

## **Chapter Two**

### **Review of Literature**

In this section, the researcher explain about the review of related theories. The review of theories involves the comprehension of parenting style, academic achievement, and correlation between parenting style and students' achievement.

#### **Parenting Style**

Parenting style is ways of parents in how they take care of their children involving the children's psychology, behavior, and education. This statement is supported by Baumrid (1967) as said that parenting style have consistently been shown relate to various outcomes such as youth psychology, behavior problems, and academic performance. It can be understood that the parenting styles will show the outcomes of children's psychology, behavior, and academic result.

Parents have big role in their children progress. Most of children time is spent in outside of school. It means the biggest responsible on children is tended to the parents control. Children spend often their time with their parents and if they are out of control from their parents (having bad parenting style) will be a huge problem. The problem will appear not just from their character but also their psychology, behavior, and education. Therefore, parenting style of parents to their children has to be compared which one will be perfect, good, or bad.

There are two dimensions which will determine the parenting style as stated by Baumrind (1991) that there are two dimensions: a) responsibility and b) demand of accountability, that in relation to each other. To determine how was the parenting style applied for their children is from how was the parent's

responsibility and their demand of accountability on their children. This responsibility is through the support and warmth that given by parents to their children. It will give investment in developing the children's individuality and the demand of accountability is through expectation level which settled by parents for the children's behavior. This also supported by Nyarko (2011) , that parenting style focuses on two elements are parental responsiveness, it likes parent's responsibility and parental demandingness, it likes demand of accountability.

### **Various Parenting Style**

Nowadays, parents have given their own parenting style to their children. They try and apply various parenting styles to make their children succeed especially in their achievement goals, but not all of them are successful in the process of parenting style.

According to Baumrind (1966), he identified three parenting style: authoritative, permissive/neglectful, and authoritarian. The various parenting styles that will describe in comprehensive line are authoritative, permissive, and authoritarian.

**Authoritative Parenting Style.** Baumrind (1966) stated that the characteristics of authoritative parenting style are:

1. Having high levels of nurturance, involvement, sensitivity, reasoning, and encouragement of autonomy.
2. Directing children with activities and decisions through reasoning and disciplines.

3. Giving children opportunity to share their ideas, wishes, needs, and arguments then parents in this style will apply some rule to their children based on agreement between them.
4. Being responsive to their children's needs and ideas and will often seek their children's views in family deliberations and decisions.
5. Having autonomous will and self assertiveness supported by parental warmth and affection.
6. Permitting the child's interests and needs as long as they do not clash too much with the social demands.
7. Striving to explain the reasoning behind rules and policies and encourage their child to speak his/her opinion and participate in family discussion.
8. Setting the demands based on the child's age and stage of development.
9. Explaining why the punishment happened.

Baumrind's groundbreaking research results on parenting styles reflect some relatively big cultural parenting paradigm changes that occurred during the 1940s and 1950s as well as showing her own predisposition of favoring the authoritative parenting style.

According to Nyarko (2011), authoritative parenting style gives children essential factor in adolescent's life in comparison with the other parenting styles. It can be assumed that authoritative parenting style is more needed in adolescent's life than other parenting styles. It means also that an authoritative parenting style

is suitable to educate the children. The characteristics of authoritative parents are warmer, more accepting, and more helpful styles of parenting.

**Permissive Parenting Style.** According to Baumrind (1966), the following are the characteristics of permissive parenting style:

1. Striving to accept and meet as many of the child's needs and desires as possible.
2. Having few behavioral expectations.
3. Implementing flat hierarchy and role equality.
4. Taking parents as the resource rather than the role models.
5. Encouraging self-regulation
6. Using reasons and manipulations.
7. Raising the possibility of being impulsive and experimentative.

In this parenting style, parents give the children trust, so the parents allow them to do anything they want. This parenting style lets the children into freedom life. The parents who use this parental style do not establish rules and guidelines for their children and they sometime use minimal punishment, so they just believe with their children without deep controlling. Permissive parents or indulgent parents is the lowest level of control over children and high level warmth in terms of parent-child relationship (Kasashu *et al.*, 2004). It means parents here give over love to their children so they let their children to do anything without control.

Despite a high predisposition for warmth, low levels of control by indulgent parents cause reduced social competence in children (Baumrind, 1966). This happens because parents give so much love to their children and let them feel

free with what they want to do. It causes lack of control which is giving bad social to the children environment so as usually children with permissive parenting style will often get some bullying from their friends.

It can be concluded that permissive parenting style give children over freedom to do anything without balance between control with rules and pay them attention with love.

**Authoritarian Parenting Style.** The major characteristics of authoritarian parenting styles according to Baumrind's works are:

1. Valuing rationality, disciplined conformity, obedience, power, and reinforcement.
2. Educating the child to reach the high standard of decent social behavior.
3. Having strong adult perspective as the final decision when conflicts happened.
4. Having certain demands for the kids to meet.
5. Punishing the kids by taking away the privilege or giving mild punishment.
6. Having strict control to the children.

Erlanger, Megan, Robert (2009) said that parents characterized as authoritarian exhibit highly directive behaviors, high level of restriction and rejection behaviors, and power asserting behaviors. These parents tend to have a philosophy that "it is my way or the highway." This is an almost dictatorial style that involves the highest degree of control over children and very low levels of

warmth (Baumrind, 1996). Authoritarian parents on their children are not as their parent and educator but more like dictator persons which have high degree of control on the children and give less attention, warmth, love to the children.

The high level of parental pressure in the authoritarian style often reduces a child's internal motivation, cause negative dependence and undermines the learning process (Grolnick, 2003). The children who experienced this parental style will have low level of confidence, motivation, and bad in the academic performance. This happen because children feel stressed with the parents' way in order to create good academic output of their children but they forget about the fact what the children being needed (parents attention, love, and warmth).

Brown and Iyengar (2008) revealed that this strict control can alienate children from parents. Putting excessive pressure on children and intervening for any reason and at any time can lead children to low academic competence and low academic achievement (Rogers, 2009). It proves that authoritarian parenting style is negative way to educate the children in order to get a good academic achievement. Moreover, the children will feel strange to stay with parents and they will also feel living with someone who always gives pressure to the children to obtain the best achievement in force.

It can be concluded that authoritarian parenting style not suitable way to make children have a good achievement because in this way, children feel stressed with the parents pressure with high degree of control without pay attention to the condition of their psychologies.

## **Understanding Academic Achievement**

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr, Meißner, Weidinger, & Wirthwein, 2014). This achievement is normally happened in students self at school. Students' achievement here means also as an academic performance of students in the school which can be showed by students' literacy or usually presented by some score.

Academic achievement is also referred to academic success. It's one of the most widely used constructs in educational research and assessment within higher education such as college or university. This academic achievement can be seen through the improvement of the acquisition of the knowledge, skills, and competencies. York, Gibson, & Rankin (2015) states academic achievement is included as an outcome that captured the quality or students' academic work such as course grades or GPA. The definition of student achievement is said by Kuh et al in York, Gibson, & Rankin (2015) as academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills, and competencies, persistence, attainment of educational outcomes, and post college performance. The achievement involves successful completion of course activities by students as ultimately improving skills and knowledge measured by GPA. Academic achievement is almost entirely measured with grades (by course assignment) and GPA. This is the most readily available

assessment used by institutions. The accomplishment of learning objectives and the acquisition of skills and competencies can be measured at the course, program, and institutional level. Assignment and course evaluations are the primary means of measuring these things at the course level.

The students' achievement in the school will describe into score. Usually, each subject has own score and it will put into total score as representative of the whole score. And today, the students' total score or academic achievement result will be measured by the GPA (grade point average). Student achievement is based on standardized test scores as well as students' grades (Roby, 2004). Then, the achievement of students in their school can be seen from their total score or GPA.

In conclusion, students' achievement is students' result of academic performance or students' literacy in their school and it can be measured by result of test (score or grade). Academic achievement is when students achieve satisfactory or superior level or academic performance as they progress through and complete their college experience.

Muhammadiyah University of Yogyakarta categories the GPA as the following academic guide book (2010-2011), the GPA for graduate is presented as the following value:

<b>GPA</b>	<b>Remark</b>
2.75 – 3.00	Good
3.01 - 3.50	Very Good
3.51 - 4.00	Excellence

(Academic Guide Book, 2010)



## **Previous Studies**

Previous studies show the correlation between parenting style and student's achievement is significant. Kordi (2010) conducted the research of how parenting attitude and style give effects on children's school achievements. The research was conducted in Selangor Malaysia shown the Research findings illustrating that authoritative parenting styles were associated with higher levels of adolescent school achievement. Parenting attitude and style leads to children's school achievements. It was concluded that parent's attitude and style have powerful impacts on their children. Therefore, children's achievements could be reflected by their parents' attitude and style. Therefore, the imbalance among family members can create problems for them, particularly for adolescents and children. The most obvious finding to emerge from this review is that children's achievements could be reflected by their parents' attitude and style. However, more research on the topic needs to be undertaken to ascertain the association between children's school achievements, parenting attitude and style.

Another research conducted by Dehyadegary, Yaacob, Juhari, & Talib (2012) that took place in Selangor Malaysia to Iranian Adolescents presents authoritative style had a positive and significant influence on academic achievement among adolescents. Adolescents who had parent with authoritative style were more successful in school. The finding also indicated that there was a significant negative relationship between permissive parenting styles and academic achievement indicating that adolescents who had parent with permissive style had lower academic achievement in school compared to other adolescents.

According to Bempechat & Shernoff (2012), parents are their children's first and primary through their schooling experiences. It means first person who guide them into schooling experiences is parents. The student's performance at school is mostly determined by the parents' way in guiding them to face the situation in school, especially including their academic performance or achievement.

Based on the parents' wishes today, they want their children have good academic performance or achievement in school so their children are being succeed students there. In fact, there are still many problems that children can't make a good performance in school. And the main problem or factor is coming from their parents' style in guiding them. Wrong in applied the parenting style will give bad result on children's achievement too. Therefore the suitable of parenting style is very important on their academic achievement. Study of the different typologies of parenting and their effects on parental involvement with children is crucial to ensure appropriate support measures that will enable the desired academic performance of children in school (Kashahu, Dibra, Osmanaga, & Bushati, 2014).

There is correlation between parenting style and students achievement. Pittman & Chase-Lansdale (2001) investigated the relationship between parenting styles and academic achievement of adolescents in a sample of 302 girls from poor neighborhoods. In that study, the result is girls whose got authority style from their mother or parents showed a better achievement in school than girls who's got careless from their parents. In this situation, it can be concluded that a

suitable parenting style on children will give satisfied achievement in their school too.

The correlation concept between parenting style and students achievement is also supported on others statements. The achievement-related beliefs and behaviors of parents can have a profound influence on how children come to perceive their intellectual abilities and the value of learning and education (Eccles, Roeser, Vida, Fredricks, & Wigfield, 2006) . Over time, conceptions of parent involvement have evolved from a focus on activities that schools can design to engage parents to the more recent realization that relationships are the foundation upon which successful partnerships are built (Reschly & Christenson, 2009).

### **Conceptual Framework of the Study**

The success of students is signed by study achievement in school. The achievement is not just influenced by the education process which applied by school but also another important factor is parenting style of parents including study guidance in the home. The supportive situation at home will give positive effect to the study achievement. The role of parents on children achievement in school is main role. Therefore, the parent's involvement on children study is required to their good achievement in their school and life.

Based on the study research and limitation, this study can be developed in conceptual framework of the study. The parenting style will give great influence the children achievement in studying at home and school. Therefore, that parenting style determines the students' achievement.

## **The Hypothesis**

The hypothesis is a temporary answer of a study findings before researcher got a real answer. Hypothesis can be guessed based on the literature review and the conceptual framework of a research. Overall hypothesis can be interpreted as truth under is not necessarily true so it can be lifted into the truth if it had been accompanied by evidence (Arikunto, 2010). A hypothesis can be determined by facts or hug resources.

According to the literature review and the conceptual of framework from this research, it can be described of hypothesis this study.

H : There is correlation between parenting style and students' achievement