

GENDER DIFFERENCES BETWEEN PARENTING STYLES ON ACADEMIC PERFORMANCE OF STUDENTS

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ABSTRACT: *The present study has attempted to investigate the problem in parental behaviors. Parental Authority Questionnaire (Buri, 1991) was used to find parenting styles of parents for girls and boys. Academic Performance Questionnaire developed by researcher was used to measure the academic performance of students. This study is comprised of six hypotheses. The objectives of the study were: firstly, to find out the maternal parenting styles for girls and boys, secondly to find out the paternal parenting styles for girls and boys, finally to find out the differences on academic performance of girls and boys. The study was delimited to Islamabad. It was a quantitative study. T-test was used to compute the mean difference of girls and boys for academic performance. Similarly, t-test was used to find the differences in parenting styles of mother and father by keeping in view the gender of child. Boys were found to have higher mean values than girls on academic performance. Mothers showed authoritative behavior towards sons. Fathers showed more permissiveness towards sons. No significant difference was found on authoritarian parenting style of both parents towards boys and girls.*

INTRODUCTION

Parents exhibit distinguished behaviors for daughters and sons. In the same house both the girl and boy is treated differently by their parents which definitely effect their personality, capabilities, academic performance and social life. A research study reported three parenting styles: authoritative, authoritarian and permissive [1]. These parenting styles have differences in level of control and warmth. Authoritarian parents are highly demanding and less responsive, while permissive parents are highly responsive and less demanding. Authoritative parenting, which is said to be a best disciplining style, is high on both demandingness and responsiveness. It is a balanced and ideal style of parenting.

Purpose of the Study

This study was designed to seek the differences on parenting styles of mother and father for their sons and daughters. Further more it seeks to investigate the differences in the academic performance of girls and boys. It is comprised of three objectives: 1: to find out the maternal parenting styles for male and female children, 2: to find out the paternal parenting styles for male and female children, 3: to find out the differences on academic performance of male and female. The following six hypothesis were formulated to achieve these objectives: Mother are more authoritative towards male children (H1), mothers are more authoritarian towards female children (H2), mothers are more permissive towards male children (H3), fathers are more authoritative towards female children (H4), fathers are more authoritarian towards male children (H5), and fathers are more permissive towards female children (H6).

Overall, this study is a contribution to the particular research area addressing selection of parenting styles on the basis of gender of the child in Pakistan's context. It is expected that the results of this research would be significantly beneficial for the respondents of the study both the students and parents, in understanding the results of selecting differentiated parenting on the basis of gender. Furthermore, it would address the role of these parenting in academic performance of girls and boys.

Literature Review

A research suggested that the selection of parenting styles is highly dependent on the gender of the children [2]. Parents

have high tendency to adopt positive parenting for female as compared to male. In addition, females receive more loved and appreciated and are rarely smacked and shouted than males. Moreover, Parents adopt better communication methods and supportive attitude towards their daughters. On the other hand, research found parents as less demanding for the well-being of their daughters as compared to their sons [3].

Research uncovers that girls tend to view their mothers as more authoritative while boys perceive their mothers as more permissive. Moreover, boys perceive fathers as being more authoritarian [4]. Another study suggests that authoritarian style was mostly used for boys [5].

In diverse cultures and mass media presentations, parenting practices of fathers and mothers is portrayed as distinct [6]. Studies have indicated that mothers are more likely to adopt an authoritative practices of parenting [7]. However, a study found that mothers implied more authoritarian style with males rather than females [8]. Mother's interaction is dependent on age and gender of child [9].

However, other researchers found non-significant gender differences on authoritative dimension [4,10]. Father's permissiveness is found for both genders with no-significant differences [4,11]. Similarly, another study has found father's parenting practices with non-significant gender differences [12].

The association between gender and the academic achievement of students has been discussed for decades [13]. A research conducted on college students found out distinctions based on gender, parenting practices, and academic stress [14]. The study showed that the daughters reared under authoritarian fathers experienced higher academic stress as compared to mothers and other parenting practices. Adversely, males students showed no significance in all parenting practices of mother and father. It could be generated that parenting styles differently effected an individual based on their gender.

Methodology

Research Design

The study was based on inferential statistics. It was a survey type of research that used Parental Authority Questionnaire (PAQ) [15]. This questionnaire aimed to identify a range of parenting styles presented by Baumrind [5]. The academic

performance questionnaire which measure the number of indicators (motivation, communication skills, learning skills, creativity, positive attitude and study skills). In this study, researcher aimed to explore the outcome of differentiated parenting for academic performance. Mention the Population and sample size here.

Participants and Data Collection Procedure

The participants were students of higher secondary level at ten Islamabad Model colleges. Parents of same students also participated in study. Stratified sampling technique was used to sample the colleges and their students along with their parents. Two strata of students along with their parents were formulated. A number of 350 students of 17 to 20 years old took part in this study. Only those students were sampled who have both parents alive

Table 1: Sampling Frame work of Islamabad model colleges of boys and girls

S. No.	Name of Institution	Number of sample students
1.	Islamabad college for boys, G-6/3	35
2.	Islamabad Model College for boys, F-8/4	35
3.	Islamabad Model College for boys, F-7/3	35
4.	Islamabad Model College for boys, G-10/4	35
5.	Islamabad Model College for boys, F-10/3	35
6.	Islamabad College for Girls, F-6/2	35
7.	Islamabad Model College for Girls, F-6/2	35
8.	Islamabad Model College for Girls, F-7/4	35
9.	Islamabad Model College for Girls, F-10/2	35
10.	Islamabad Model College for Girls, F-8/1	35

Data Analysis

After collection of the data, the responses were quantified and the data was tabulated through the use of Statistical Packages for the Social Sciences (SPSS). *t*-test was used to find the differences in parenting styles of mother and father for their sons and daughters. Similarly the *t*-test was used to find the differences in academic outcome of students.

Measures

Parental Authority Questionnaire

Parental authority Questionnaire developed by Buri [15]. The scale consisted of 60 items. There were two parts in the questionnaire consists of 30 items each parts and three

subscales for measuring the authoritative, authoritarian and permissive parenting styles. Part 1 measures mother's parenting and part 2 measures father parenting. The scale was based on five point Likert type scale ranging from Strongly Agree to Strongly Disagree.

Academic Achievement

An Academic performance questionnaire, developed by researcher was used to measure the motivation, communication skills, learning skills, creativity, positive attitude and study skills. Moreover, marks of students in last final exam were also taken as a part of performance.

Table 2: Mean, Standard deviation, and *t*-values on maternal and paternal parenting styles for male and female children (N =350)

Parenting	Male (n =175)		Female (n =175)		<i>t</i> (348)	<i>p</i>	95% CI	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>
Authoritative (M)	39.43	8.64	35.33	8.26	4.532	.000	2.319	5.875
Authoritarian (M)	29.30	8.59	28.27	7.80	1.172	.242	-.697	2.754
Permissive (M)	31.22	7.84	29.97	6.78	1.590	.113	-.295	2.786
Authoritative (F)	36.26	11.28	34.27	10.02	1.748	.081	-.249	4.237
Authoritarian (F)	31.31	10.54	30.61	9.71	.643	.520	-1.433	2.828
Permissive (F)	30.96	6.82	29.48	3.7.02	2.00	.046	.024	2.935

Table 3: Mean, Standard deviation, and *t*-values on the indicators of academic performance scale between male and female (N =350)

Scale	Male (n =175)		Female (n =175)		<i>t</i> (34)	<i>p</i>	95% CI	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>
Academic Performance	140.32	18.28	134.77	20.70	2.657	.008	1.44	9.65
MOTI	23.90	3.72	23.00	3.97	2.193	.029	.092	1.712
COM	22.20	3.73	21.14	4.34	2.442	.015	.205	1.908
LRN	22.73	4.54	21.22	4.98	2.949	.003	.500	2.505
CRE	22.21	4.15	21.04	4.45	2.557	.011	.271	2.082
ATT	28.88	4.35	28.29	4.55	1.248	.213	.242	1.530
STDY	20.38	4.01	20.06	3.90	.743	.458	.517	1.146
MARKS	63.07	13.48	63.26	11.18	-.147	.883	-2.79	2.40

Note: what these high lighted abbreviations stand for ???

RESULTS

t-test can be used for various purposes, one of them is to calculate the difference in means of two groups [16]. *t*-test was used to compute the mean difference of girls and boys for academic performance and to find differences on parenting styles with regard to gender of child

Differences in Parenting styles for Male and Female based on the gender of parents

The table 2 shows the Mean difference between male and female raised under different parenting styles of mother and father. There is statistical significant mean difference between male and female on authoritative mother parenting and permissive father parenting. Mothers are found more authoritative for boys than girls and fathers are found more permissive for boys than girls. The others styles of parenting for girls and boys showed no significant difference, however the boy have higher mean on all parenting styles of mother and father.

Differences in academic performance based on the gender of the child

Table 3 shows that the Mean difference between male and female on academic performance scale and its sub-scales. There is statistical significant mean difference between male and female on all indicators except positive attitude and study skills. The figure reflects that on overall academic performance and almost on all indicators male have higher mean as compared to female.

DISCUSSION

Table 2 shows that mothers are more authoritative towards sons which proves the H1, while H2 is not supported by study results as there is no significant difference in mother's authoritativeness for male and female children. Similarly, there is no difference in mothers permissiveness for male and female. On the other hand, the results for fathers' authoritativeness (H4) and authoritarianism (H5) are statistically non-significant which means father authoritative behavior is same for sons and daughter and similarly father's authoritarian behavior is also same for both sons and daughters. While the H6 that the fathers are more permissive towards sons is supported by the study results

According to table number 3, a significant mean difference is found for academic performance of male and female students. The table represents that on over-all academic performance males have higher mean values than females. While on marks there is non-significant mean difference between males and females.

The reason for this difference can be that the mothers' high authoritativeness towards sons and similarly fathers' high permissiveness towards sons as compared to daughters (Shown in table 3). So, the boys have more advantage than girls because these both styles provide high warmth and care. The other reason is that the boys are more socialize than girls. They are influenced by peers, society and community in their daily life, while girls are less socialized as compared to boys. Research has found that negative influence of authoritarian parenting can be reduced through positive peer influence in Asian context (Steinberg, Dornbusch and Brown, 1992). It is can be said that girls are more influence by negative

parenting styles as compared to boys, as a result boys perform better than girls.

CONCLUSION

1. Males were found to have higher mean than females on academic performance.
2. Mothers were found more authoritative towards sons.
3. Fathers were found more permissive towards sons.
4. No significant difference was found on authoritarian parenting style of both parents towards sons and daughters.

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