

Parenting Styles, Academic Achievement and Conduct in a Chinese School, Basis for Evolving a Management Supervisory Program

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Abstract

To describe Parenting Styles of respondents' parents, pupils' Academic Achievement and Conduct and relationships to Parenting Styles. This answered the ff: 1. Parenting Styles of Grade 6 pupils' parents according to academic achievement and Conduct and their relationships. 2. What Management Supervisory Program (MSP) can be evolved based on findings? Methodology 1. Descriptive-correlation survey method was used to get results as Basis for MSP, to improve academic achievement and 80Conduct. 2. Data: A.129 pupils from 8 sections of grade six and corresponding parents as purposive samples. B. survey questionnaire, Parental Authority Questionnaire (Buri), with certain modifications by experts' validations. C. School Records for Academic Achievement and Conduct. D. Interviews were randomly conducted. 3. Analysis and interpretation of data: frequency count, percentage, mean and chi-square of independence. Findings: 1. Parents generally authoritative 2. Highest percentage of pupils' academic achievement was moderately satisfactory and satisfactory in Conduct, Lowest was outstanding in academic and fair in Conduct. 3. No significant relationships both to Academic Achievement and Conduct. Recommendations: 1. Parenting Styles be considered in School programs. 2. The developed one year MSP with the following identified concerns be implemented: 1. Value Development 2. Discipline 3. Time Management 4. Academic Achievement. Each with objectives, strategies, activities, persons involved time frame and success indicator.

Keywords: Parenting Styles, Academic Achievement and Conduct, Management Supervisory Program

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Introduction

When a school opens its doors for the first-time, the development of the school's image begins. This reputation is determined by the perceptions and observations of students, staff, parents, and the larger community through effective school management and supervision.

Management is the process of planning, organizing, leading and controlling the use of resources to accomplish performance goals (Schermerhorn, 2005) including the academic achievement in school. As stated by management theorist Henry Mintberg, being manager in this sense is the most important job. No job is more vital to our society than that of the manager. It is the manager who determines whether our social institutions serve us well or whether they squander our talents and resources.

The school heads, department heads, and teachers are considered managers in their own right. They managed the student learning, curriculum improvement; use of instructional materials, school facilities and others in order that the school becomes acceptable to all stakeholders.

Supervision, on the other hand, refers to enhancing student learning in the school. And the ultimate purpose of supervision is the promotion of pupil growth, and likewise the improvement of the society. And the immediate purpose is cooperative to develop favorable settings for teaching and learning.

It is imperative that in enhancing student learning, teachers must constantly monitor the achievement of their students. It is observed that student achievement is sometimes related to the parenting styles and support of the parents.

There is an overall consensus that parental support leads the pack of important factors that determine the success of a child, not only in school, but even beyond school (Parenting Tips, 2001).

This paper attempts to look closely into parenting styles as perceived by the pupils, and the effects of these degrees to the achievement of the pupils and discipline in school. This paper also hopes to evolve management supervisory programs for the school.

Setting of the Study

The study was conducted at Chiang Kai Shek College, Philippines, the only institution of higher learning founded by the Overseas Filipino- Chinese that is recognized by both governments of the Republic of the Philippines and the Republic of China. It offers education in all levels.

Theoretical and Conceptual Framework of the Study

Parents would like to succeed at getting children to grow into responsible, loving and, hopefully learned individuals. Love and respect are essential in this dynamic relationships between parents and children. Certainly, communication and a good relationship are necessary, even with very young children who may sometimes have

pre-formed ideas about the signals sent out by parents. One always has to explain and edit, expand and illustrate, in order to educate and prepare children not only for small experiences but also for the bigger adventure- that is life. (Parenting Tips, 2001)

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Although specific parenting behaviors, such as spanking or reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predicting child well-being than is the broad pattern of parenting.

Most researchers who attempt to describe this broad parental milieu rely on Diana Baumrind's concept of parenting style. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991).

Four Parenting Styles

Categorizing parents according to whether they are high or low on parental demandingness and responsiveness creates a typology of four parenting styles: indulgent, authoritarian, authoritative, and uninvolved (Maccoby & Martin, 1983). Each of these parenting styles reflects different naturally occurring patterns of parental values, practices, and behaviors (Baumrind, 1991) and a distinct balance of responsiveness and demandingness.

Authoritarian parents are highly demanding and directive, but not responsive. "They are obedience- and status-oriented, and expect their orders to be obeyed without explanation" (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types: non-authoritarian, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive.

Authoritative parents are both demanding and responsive. "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991).

Indulgent parents (also referred to as "permissive" or "nondirective") "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991). Indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents.

Uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting— neglecting and neglectful parents, although most parents of this type fall within the normal range.

Because parenting style is a typology rather than a linear combination of responsiveness and demandingness, each parenting style is more than and different from the sum of its parts (Baumrind, 1991).

Parenting style affects diverse child outcomes and achieves these outcomes at least in part through parenting practices such as parent school involvement (Darling & Steinberg, 1993). Parenting-style researchers have argued that parenting style moderates the impact of a specific parenting practice such as parent school involvement by affecting the nature of the parent's influence.

Many researches overwhelmingly demonstrate that parent involvement in children's learning is positively related to achievement. Further, the researches show that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students.

Looking more closely at the researches, there are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. Programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, show particularly impressive results.

Along similar lines, researchers have found that the more active forms of parent involvement produce greater achievement benefits than the more passive ones. However, considerably greater achievement benefits are noted when parent involvement is active—when parents work with their children at home, certainly, but also when they attend and actively support school activities and when they help out in classrooms or on field trips, and so on.

The researchers also show that the earlier in a child's educational process parent involvement begins, the more powerful the effects will be. Educators frequently point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is "harnessed," the greater the likelihood of higher student achievement. Early childhood education programs with strong parent involvement components have amply demonstrated the effectiveness of this approach.

The conceptual and research literature presented above have close bearing to the present study. They all dealt with school management and supervision, the school managers' managerial skills for effective management. It also dealt with the family and children as well as the parenting and parenting styles that greatly influence the pupils' academic achievement and the discipline in school.

This study uses an instrument which looked into parenting styles as perceived by the respondents and the effects on their academic achievement and conduct grade in school.

Methods

A descriptive — correlation method of research was employed in this study. Descriptive, because it looked into the current academic standing and conduct of the student population involved in the study as well as their respective parents' parenting style. Creswell (2000) points out that the descriptive method of research is used to gather and collect information about the current prevailing situation or condition. It is used for the purpose of describing the nature of the situation as it exists at the time of the study and also to explore on the probable cause or causes of a particular phenomenon.

The study partly made use of correlation method since it tried to establish whether or not a significant relationship existed between and among the variables of the study involved, namely, academic performance and conduct of the student respondents and parenting style of their parents. A quantitative correlation approach is used to examine the relationships among two or more variables without making any attempt to influence the causal nature of these relationships.

Population and Sampling Technique

A total of one hundred twenty-nine (129) Grade Six pupils purposively selected from eight sections of Grade Six level during the School Year 2006-2007 and also the 129 parents of these pupils constituted the subjects of the study. Using a purposive sampling technique, the researcher purposively drew 20% of the pupils from each of the eight sections. According to Punzalan & Uriarte (1989), purposive sampling is done by separating the lists of subgroups in the population and simply drawing randomly the desired sample size from each subgroup.

Instruments

To be able to gather the much needed data in this study, the researcher employed a questionnaire called Parental Authority Questionnaire to determine the parenting style of each of the parents of the pupils involved in this study. For data on pupils' academic performance, the researcher requested a copy of the students' grades from the registrar's office, and for data on students' conduct, documents in the guidance office were availed of for this purpose.

The Parental Authority Questionnaire of Buri (1991) was adopted and used as the study's main data gathering instrument. It was used to measure Baumrind's permissive, authoritarian and authoritative parenting styles. It used a scale that consisted of 30 items and each item was scored using the Likert scale. Before it was finally used in this study, the researcher treated the questionnaire to an expert validation process to determine its fitness to the study sample as well as its applicability to the study's main concern. Necessary revisions were made as a result of the validation. A table of specification related to the instrument was made and was shown to the researcher's advisers for comments and suggestions. The prepared and revised questionnaire underwent validation by the teachers and parents of pupils from Chiang Kai Shek College.

From the Grade School Department, with the permission of the supervisor, the academic grades were obtained and then classified according to the following ranges and interpretation which became the basis for determining the levels of academic achievement of pupils.

Academic Grade Range	Level of Academic Achievement
93 - 95	Excellent
90 - 92	Outstanding
87 - 89	Very Satisfactory
84 - 86	Satisfactory
80 - 83	Moderately Satisfactory
78 - 79	Good
75 - 77	Fair

On the other hand, from the Department of Student Services, records of pupils' discipline or conduct grade were obtained and were classified also according to the following ranges and interpretation which became the basis for determining the pupils' level of discipline/conduct:

Discipline/Conduct Grade Range	Level of Discipline/Conduct
93 - 95	Excellent
90 - 92	Outstanding
87 - 89	Very Satisfactory
84 - 86	Satisfactory
80 - 83	Moderately Satisfactory
78 - 79	Good
75 - 77	Fair

Data Analysis

Data gathered in this research were treated statistically for analysis and interpretation relative to the problems sought from the very beginning of the study. The following statistical tools were utilized to analyze and interpret the data:

1. Frequency count and percentage, to describe the population of the study in terms of the number and ratio of pupils' level of academic achievement and level of conduct, as well as the parenting styles;
2. Mean, to determine the average level of academic performance and conduct of the pupil used in the study and the average parenting style;
3. Chi- Square Test of Independence, to determine the relationship or association between academic achievement and parenting styles and also, the relationship or association between conduct and parenting styles.

Summary and Conclusion

This study looked in to the parenting styles of the parents of Grade Six pupils enrolled at Chiang Kai Shek College during School year 2006-2007 and tried to establish its relationship to the pupils' academic achievement and their grades in conduct. Using a descriptive correlation survey method of research, this study involved 129 Grade Six Pupils purposely selected randomly from the eight sections of Grade Six Pupils and

also 129 parents of the 129 pupils participants in the study.

A survey questionnaire consisting of 20 items that determine the parenting styles of the parents of the pupils participants was adopted and used to be able to gather the data information needed in this research study. Data pertaining to the pupils' academic achievement and their conduct grades or discipline were obtained using documentary analysis made available to the researchers.

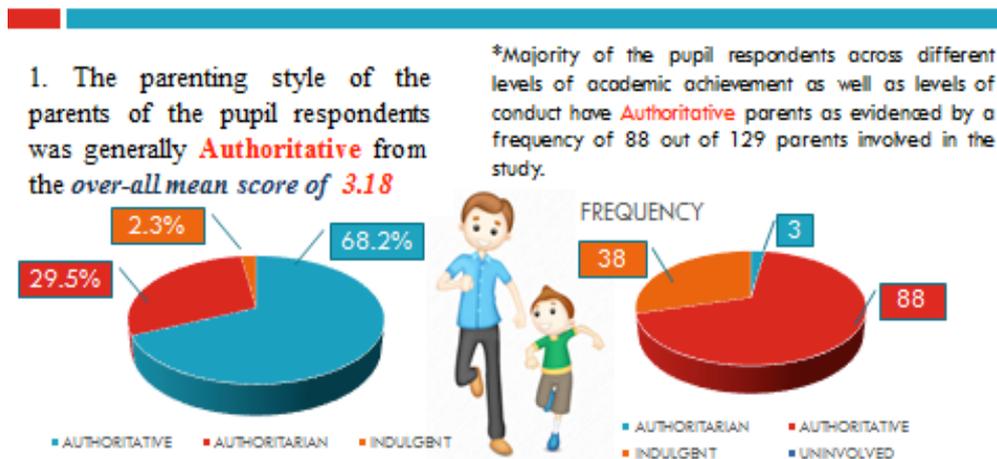
Academic Achievement data were taken from the pupils' general average contained in the school- records from the Grade School Office with the permission of the supervisor while the conduct grade or discipline of the pupils was obtained from the records available at the Department of Student Affairs.

Using Statistical tools like frequency, percentage, mean and chi-square of independent means, the data gathered from this study were analyzed and interpreted based on the specific problems raised from the very beginning of the study. These analyzed and interpreted findings became the basis of some inferences which eventually served as basis of conclusions and recommendations.

Results

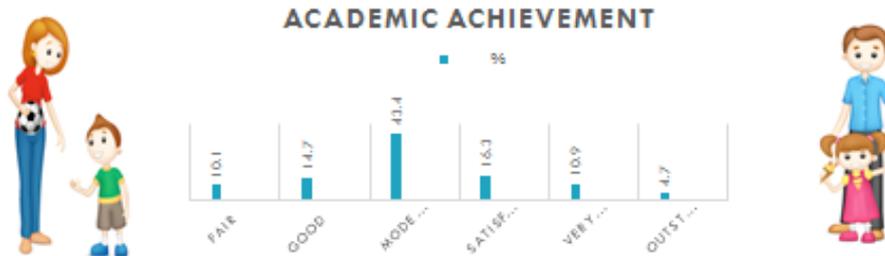
The following were the highlights of the findings of the study:

1. The parenting style of the parents of the pupil respondents was generally authoritative from the over-all mean score of 3.18.



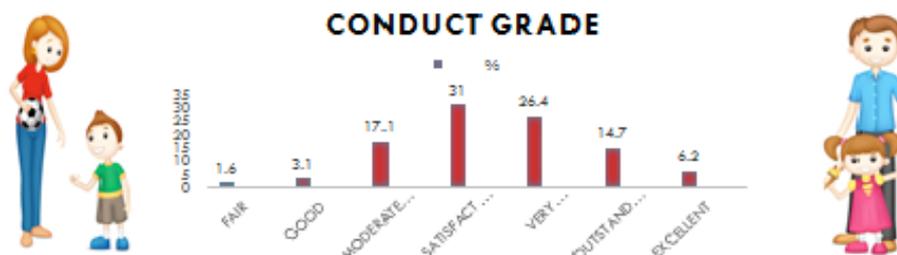
2. The highest percentage of the pupil respondents belonged to moderately satisfactory level of academic achievement while the lowest percentage belonged to outstanding level of academic achievement.

2. The highest percentage of the pupil respondents belonged to **Moderately Satisfactory (43.4%)** level of academic achievement while the lowest percentage belonged to **Outstanding (4.7%)**



3. The highest percentage of the pupil respondents had a satisfactory grade in conduct while the lowest percentage had a fair grade in conduct.

3. The highest percentage of the pupil respondents had a **Satisfactory (26.4%)** grade in conduct while the lowest percentage had a **Fair (1.6%)** grade in conduct.



4. There is no significant relationship between the pupils' academic levels of achievement and their parents' parenting style, with a computed value of $\chi^2 = 10.74$ was found to be insignificant at 0.05 level.

5. Majority of the pupil respondents across different levels of academic achievement as well as levels of conduct have authoritative parents as evidenced by a frequency of 88 out of 129 parents involved in the study.

6. There is no significant relationship or association between the parents' parenting style and the pupils' conduct, with a computed value of $\chi^2 = 13.504$ was found to be insignificant at 0.05 level. This means that parenting style is not a factor that affects the conduct of the pupils' conduct.

Conclusions

In the light of the general results and specific findings generated from the conduct of this study, the researcher concludes that although previous studies had shown how parenting styles, more particularly, parents' discipline style were directly related to the academic performance and even to the behaviors and attitudes of their children, it is also possible that in some cases and in different context, parents' parenting style may have little or no bearing at all to their children's academic achievement in school and to their discipline or conduct development as well as evidenced by the results of this particular study.

It can be inferred from the results of this study that no matter how authoritarian or authoritative the parents are in dealing with their children, it does not necessarily follow that their children would achieve high in their academic performance in school nor would have an outstanding or very satisfactory conduct.

As far as the findings of this study are concerned, it is safe to conclude that parenting style is not a factor that affects neither academic achievement nor the conduct of the pupils in school, and therefore, academic achievement as well as the conduct of pupils is both independent of the parenting style of their parents.

Recommendations

Taking into account the conclusions drawn from the findings of the study, the researcher hereby recommends that:

1. Parenting styles of the pupils' parents be still consider in dealing with school programs relative to the academic achievement and conduct development of the pupils, despite the "no relationships" findings of the study.
2. School needs to look more deliberately into the mediocre academic achievement of the pupils.
3. School needs to deliberately look into the generally satisfactory conduct of the pupils with the end view of raising to it to a higher level;
4. Similar study be conducted to validate the study's findings;
5. Further studies be made in relation to the factors contributing the generally satisfactory level of the pupils' academic achievement as well as their conduct or discipline; and
6. The developed management supervisory program be implemented to specific areas of concerns including those concerning academic achievement and conduct or discipline.

Limitation

The researcher evaluated the parenting styles of randomly selected pupils from the Grade six level of Chiang kai Shek Colllege, a private Chinese school in Manila, Philippines, their academic achievement and discipline or the conduct grade were likewiswe investigated. This study is limited to the Grade six pupils as the researcher had with pupils and these under his care has led him to see that parents are actually among the largest contributors to the child's overall development, which includes his/her academic as well as conduct in school.

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