

## **Role of Authoritative and Authoritarian Parenting Styles in Academic Motivation among Students**

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**ABSTRACT:** This study investigates the role of parenting style in the academic motivation among students. The main objective of the study is to find out the role of parenting styles that is Authoritative, Authoritarian on the academic motivation of students. This study is conducted in district Malakand. Samples of 160 were selected by purposive sampling technique. The data is collected by using demographic information form, parenting style questionnaire and academic motivation scale. The hypotheses have been tested with the help of correlation. It is concluded that authoritative parenting style play important role in the academic motivation among students and increases academic motivation among students and authoritarian parenting style decreases students' academic motivation.

**KEY WORDS:** Authoritative parenting, Authoritarian parenting style, Role, Academic Motivation, Students

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### **I. INTRODUCTION**

Parenting style is a special way or strategy that parents use for the development and socialization of their children (Spera and Christopher, 2005). It is essential and significant than the period you consumed with kids. It is the way to identify in what way paternities behave & act to his/her kids and offspring. Child-rearing actions are accurate and it stands for larger patterns of parenting practices. Past researches on child development and parenting style have come to know that father/mother who provide their children with appropriate look out of self-sufficiency and strong control are socially skilled and expert and have advanced levels of abilities. Additionally, encouraging and positive parenting include keeping and making relations with others, freedom and autonomy (Erikson & Homburger, 2002). Research shows that Parental involvement like parental supervision, different attitudes toward the requirement for education, monitoring their homework, marks are grades, their ability to read decreases, increases their attendance and hence increases their academic motivation (Epstein & Sheldon, 2002). It is the connection between parents and children and parents come across new challenges in the phase of adolescence such as adolescents looking for and eager freedom (Berger & Kathleen, 2011).

Authoritative Parents are serious and reactive. This type of parenting style is branded to be a child-centered style that grasps great hopes and prospects of maturity. Such paternities can comprehend and teach their kids the regulation of their feelings (Berger & Kathleen, 2011). Parents with this way of behaving inspire their offspring to be self-reliant and self-governing and also put limitations on their activities. A research study shows academic accomplishments and success enabling by authoritative parenting style. Younger generation explaining their paternities as handling them lovingly, kindly & confidently are high probable to buildup positive defiance, views about, their motivation & achievement and resulted in better performance in school than their peers (Steinberg, Elmen & Nina, 1989). Additionally, such parents don't have usual control on children like authoritarian parenting style but allow them to make their own decisions, to reasons for and to explore their selves and mostly results in the form of independent, skilled and self-reliant children. This style mostly fallouts when there is more reaction from parents and more demands. Authoritative parenting observe the limits they set for their children and will fixed clear standards for their children and let them develop autonomy and independency.

Authoritative parents assume mature and behavior who fit the age of their children. Children are punished for naughtiness, measured and consistent but not illogical. Frequently actions are not penalized but the natural results of actions of a child are discovered and discussed and permit children to realize that the conduct is wrong and do not repeat it to simply avoid opposing results. Results of a study showed that parenting styles has high success in education and has strong connection. It has been resulted that parents having firm style with their kids have high grades in school and are successful. Students with the least scores had authoritative parents and it has a suitable traditionalism with the outcomes of this research study. Offspring are more probable to answer to authoritative parenting penalty since it is sensible and rational. A teenager recognizes why he/she is being penalized as an authoritative parent marks the explanations well-known and results successful, well-liked, lavish and self-determined children.

Authoritarian parenting is a defensive and heavy punishment style. Parents with this style wish that children will obey their orders with slight or no clarification and emphasis on the kid & relatives opinions & position (Santrock, 2007). Spanking and shouting are types of this class and favored by this style of parenting. Its goal is to intentionally communicate the child how to act, succeed and survive as a mature person in a strict culture by making the child ready for harmful reactions such as aggression that will face by the child, if their manners are wrong and unsuitable. In addition, supporters of this parenting trust that blow of violence from the outer world will be in a smaller amount for a child familiar in continuing serious and long-lasting stress forced by father/mother on them (Arnett & Jeffrey, 2013). Children raised up in this parenting may have a smaller amount of collective abilities because children are not set free to choose or decide and they ensure what their parents demand, which limit the proper development of a child.

Children raised up in authoritarian parenting style have a tendency to be traditional, highly dutiful, not very happy and silent. For some children these behaviors remain into adulthood and such children undergo through depression and develop low self-esteem and low self-worth. Children are bothered of or angry of being upraised in this style but do well to develop and improve high social and self-assurance and often defiant in youth and young childhood (Eric & Digests, 1992). Academic motivation is a desire, interest and wish of students related to academic matters where the student's capability is compared with standard of enactment and performance. Whenever a student is motivated, he/she wishes to study and learn, loves behavior associated to learning, wants to study and believe that institute is vital and important. Poor quality interaction between parents and school personnel, non-cooperative teachers, home works, low sensitivity to diversity results in increasing their absence and decreases their academic motivation (Dougherty, 1999).

### **STATEMENT OF THE PROBLEM**

Parenting style and academic motivation are the variables under researcher consideration. Parenting style is very important for motivation, nurturing and development of children. Research tested the link amongst parenting, inspiration, enthusiasm and accomplishment of high school students admitted in grade three and concluded a positive association (Mehrafza, 2005). Another study found the connection between achievement and educational motivation of Isfahan students of school (high) and their relative features indicated that domestic characteristics associated with motivation of education, successes and fathers' hope success of their children (0.28), Parenting style of authoritarian (0.26) and their household structure (0.16) elucidate educational inspiration and accomplishment (Abedi et al., 2005).

Parents' cultural patterns and child's temperament have effects on the type of style of parenting, a kid or child may get (Berger & Kathleen, 2011). The point to which education of a child is a part of parenting is further debatable. Researches on kid growth originate that father/mother who offer their offspring with appropriate cherish and support, stable control and independence have kids seems to require advanced levels of skills, are generally trained, expert and talented (Nicole & Judith, 2014). Furthermore, progressive skills results from positive parenting include keeping a near connection and affiliation with rests, being self-reliant, and independent. In the Middle of 1980s, examiners instigated to discover how a particular child-rearing styles effect later development of a child (Campione & Smetana, 2014). In this regard, Kefayat (1994) done research on "Examination of the relationship of parenting styles and attitudes with creativity and its relationship with intelligence, educational achievement and progressivist behaviors of the first grade students of high school in Ahvaz" and resulted an adverse and destructive relationship amid parenting styles & creativeness.

Hamid Masud, RamayahThurasamy and Muhammad Shakil Ahmad (2014) conducted a research study and resulted that nurturing styles of parents is one among the vital factor that affect the educational performance of children. It emphasized that parenting styles mark the academic attainment of youths and it has come to know that authoritative parenting is the most effective style in improving the academic performance of children. Saminayasmin and Almaskiani piloted a research on nurturing styles and academic presentation of college students ad resulted that there is a positive connection between authoritative parenting and academic presentation or performance while Authoritarian & Permissive parenting styles has negative link with performance in academies. And proved that authoritative parenting is appositive style and Authoritarian and Permissive styles were negative styles in the cultural context of islamabad. The current research focused on the parenting styles and its role in the academic motivation of students to know which parenting style is playing a positive role and motivate students/ children towards academics.

### **OBJECTIVE OF THE STUDY**

- To examine the role of authoritative and authoritarian parenting styles on academicmotivation

### **HYPOTHESES OF THE STUDY**

- Authoritative parenting style has positive connection with academic motivation
- Authoritarian parenting has negative association with academic motivation of students

## II. METHODOLOGY OF THE STUDY

The study was conducted in Malakand division focusing on district Malakand. For the collection of authentic information from field, the Parenting styles Questionnaire and the Academic Motivation Scale were used. Data were collected from different public (government) and private colleges of district Malakand including Malakand University as well. Total of 160 respondents (college and university students including both boys and girls) were selected with help of purposive sampling technique. The age range of sample was from 12-18 years. Demographic information form was used to know more about the background variables of samples. The study is quantitative in nature and the data is analyzed with the help of SPSS using demographic information and correlation (for hypothesis testing).

## III. RESULTS AND DISCUSSIONS

Data has been analyzed using both univariate techniques i.e. demographic information and bivariate analysis, where hypotheses were tested with help of correlation technique.

### Demographic Information

This portion of analysis is devoted to demographic information about respondents whereby gender and age wise distribution, educational year, family income, academic level of respondents are presented in tabular form. For further details see the table below

Characteristics <i>f</i> <i>f</i> %	Government College Students	Private College Students	Total
<b>Gender</b>			
Female	40	40	80 (50%)
Male	40	40	80 (50%)
<b>Age</b>			
12 to 15 years	30	50	80 (50%)
16 to 18 years	50	30	80 (50%)
<b>Educational year</b>			
1 <sup>st</sup> year/ 1 <sup>st</sup> semester	45	35	80 (50%)
2 <sup>nd</sup> year/ 2 <sup>nd</sup> semester	40	40	80 (50%)
<b>Birth order</b>			
First born	20	25	45 (28.13%)
Second born	30	40	70 (43.75%)
Other	15	30	45 (28.13%)
<b>Class position</b>			
1 <sup>st</sup>	15	30	45 (28.13%)
2 <sup>nd</sup>	20	25	45 (28.13%)
Other	40	30	70 (43.75%)
<b>Monthly Income</b>			
Less than 40,000	55	15	70 (43.75%)
40,001 to 100,000	40	40	80 (50%)
Greater than 100,000	05	05	10 (6.25%)
<b>Source of Income</b>			
Father	90	50	140 (87.5%)
Mother	5	15	20 (12.5%)
<b>Academic level</b>			
School	0	0	0
College	80	80	160 (100%)
University	0	0	0
<b>Sector</b>			
Government	40	40	80 (50%)
Private	40	40	80 (50%)

*Demographic information sheet*

### Authoritative parenting style and academic motivation

Authoritative parenting style is amongst the styles which focuses more on academic motivation of students. Field information shows and remained proved by analysis that Authoritative parenting style has positive connection with academic motivation of students and plays a main role than other variables. (See table-2)

**Table-2** Correlation of Authoritative Parenting Style and Academic Motivation (N=160)

		Academic Motivation	Parenting Style
Academic Motivation	Pearson Correlation	1	0.913**
	Sig. (2-tailed)		.000
	N	160	160
Authoritative Parenting Style	Pearson correlation	0.913**	1
	Sig. (2-tailed)	.000	
	N	160	160

Significant at 0.05 level

Correlation is the existence of some definite relationship between or among variable. It analyzes both bivariate and multivariate tools. In this study the researcher used bivariate analysis with help of correlation in directive to check the association between independent (Parenting style) and dependent variable (academic motivation). The connection further validates the outcomes in a manner (\*\*Correlation is highly significant at 0.05 level (2-tailed),  $r(160) = p < .05$ ,  $r^2 = 0.83$ , since 83% of the variance is shared, the association is clearly a strong one. The mathematical value of correlation indicates that there is strong relationship between authoritative parenting style and academic motivation. It has been concluded that authoritative parenting style is more useful for students regarding academic motivation which authenticate the first hypothesis.

#### **Authoritarian parenting style and academic motivation**

Authoritarian parenting style perform a role in academic motivation of students but has negatively correlated. It has been proved by analysis that Authoritarian parenting style has negative relation with student's academic motivation. i.e. when there is Authoritarian parenting style, it will decreases student's academic motivation.

**Table-3** Correlation of Authoritarian Parenting Style and Academic Motivation (N=160)

		Academic Motivation	Parenting Style
Academic Motivation	Pearson Correlation	1	-0.723
	Sig. (2-tailed)		.000
	N	160	160
Authoritarian Parenting Style	Pearson Correlation	-0.723	1
	Sig. (2-tailed)	.000	
	N	160	160

Significant at 0.05 level

The correlation demonstrate the results in manner (Negative Correlation at the 0.05 level (2-tailed),  $r(160) = -0.723$ ;  $p < .05$ ,  $r^2 = -0.52$ , since the variance is shared is -52%, the association is negative. The numerical value of correlation indicates that there is negative correlation between independent variable (authoritarian parenting style) and dependent variable (academic motivation). It has been concluded that authoritarian parenting style has negative relation with academic motivation i.e. when authoritarian parenting style increases it decreases academic motivation.

### **IV. DISCUSSION**

The present research intended to inspect the role of parenting styles in academic motivation among students. To observe the role of authoritative parenting style in the academic motivation of students, correlation was carried out. This study find out that authoritative childrearing style play a positive role in the academic motivation of students. Saminayasmin & Almas kiani conducted s research study and concluded that Authoritative parenting style and academic performance has a positive connection. Another research concluded that authoritative parenting style of father decreases anxiety of college students (Tang, Nan Li, Sandoval & Liu, 2018).

(\*Correlation is highly significant at the level of 0.05 (2-tailed),  $r(160) = 0.913$  \*\*;  $p < .05$ ,  $r^2 = 0.83$ , since the variance is shared is 83%, the connection is clearly a strong one. The mathematical value of correlation shows that there is strong association between authoritative parenting style and academic motivation. It has been determined that authoritative parenting style is more useful for motivating students towards academics.

Hypothesis 1 which status "Authoritative parenting style has positive relation with Academic motivation and plays a main role as related to other variables" was approved in this research. This study revealed that authoritative parents encourage their offspring and hence they become more motivated towards academics and learning. Research shows that Parental involvement like parental supervision, different attitudes toward the requirement for education, monitoring their homework, marks are grades, their ability to read increases, increases their attendance and hence increases their academic motivation (Epstein & Sheldon, 2002).

(\*\*Correlation is highly significant at the level of 0.05 (2-tailed),  $r(160) = 0.913$ ;  $p < .05$ .  $r^2 = 0.83$ ) Since the variance shared is 83%, the association is evidently a strong one. The mathematical value of relationship indicates that there is solid connection between authoritative parenting style and academic motivation. It has been concluded that authoritative parenting style is more useful for students regarding academic motivation which authenticate the first hypothesis. (see table-2)

## V. CONCLUSIONS

It is concluded from this study that Authoritative parenting style perform a significant role in the academic motivation of students. Particularly in pakhtoon society when there is Authoritative parenting style, it increases their offspring motivation to learn because such parents inspire offspring to be autonomous. Authoritative parenting produced youngsters who are more autonomous and self-reliant and that is why, they become mature, responsible and motivated to academics. It is also determined that Authoritarian parenting style decreases students' academic motivation

## VI. SUGGESTIONS

Every psychological study is a new pace toward understanding answers of the difficulties. As nonentity is perfect in this biosphere and for a scientific study at least it is very hard and impossible. But these restrictions motivate the investigator for further alterations and explorations.

Awareness about parenting styles for parents by arranging different seminars, workshops and training on local level. Should adopt Authoritative way of nurturing or style and scamp other styles. Develop interventions to prevent authoritarian and permissive or lenient parenting styles. Government attention towards student academic motivation by providing and facilitating them with scholarships, prizes and rewards. Teachers should develop the methods and techniques through which the students get interested in their studies like dealing them friendly, listening them properly, solving their problems and to show positive attitude towards them. Parents have to rely on children but keep a watch on them and also keep limits for them.

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