et al. (2006) and Toozandehjani et al. (2011). Vostanis et al. (2006) in a study have showed that Simultaneous use of reward and punishment is associated with mental disorders and parenting style with high motivation and the lack of punishment with a lack of mental disorders. Toozandehjani et al. (2011) in a study came to the conclusion that Due to the impact of parenting styles on self- efficacy and mental health that has particular importance in the students, teaching these methods Is recommended for parents at different levels. Turner et al. (2009) in a study also revealed that authoritative parenting has impact on University educational achievement of students and intrinsic motivation and academic self- efficacy.

In the second hypothesis, parenting patterns variable with three patterns is considered as predictive variable and self-efficacy variable is considered as the dependent variable. regarding to relationship and linearity and obtained beta, the research hypothesis is confirmed for definite pattern.

Results obtained is consistent with Studies of Hazrati (2007). Hosseininassab et al. (2010) in a study titled Investigate the relationship between parenting methods and self-efficacy and mental health of students came to the conclusion that there is a significant difference between self-efficacy of students who their parents have different parenting methods. Changes happens in within teen and his interpersonal relationships, parental and family system as a whole, finally are effective in the process of Teenager education. In this regard, Researchers have proved this problem that interaction patterns Child - parents is most important variables affecting in subsequent development of the child (Toozandehjani et al., 2011). Children during their teenage years, encounter with various changes that support gaining independence. Puberty causes to create psychological distance between parents and children. To earn Independence, task of parents is not only resignation and detachment of teenager, without Parent - child relationship is threatened. this process is strengthened by use of authority method from beginning of childhood. Authoritative parents by creating guidelines that are flexible, debatable and applicable in a considerate and fair atmosphere collide with the challenges of teenagers. For these parents, the basic description decisions, desires and careful consideration innermost feelings of teenager and the gradual adjustment of its legislation and teenagers closer to adulthood, is not problem. (Hosseininassab et al., 2010).

##### 4.1 Research recommendations

- Recommended that research of this kind done in larger and wider samples in terms of social factors.
- It is recommended that studies of this kind to take place as comparative between male and female population.
- According to this that, generalization of results of this study to other cities is not reasonable due to cultural differences, Therefore it is proposed that research of this kind be done in other cities and provinces.
- Education can teach this skills to school personnel and parents by creating training workshops.
- Also make more easily access to education for others by collecting educational books.
- Broadcasting can also teach as public to students by inviting experts and education cadres and help from students.

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