

Study the Relationship between Parenting Style and Child-Parent Relationship on Students' Achievement at the Elementary Level



Mubbsher Shahzad *

Huma Lodhi †

Muhammad Siddique ‡

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Abstract: *This study aims to find the relationship of parenting style, child parent relationship and student achievement at elementary level. Questionnaires were used for collection of data and sample were comprised 500 parents and 500 students selecting by the random sampling. The results shows that majority of the parent use authoritative parenting style (PS) and student response reveal that their relationship with parent was positive relation. The relationship of PS with child-parent (CP) relationship was positive weak relationship and parenting style with student achievement score was negative weak relationship. Results also show significantly weak and negative relationship between PS and child parent relationship. A majority style of parents is authoritative and child parent relation was positive relation. This reflects the fact that the student has positive relation with their parent and parent has mutually understanding with their child*

Key Words: Parenting Style, Child-Parent Relationship, Students, Elementary Level, Education

Introduction

Man is a social animal, thus, a member of a social hierarchy. Relationships and interactions within the social group are varied, vivid, and obvious. While affiliations and attachments somehow bond, such relations stick together. Parenting and attachment go side by side. Passer (2007) believed that attachment is defined as intense affiliation that adheres among family members, whereas Richer (2010) said that Child-rearing is a collective job that affronts the child's progress and the product of the child's association; it affects the parentages. While most parentages view their living styles as more diverse conditions after marriage, we have no baby (Sclafani 2004)

Ekeh (1974) reported that society is the total of families. The worth of each society relies on the ethics and moralities observed in each family. Coherence in the affiliation with the family is an essential element that

creates a peaceful home. When a baby comes into a parent's life, it brings pleasure and happiness. He wants to care because of his schism and feeble situation from his parentages for his existence on the earth. They can explain the concentration of paternal care. That means the base of the relationship between child and parent is rising, specifically from the parents' end. The source of fulfilment of a child's needs, like feeding, dressing, carefulness, and housework, completely hangs on his parentages. The mutual association between parents and children becomes a closeness or conflict as time passes—the facet of affiliation relies on the positive or negative interaction of the child and parent. In the end, the consequence is that parents intentionally or instinctively embrace a style of conveying them. Akhtar (2012) believed that in parenting practices, the paternal reveals attention to their child. Parenting devises two different proportions, which are recognition and controller. Acceptance links up with

* Ph.D. Scholar, Department of Education, University of Education, Lahore, Punjab, Pakistan.

† Assistant Professor, Department of Education, University of Education, Lahore, Punjab, Pakistan.

‡ Ph.D. Scholar, Department of Education, University of Education, Lahore, Punjab, Pakistan.

acceptability which is their kid; for example, the child's basic needs are feeding, clothing and nursing. At the same time, control links up with the insistence, roughness, or demanding behaviours that parents adopt for the excellences grooming of the child in whole life. Finally, parents control action terms such as parenting style (PS) and reply similar to laughing; bustling, crying, or deplorable that infant demonstrations because of parent's recognition are labelled as attachment of the children.

Parenting is a vital aspect that affects the lives of children. At the Worldwide level, much research has been conducted on PS, but the phenomena of PS are still unable to explain which effort of parents and behaviour bring up the childless or more (Onghena, 2004). A child's improvement is the parent's responsibility, including proficiency, training, and education, while literacy /education is the critical social improvement factor (Akhter, 2012). Akhter (2012) said that it is included in the parental duty for the natural growth and development of the child, in which education and training are also added. In contrast, activity is reflected in the shapes of social development. The education taught in the early hood is the core element of elementary education. At this phase, children's attachment to their parents is relatively developed.

At this time, child inspiration, plans, fields of study, and general guidelines for educational matters are being learned by the students with their parenting style. Parenting style and child-parent relationship at this stage play a vital part in student achievement. Hence the current study has examined the association of PS and the child-parent relationship with student achievement. Much research has also been conducted on child-parent interaction and its influence on students' educational performance. Manhas (2009) studied parental interaction and teachers' attitudes toward student academic performance. Using the Parent-Child Interaction Scale (Thirtha & Gururaja, 1982), they concluded that child-parent interaction and teacher attitude strongly affect student educational performance statistically. A strong positive relationship was observed between child-parent collaboration and student academic performance. (Hester et al., 2009) point out that educational performance area reading, spelling, and mathematical skills are statistically significantly correlated by the child-parent interaction scale.

Zhang and Chen (2010) studied the difference between mother-child and child-father interaction using the child-parent scale developed by R. Pianta in 1992, demonstrating constancy of child-father and child-mother interactions. Chen (2010) said that a nine-month follow-up study showed that via the versa effect among relationships, child-mother closeness was negatively expected variance in child-father relationships, and child-father variance was more positive than child-mother conflict. Marcoen (1999) was in a view that spans of research on the topic of attachment showed that child intellectual, expressive and societal development affected the child-mother and child-father relationship.

Parents' role is significant for student educational achievement. As stated earlier, many past studies explored that other variables investigated PS from another perspective, yet the connection between parenting and child and its effect on educational achievement remained researchable. So, this area of conduct needs to be studied in detail.

The present research was planned to discover "the relationship of parenting style, child-parent relationship on students' achievement." The ultimate benefit gained by the parents for their children's educational achievement. On the other hand, they were snubbing the faults in their training and recognizing their kids' interaction with them. This study was helpful for instructors and guidance counsellors to do their job well.

Review of Related Literature

This chapter was designed to combine, account for, and describe a collection of researchers and researchers that discuss students' academic achievement with parenting styles, parental involvement in school, parental socioeconomic status and traditional values, as well as child-parent relationships. The description was presented hand in hand and one by one with each factor implication of students' academic achievements. First, a brief explanation of PS was offered. Second, a concise discussion of the child-parent relationship was compressed. Subsequently, research on the child-parent relationship, PS, and its influence on academic performance has been discoursed. Then, investigations relating to child-parent parenting styles and their character in the progress of child-parent relationships were addressed. Next, children's achievement concerning parenting is lectured. Lastly, a study is

prepared for supplementary research to be accompanied on the relationship between parenting style, child-parent relationship, and its impact on student achievement.

Parent-Child Relationship

A person's life span consists of many different relationships; among them most important is the association between child and parent. This relationship is unique in that every parent and every child have particular feelings, affection, behaviours, and expectations that may or may not vary with others in society. Thus, a parent-child relationship is an amalgamation of all such particulars. Parents are responsible for a child's overall cognitive, emotional, and social development. Parents must feel accountable for a child's forceful personality, and their support must be given in all areas of child development (Sharma, 2012; (Shahzad & Lodhi, 2023). Parents set a role model of their personality as a source of inspiration for their children (Smith, 1995).

Tentatively, it is considered that if parents are educated, their children will be more successful in school, and their learning will be more effective. Most findings of the U.S. database conflict with this hypothesis. Progress in International Reading Literacy Study (2006) and Program for Internal Student Assessment (2000) were conducted on the association of parent-child relationship in which parent contribution and educational attainment were focused on the terms of parent education. Thirty-three educational systems participated in 2006; in 2000, there were 39. Results signified a positive relationship between child-parent communicate and their schooling among 5 primary schools (PIRLS), while 14 schools in PISA and the U.S. were included in this result. No clear pattern was observed in national income indicators, while the potency of the relationship varies across the educational systems. A feeble indication of a strong connection between low-income and high-income imbalance was also found. These results could indicate that parent-child communication is effective in families having adverse economic environments (Caro, 2011).

Researchers (Hetherington, 1983 and Heer, 1985) believed that a child's emotional, social and cognitive development is strongly associated with the parent-child relationship. Doherty (1992) implied that children with problematic behaviours with their

parents are more passionate and face low achievements.

Parental Involvement in School

It is considered traditionally that the parent-school relationship constitutes a weak parental involvement. It is usually a formal involvement. Parents visit schools at school events like parent-teacher meetings, result days, and sports events or to discuss their child's problems. These meetings are centred around a specific type of format and discipline (Hobson, 1990). Some parents go beyond this feeble level of involvement towards active participation in different activities of school councils and other parental memberships. They work as a facilitator for teachers in the classroom or raise funds for the school. This sustains a concept beyond being conscious of a child's study to take school as a whole source of development (Marjoribanks, 1972, 1987 & Lareau, 1989).

Home and school relationships promote good academic performance (Karraker, 1972). When supervising their children in their homework, parents seemed to help enhance their academic performance (Alwin & Thornton, 1984). A task that is not managed correctly can become a reason for a child's low academic performance. Shindler (1984) conducted a study that indicated that parent contribution might have an optimistic or adverse influence on children's academic results. She inspected two nearby schools, and they produced different results in Matric in 1983. The school, with a disciplined and neat atmosphere as well as parents, has a high interest in the child's progress, and school events comprised a 60% passed percentage while another school only showed 30% passing result.

Types of Parental Involvement

Many kinds of research indicated that parent contribution is a multi-dimensional concept and its different proportions affect educational performances differently (Rogers 2009). Involvement acts differently with varying participation strategies; According to Caro (2011), one cannot neglect the socioeconomic factors of a family for their child's academic development. Parent-child communication cannot compensate for the lack of family or socioeconomic resources for academic performance. A weaker relationship between academic performance and involvement is

associated with wealthy parents; they use elite resources to produce high academic records for their children globally. Caro (2011) also indicated that more public resources in rich societies usually reduce family roles than in low economic institutions with limited availability of resources.

Academic Performance of Children

Several factors are responsible for a child's academic performance; some are intrinsic, while others are irrelevant. Intrinsic factors include IQ level, and extrinsic factors include home and school environment. These factors are huge in numbers, and their effects are complicated. Parental contribution and involvement are the most critical factors/variables in a child's educational achievement and school advancement (Epstein, 1996). Support from home and the skills transferred from generation to generation were helpful in academic skills like language and numeric (Jones and Farah 1995). Some researchers (Bouchard 1996; Macbeath 1996) researched home environments, while others (Singh & Sexana 1996) studied the role played by teachers and indicated that teachers' involvement is far more critical than the infrastructure of schools.

Many research studies evaluated haphazard results on the significance of parent-child involvement and communication in school activities (Mattingly et al., 2002). Bouffard & Vezeau (2010) assumed that parents and teachers are equally responsible for a child's academic learning. Sekino (2004) was in view that they found a positive relationship between academic achievements, and Muller (1995) said that no relationship. Traditionally, a negative or no relationship with academic achievement is a chance and hard to reconcile with literature because favourable relation circumstances are enormous and widely discussed (Epstein, 1987).

Various indicators have been inspected on the subject of student's academic achievements. These indicators vary from parents' social and economic conditions, family size, family utility, and friend circle towards their child's school and education (Olige, 2008). Previous research (Chao, 2001 & Querido et al., 2002) indicated that parents with different styles of parenting help develop a child's personality and academic achievement by building their critical foundations. Researchers viewed parenting style as among the noteworthy providers of student academic

performance in school (Jacobs & Harvey, 2005). PS highlighted the methods and responses that parents require from their children for obedience (Spera, 2005). The classification of parenting styles discussed by Baumrind (2005) that are founded on two pillars, i.e., responsiveness and demandingness. He explained that responsiveness is the level to which parentages show their independence through their affection and acceptance towards the demands and needs of their children. Attributes like kindness, freedom, support and rational interaction constitute affection and acceptance. On the other hand, demandingness is the requirements and demands that parents expect to be obedient to children in society (Baumrind, 2005). These demands are checks and balances on a child's behaviours; parents usually induce them through direct communication.

Objectives of Study

The objectives of this study were to

- Explores the relationship between Parenting style and child-parent relationship
- Explores the relationship between Student achievement and parenting style
- Explores the relationship between the Child-parent relationship and student achievements.

Research Methodology

A group of elements from which subjects are selected on a specific technique is called population (Akhter et al., 2021; Akhter et al., 2021; Ali et al., 2021; Azeem et al., 2021; Faiz et al., 2021; Jabeen et al., 2022; Kanwal et al., 2022; Lakhan et al., 2020). The population of the current research consists of all the students of the 8th class of private and Govt. schools of District Lahore. No of subjects selected from the population is called sample of the study and data is always collected from the subjects (Mah Jabeen et al., 2021; Munir et al., 2021; Saeed et al., 2021; Sajjad et al., 2022; Siddique, 2020; Siddique et al., 2022; Siddique et al., 2021; Siddique, Hassan, et al., 2023; Siddique, Siddique, et al., 2023; Siddique et al., 2021). Five hundred students were taken. 250 students (125 males, 125 females) in Govt. schools and 250 students (125 males, 125 females) in private schools. Parents' parenting style (PS) is quantified with a parenting authority questionnaire (PAQ). Child-parent relationships of students are quantified with the Child-parent Relationship Scale (CPRS). Academic

achievement was extracted with the end result announced by PEC (Punjab Examination Commission) Lahore. The test-retest technique was used to determine the reliability and validity of the adapted parenting style scale. The reliability coefficient was calculated from the scores of these two tests. The measured figure of the reliability coefficient is 0.82.

Data Analysis

Parent's perceptions regarding authoritative parenting style: Parents' perception regarding the authoritative PS was elicited on five indicating to which they had responded mean response value, MRV, and strength of style are also given.

Table I

Parents' Perception Regarding Authoritative Parenting Style

Item no	Statement	% of Response						Strength of style
		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	MRV	
1	I help my child study	5.6	4.2	4.3	20.6	65.3	4.48	High
4	I understand well their educational needs	3.2	3.3	4.8	19.8	68.9	4.062	High
7	I take care of his will in the choice of subject	12.1	4.4	5	22.1	56.4	2.842	Low
10	I inquire from his teacher when he is worried	11.8	8.8	8.5	31.7	39.2	4.271	High
13	I understand the reason for his educational success and failure	4.8	4.8	5.6	28.3	56.5	4.397	High
16	I encourage him on his educational failure and advise him to work hard	2.8	4.4	5.7	24.6	62.5	4.603	High
19	I encourage and praise him warmly for his educational success	1.4	2.7	4.2	17.5	74.2	4.543	High
21	I present him a gift on attaining goods marks	2.9	2.2	4.5	18.6	71.8	4.195	High
23	I give an impression of his good or bad educational result	5.3	5.4	8.1	26.9	54.3	4.463	High
25	I treat equally with all my children in educational affaire	4.5	2.6	2.9	22.2	67.8	4.376	High
27	I respect his thoughts about the standard of school	2.7	3.2	5.3	31.5	57.3	4.346	High
29	I express my expectations of him in his educational performance	2.5	2.6	8.3	31.2	55.4	3.872	Moderate
31	I state the reason for adopting a specific subject	9.5	9.6	9.6	26.6	44.7	3.732	Moderate
33	I fear that his educational performance will be affected by my harsh	9.9	8.8	18.4	24.1	38.8	3.729	Moderate

Table no.1 shows an overall mean score of authoritative PS majority parent adopted because when we ask a question about "I help my child in the study," "I understand well their educational needs and "I inquire from his teacher when he is worried" their mean score and strength of style was high .whereas these question "I express my expectation from him on his educational performance," "I state the reason to adopt in a certain subject" and" I fear that his

educational performance will be affected a doing my harsh" respond was moderate.

Students' Perceptions regarding Child-parent Relationship (positive) Style

Students' perception regarding the child-parent relationship (positive) style was elicited on five indicating to which they had Response mean response value, MRV, and strength of style are also given.

Table 2

Students' Perceptions regarding child-parent Relationship (positive) Style

Item no	Statement	% of Response						
		Strongly disagree	disagree	Neutral	Agree	Strongly Agree	MRV	Strength of style
1	an affectionate relationship	0.4	0	0.4	4.6	94.6	4.93	High
3	will seek comfort from me if upset	2.2	2.2	2.8	25.2	67.6	4.54	High
5	values his/her relationship with me	3.2	1.4	4.4	12	79	4.62	High
8	beams with pride when praised	5.2	4	5.2	16	69.6	4.41	High
10	spontaneously shares information	5.2	4.8	4.8	34.2	51	4.21	High
13	Try to please me	9.4	1.4	4	13.4	71.8	4.36	High
16	easy to be in tune with Child's feelings	6.6	3.2	7.2	32.2	50.8	4.17	High
22	copies my behaviour	34	7.8	15.2	19.8	23.2	2.9	Low
29	openly shares feelings with me	25.6	10.4	18.6	18.6	26.8	3.11	Moderate
30	Interactions make me feel effective	8	8.6	6.4	23.2	53.8	4.06	High

Table no 2 show the overall mean score of positive child-parent relation majority of student adopted because when we ask a question about "an affectionate relationship," "will seek comfort from me if upset, "values his/her relationship with me," try to

please me "and "interactions make me feel effective "their mean score and strength of relation was high. In these questions "openly shares feelings with me" Response was moderate and the "copies my behavior" response was low.

Table 3

Correlation of Parenting style and child-parent

Descriptive Statistics			
	M	SD	N
AV style	AV style	AV style	AV style
Positive relation	Positive relation	Positive relation	Positive relation

In Table 3, the parents' PS mean of 8.4956 a standard deviation of 0.93934 and a positive relation mean of 4.1315 and standard deviation of 0.48735

Table 4

Correlations		AV style	Positive
AV style	Pearson Correlation	1	.388**
	Sig. (2-tailed)		.000
	N	500	500
Positive	Pearson Correlation	.388**	1
	Sig. (2-tailed)	.000	
	N	500	500

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of the data revealed that there was a significantly weak negative correlation between AV Style and positive relation ($r = -0.388$).

Table 5

Correlation of Student Achievement and Parenting Style

Descriptive Statistics			
	M	SD	N
Student achievement	502.73	91.389	500
Authoritative parenting style	8.4956	.93934	500

In Table 5, the student's achievement score mean of 502.73 and a standard deviation of 91.389, and the student's authoritative parenting style mean of 8.4956 with and standard deviation of 0.93934

Table 6

Correlations		Student Achievement	Authoritative Parenting Style
Student achievement	Pearson Correlation	1	-.112*
	Sig. (2-tailed)		.012
	N	500	500
Authoritative parenting style	Pearson Correlation	-.112*	1
	Sig. (2-tailed)	.012	
	N	500	500

* Correlation is significant at the 0.05 level (2-tailed).

The data analysis revealed a significant, negative, weak correlation between student results and positive student relationships ($r = -.112$).

Table 7

Correlation of Student Achievement (Result) and Child-Parent Relationship

	M	SD	N
Result	502.73	91.389	500
Positive relation	4.1315	.48735	500

In Table no 7, the student's achievement score mean of 502.73 and a standard deviation of 91.389, and the

student positive relationship scale score mean of 4.1315 with and standard deviation of 0.48735

Table 8

Correlations		Result	Positive relation
Result	Pearson Correlation	1	-.16
	Sig. (2-tailed)		.000
	N	500	500
Positive relation	Pearson Correlation	-.16	1
	Sig. (2-tailed)	.000	
	N	500	500

** Correlation is significant at the 0.01 level (2-tailed).

The data analysis revealed a significant negative correlation between student results and positive

Student relationships ($r = -1.63$).

Table 9

Correlation of Students' Achievement along with Parenting Style and Child-Parent Relationship.

	M	SD	N
Result	502.73	91.389	500
Score (AV style & Positive relation)	100.6170	10.25906	500

In Table 9, the student's achievement score mean of 502.73 and a standard deviation of 91.389, and the

student (AV style & positive relation) score mean of 100.6170 and a standard deviation of 10.25

Table 10

Correlations		Result	Score (AV & Positive relation)
Result	Pearson Correlation	1	-.143**
	Sig. (2-tailed)		.001
	N	500	500
Score (AV & Positive relation)	Pearson Correlation	-0.143	1
	Sig. (2-tailed)	.001	
	N	500	500

** Correlation is significant at the 0.01 level (2-tailed).

The data analysis revealed a statistically weak negative correlation between student results and positive student relationships ($r = -0.143$).

students and their parents to understand their parenting style, child-parent relationship, and their relationship with student achievement scores. To accomplish this drive, appropriate literature was reviewed. Study soundings revealed that the majority of parents use an authoritative parenting style and children create a positive relationship with impact. Today parents are well aware of their child's educational problems, help them, encourage them, give them time in the subject selection matter, Respect parents and teachers, advise the child to adopt good behaviors with others, and give advice to work hard

Summary

The assurance of the review was to figure out the relationship between PS, the CP relationship with under study's accomplishments. To satisfy this reason, important writing was inspected in the literature review origin of PS and child-parent relation and their effects of parenting style on student achievement scores. The research studied elementary school

and get good marks. Parenting style and child-parent relationship were extended to the foremost issue because of the increasing functions of the student achievement score. Student achievement scores can be influenced by parenting style and child-parent relationship to identify parenting style and child-parent relationship from private and public schools of Lahore District through the questionnaire. The findings of this study provided a borderline to figure out the relationship between parenting style, child-parent relationship, and student achievement score.

Conclusion

The findings of the current study reveal that there were weak positive relations found between PS and child-parent relation and; a relationship found between PS and student achievement score. The majority style of parents is authoritative, and child-parent relation is a positive relation. This reflects the fact that secondary school student has a positive

relationship with their parent, and parent has mutually understood their child; and help out in their educational matter.

Recommendations

- Parents should know what is parenting their type and its effect on their students' educational careers.
- The student should know what child parent relation is and their type and effect on their parent's beliefs and practices.
- A parent should also know about the problem of the student and their frequency and level of occurrence.
- In parent teachers' meetings, both student and parent know how to support each other to enhance learning and social interaction with others. Parents who discuss the strengths and weaknesses of student capability

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