

Chapter Four

Findings and Discussions

This chapter explained the result of the research that consisted of students' parenting style, students' academic achievement, and correlation between parenting styles' academic achievement. Besides, the explanation of those three points were also explained here.

Findings and Discussion Student Parenting Style

Students' parenting style in this research consisted of three types of parenting style, which are democratic, permissive and authoritarian style. The statements categorized as democratic style consisted of 12 items, which are the item #1, 4, 5, 8, 11, 12, 15, 20, 22, 23, 27 dan 30. The statements categorized as permissive consisted of 8 items, which are the item #6, 10, 13, 14, 19, 21, 24, dan 28, and the statements categorized as the authoritarian style consisted of 10 items, which are the item #2, 3, 7, 9, 16, 17, 18, 25, 26, dan 29. From data analysis used the mean values, the democratic style got the highest point with the average value for the whole items is 3.24, compared to the permissive and authoritarian style which the average point is about 2.30 and 2.18. The table presented the scores for each parenting style.

Table 1. Description Quantitative of Democratic Style

	Item 1	Item 4	Item 5	Item 8	Item 11	Item 12	Item 15
Mean	2.27	3.24	3.09	3.21	3.36	3.33	3.27
Minimum	1	2	2	2	2	2	2
Maximum	4	4	4	4	4	4	4
Sum	75	107	102	106	111	110	108

Table 2. (Continue) Description Quantitative of Democratic Style

	Item 20	Item 22	Item 23	Item 27	Item 30	Sum	Average
Mean	2.94	3.15	3.42	3.30	3.09	37.67	3.14
Minimum	2	2	2	2	1	-	-
Maximum	4	4	4	4	4	-	-
Sum	97	104	113	109	102	1,244	103.67

Table 3. Description Quantitative of Permissive Style

	Item 6	Item 10	Item 13	Item 14	Item 19	Item 21	Item 24	Item 28	Sum	Average
Mean	2.61	1.70	1.88	2.33	2.79	1.64	3.21	2.24	18.4	2.3
Minimum	1	1	1	1	1	1	2	1	-	-
Maximum	4	3	3	4	4	4	4	4	-	-
Sum	86	56	62	77	92	54	106	74	607	75.88

Table 4. Description Quantitative of Authoritative Style

	Item 2	Item 3	Item 7	Item 9	Item 16	Item 17	Item 18	Item 25	Item 26	Item 29	Sum	Avrge
Mean	1.91	2.45	1.70	1.97	1.82	2.64	1.70	2.09	3.21	2.33	21.82	2.18
Min	1	1	1	1	1	1	1	1	2	1	-	-
Max	3	4	3	4	3	4	4	4	4	4	-	-
Sum	63	81	56	65	60	87	56	69	106	77	720	72

Based on table #1, 2, and 3, it was obviously seen that the highest total score and mean is the democratic style. The conclusion is that the democratic style is the most dominant parenting style among those three styles.

The research used 30 statements to measure the parenting style variable. Responding to the first item is “In my own family, my parents thought that children had the same role as their parents”, there are 19 respondents (57.6 %) disagree and 3 respondents (9.1 %) answered strongly disagree, while 10 respondents (30.3 %) answered agree and 1 respondents (3 %) answered very agree. It is obvious that more than half of the respondents did not agree with this

statements. It showed that each parents and children had their own roles, and there is also a gap that disabled children to develop their role further.

The next item, “Although I disagree with my parents’ opinion, they will force me to follow their own opinion”, about 20 respondents (60.6 %) answer disagree and 8 respondents (24.2 %) answered strongly disagree, while 5 respondents (15.2 %) answered agree. Most of the respondents answered disagree with that statement. The conclusion is that parents could not force their own opinion to children.

The third statement, “When my parents asked me to do something, they would urge me to do it as soon as possible without asking in prior”, showed that about 16 respondents (48.5 %) answered disagree and 4 respondents (12.1 %) answered strongly disagree, while 7 respondents (21.2 %) answered agree and 6 respondents (18.2 %) answered strongly agree. More than 50% of the respondents answered that their parents often pushed the children to do parents’ instruction as soon as possible.

The fourth statement, “When family rules had been set up, my parents would discuss the reasons behind that rules”, about 21 respondents (63.6 %) answered agree and 10 respondents (30.3 %) answered strongly agree, while 2 respondents (6.1 %) answered disagree. More than 50% of the respondents answered that their parents still gave the opportunity to discuss the reasons behind all the family rules.

The fifth item “My parents would invite me to have a discussion when I found that the restriction and the rules were nonsense” showed that 14

respondents (42.4 %) answered agree dan 11 respondents (33.3 %) answered strongly agree, while 8 respondents (24.2 %) answered disagree. More than 50% of respondents agreed if their parents invited them to have a discussion about which restriction and rules are acceptable or vice versa.

The sixth item, “My parents thought that I was free to make my own decision, even if it was not the same with their expectation” showed that 14 respondents (42.4 %) answered agree and 5 respondents (15.2 %) answered strongly agree, while 10 respondents (30.3 %) answered disagree and 4 respondents (12.1 %) answered strongly disagree. More than 50% respondents agree that they are free to make their own decision even if it is not the same with their parents’ decision.

The seventh item “My parents permitted me to questioning the decision they had made”, showed that about 19 respondents (57.6 %) answered disagree and 12 respondents (36.4 %) answered strongly disagree, while only 2 respondents (6.1 %) agree. It showed that most of the respondents disagree with that statement. It means parents will not allow any question or debate about their decision.

The eighth item “My parents strictly directed all my activity and decision-making and gave the clear reasons behind it”, showed that about 18 respondents (54.5 %) answered agree and 11 respondents (33.3 %) answered strongly agree, while 4 respondents (12.2 %) answered disagree. It is clear that most of the respondents agreed if their parents directed their activity and decision making with strong reason.

The ninth item “My parents thought that by giving more pressure, I will be well behaved” showed that about 19 respondents (57.6 %) answered disagree and 8 respondents (24.2 %) answered strongly disagree, while 5 respondents (15.2 %) answered disagree dan 1 respondent (3 %) answered strongly disagree. The answer showed that parents thought by decreasing the pressure, the children would be well behaved.

The tenth item “My parents did not think that I should obey the rules” showed that about 17 respondents (51.5 %) answered disagree and 13 respondents (39.4 %) answered strongly disagree, while 3 respondents (9.1 %) answered agree. It showed that most of the respondents thought that children need to obey the family rules.

The eleventh item “I know what my parents’ expectation, but I had a free will to discuss about it if I disagree, showed that about 19 respondents (57.6 %) answered agree and 13 respondents (39.4 %) answered strongly agree, while only 1 respondent (3 %) answered disagree. It showed that most of the respondents realized their parents’ expectation, yet they still be able to discuss with their parents if they had different opinion.

The twelfth item, “My parents thought the wise parents should teach their children by educating and becoming the leaders of the family” showed that about 18 respondents (54.5 %) answered agree and 13 respondents (39.4 %) answered very agree, while 2 respondents (6.1 %) answered disagree. It showed that their parents guided them and supported them as the leaders of the family.

The thirteenth item “My parents seldom set up an expectation and direction on my behavior” showed that about 19 respondents (57.6 %) answered disagree and 9 respondents (27.3 %) answered strongly disagree, while 5 respondents (15.2 %) answered agree. It showed that most of the respondents told that their parents often gave guidance about their behavior.

The fourteenth item “My parents approved my expectation while making any decision in the family” showed that about 12 respondents (36.4 %) answered agree dan 1 respondent (3 %) answered strongly agree, while 17 respondents (51.5 %) answered disagree and 3 respondents (9.1 %) answered strongly disagree. It showed that most of the parents approved their children’s expectation when making a decision in the family.

The fifteenth item “My parents consistently gave directions and guidance in rational and objective way” showed that about 20 respondents (60.6 %) answered agree and 11 respondents (33.3 %) answered strongly agree, while 2 respondents (6,1 %) answered disagree. It showed that the respondents agree if their parents consistently guide them with rational and objective ways.

The sixteenth item “My parents would be very angry when I disagree with their opinion” showed that about 25 respondents (75.8 %) answered disagree and 7 respondents (21.2 %) answered strongly disagree, while 1 responden (3 %) answered agree. It showed that most of their parents will not be upset if they had different opinion with their children.

The seventeenth “My parents thought the problem in the community could be solved when parents did not give any limitation to their children’s activity,

decision and expectation” showed that about 20 respondents (60.6 %) answered agree and 1 responden (3 %) answered strongly agree, while 11 respondents (33.3 %) answered disagree and 1 respondent (3 %) answered strongly disagree. It showed that most of the parents agree the problems in community exist because they put too many pressure on their children’s activity, decision making, etc.

The eighteenth item “My parents told me about their expectation. If I could not meet that expectation, they would punish me” showed that about 15 respondents (45.5 %) answered disagree and 15 respondents (45.5 %) answered strongly disagree, while 1 respondent (3 %) answered agree and 2 responden (6.1 %) answered strongly agree. It showed that almost all the respondents did not agree if their parents punished them when they failed to fulfill their parents’ expectation.

The nineteenth item “My parents allowed me to make any decision about my own life without giving many interventions” showed that about 19 respondents (57.6 %) answered agree and 4 respondents (12,1 %) answered strongly agree, while 9 respondents (27.3 %) answered disagree dan 1 responden (3 %) answered strongly disagree. It showed that most of the respondents agreed that their parents permitted them to make any decision without further intervention.

The twentieth item “My parents took my opinion as their consideration, but they would not take it for granted in making decision” showed that about 23 respondents (69.7 %) answered agree and 4 responden (12.1 %) answered strongly agree, while 6 respondents (18.2 %) answered disagree. It showed that

parents usually take their children's opinion as consideration in decision making process.

The twenty-first item "My parents did not put themselves of being responsible to rule and direct my behavior" showed that about 12 respondents (36.4 %) answered disagree and 17 respondents (51.5 %) answered strongly disagree, while 3 respondents (9.1 %) answered agree and 1 responden (3 %) answered strongly agree. It showed that their parents thought of being responsible about their children behavior.

The twenty-second item "My parents had a clear standard on the children behavior at home, but they gave the opportunity to change that standard depend on the needs of each child in the family" showed that about 24 respondents (72.7 %) answered agree and 7 respondents (21.2 %) answered strongly agree, while 2 respondents (6.1 %) answered disagree. Almost all the respondents agreed that their parents had the behavior standard at home, but they also gave tolerance for each child.

The twenty-third item "My parents gave me the direction about my behavior and activities, they expect me to follow that direction, but they agree to listen to my complaints and discuss it with me" showed that about 17 respondents (51.5 %) answered agree and 15 respondents (45.5 %) answered strongly agree, while 1 respondent (3 %) answered disagree. Most of the respondents agreed that their parents should give the guidance and the children should obey it. On the other hand, parents also should listen to children opinions, complaints, etc and discuss it with the children.

The twenty-fourth item “My parents allowed me to have my own perspective and decide my plans” showed that about 22 respondents (66.7 %) answered agree dan 9 respondents (27.3 %) answered strongly agree, while 2 respondents (6,1 %) answered disagree. Mostly agree that children could have their own perspective and decision.

The twenty-fifth item “My parents thought that the problems in the community will be solved if parents are strict in pushing the children to not disobey the restriction” showed that about 19 respondents (57.6 %) answered disagree and 6 respondents (18.2 %) answered disagree, while 7 respondents (21.2 %) answered agree and 1 respondent (3 %) answered strongly agree. Most of the repondents did not agree when the parents thought they could solve the social problem by pushing the children to follow the rules.

The twenty-sixth item “My parents often gave clear explanation on things should do and how to achieve it” showed that about 24 respondents (72.7 %) answered agree and 8 respondents (24.2 %) answered strongly agree, while 1 responden (3 %) answered disagree. Most of the respondents agree if their parents guided and explained on things they should do and the way to do it.

The twenty-seventh item “My parents gave clear direction on my behavior and activity, but they would understand when I disagree” showed that about 19 respondents (57.6 %) answered agree and 12 respondents (36.4 %) answered strongly agree, while 2 respondents (6.1 %) answered disagree. Most of the respondents agreed if their parents guide them, but expect that they parents would understand if they choose different path.

The twenty-eight item “My parents did not direct my behavior, activity, and expectations” showed that about 12 respondents (36.4 %) answered agree and 1 respondent (3 %) answered strongly agree, while 14 respondents (42.4 %) answered disagree and 6 respondents (18.2 %) answered strongly disagree. Most of the students said that their parents did not intervene their children behavior and activity.

The twenty-ninth item “I know my parents’ expectation on me. They forced me to fulfill those expectations as they way of respecting their authority” showed that about 14 respondents (42.4 %) answered agree and 1 responden (3 %) answered strongly agree, while 13 respondents (39.4 %) answered disagree and 5 respondents (15.2 %) answered strongly disagree. The answers divided into two groups, the one who agreed that they have to fulfill their parents’ expectation as the way of respecting their parents, while the other one disagreed.

The thirtieth item “When my parents make harmful decision, they would give the opportunity to discuss about it and would accept if they made mistakes” showed that about 21 respondents (63.6 %) answered agree and 8 respondents (24.2 %) answered strongly agree, while 3 respondents (9.1 %) answered disagree and 1 responden (3 %) answered strongly disagree. Most of the respondents said that their parents will rediscuss with them if they made any decision that might hurt the children.

Finding on Students' Academic Achievement

Students academic achievement in this research used the Grade Point Average (GPA) from each respondent. The following table showed the GPA of each student.

Table 5. Students academic achievement based on its Grade Point Average (GPA)

No	GPA	Remark	Frequency	Percentage
1	2.75 – 3.00	Good	2	6.06
2	3.01 - 3.50	Very Good	7	21.21
3	3.51 - 4.00	Excellence	24	72.73

The table showed that all the respondents' GPA are above the minimum requirements of graduation, which is 2.75. Only 3 respondents had the GPA below 3, while other 30 respondents are above 3.00. The highest point of GPA is 3.90 from one respondent, and the lowest point is 2.90 from 2 respondents. The average of GPA of those 33 respondents is 3.48, return to page 17 on this GPA Criteria include in remark Very Good.

Correlation between parenting styles' academic achievement

Before measuring the relationship between parenting style and students academic achievement, the data was counted using assumption test include normality and linearity test.

Normality Test. Normality test is the test used to see whether the residual values are normally distributed or not. If the variable data (free and bound variable) are normally distributed so the hypothesis testing in this research will use *Pearson* with the assistance of *SPSS for Windows 18.0*, but if those two

variables are not normally distributed the test will use the *Spearman's rho* technique.

Normality test used *one sample Kolmogorof-Smirnov test* in the program SPSS *for Windows 18.0*. Data normality could be determined by using significance level test about 5% (0.05), then compared with the significance value obtained from the test. If the significance point obtained is $>5\%$ (0.05), it means the data are normally distributed. On the other hand, if the significance point got from the test is <0.05 so the data are not normally distributed.

The result of using the normality test with *Kolmogorof-Smirnov test* is presented on the table below:

Table 7. Data Normality

No	Variable	Sig.
1	Parenting Style	0.899
2	Students Academic Achievements	0.393

From the table above, it was obvious that the significance levels of those two variables, which are parenting style and students academic achievement, are >0.05 . So it means that the data are normally distributed. Thus, the hypothesis test will use *Pearson*.

Linearity Test. Linearity test is used to determine whether the model developed had linear relation or not. Linearity test used to confirm the linear characteristics between those two identified variable, to identify if theoretically matched with the observation result. This linearity test is conducted by comparing the significance level of data measurement. If the significance level is <0.05 , meaning the data is linear, or vice versa. The result of linearity test using SPSS for

windows 18.0 is 0.994, it is >0.05 and it can be concluded that there is no linearity between the free and bond variables.

Hypothesis test. Hypothesis test in this research is using *Pearson* in order to determine whether the hypothesis could be accepted or rejected. The result can be seen in the table below.

Table 8. Hypothesis test using *Pearson*

No		Parenting Style	Students Academic Achievements
1	Parenting Style	Pearson Correlation	1
		Sig. (2-tailed)	0.081
		N	33
2	Students Academic Achievements	Pearson Correlation	0.081
		Sig. (2-tailed)	0.654
		N	33

The table showed that parenting style did not correlate with students academic achievement as seen through the significance level 0.654 (significance >0.05). It means the hypothesis is rejected since there is no correlation between parenting style and student academic achievement in English Language Education Department of Muhammadiyah University Yogyakarta.

The Analysis

Students academic achievement is a measurement of the learning process in the university, which usually called as Grade Point Average (GPA). The range of student's GPA of the students of semester 7 in Muhammadiyah University Yogyakarta who became the respondents of this research is about 2.90-2-3.90 (in scale of 4). The higher of GPA will be considered as a greater achievement of the

students. There are a lot of things that influence the students in gaining academic achievements; one of them is their parents.

This research focused on democratic, permissive and authoritarian parenting style. Based on the questionnaire, most of the respondents said that they got more freedom to express their opinion, although their parents also guide and control their children's attitude and expectation. It showed that democratic parenting style was still commonly used among them, while the authoritative style is the least parenting style implemented by the parents of the students of semester 7 in Muhammadiyah University Yogyakarta. Baumrind explained that most of the students agree that their parents give the opportunity to make their own decision with parents' guidance in rational and objective ways.

In this research, parenting style becomes the variable of the study that might have the relation with students academic achievement. However, the result of the study showed that the significance level is 0.654 ($\text{sig.} > 0.05$), which means that there is no correlation between those two variables. So, the hypothesis could not be accepted. This study could not find the relation between students academic achievement with the specific parenting styles, whether it is democratic, permissive or authoritarian parenting style. All those types did not have any correlation with students academic achievement as seen through the significance level, which is more than 0.05.

There are some reasons behind this result. The lack interaction between parents and students of Muhammadiyah University Yogyakarta might become the main factor, because most of the student came from another region outside

Yogyakarta. The lack of parents' communication, monitoring, control and the distance with their parents could influence as well, while they are having more intensive interaction with the new environment, which is more dominant.

Parenting style is ways of parents in how they take care of their children involving the children's psychology, behavior and education. The consistency of interaction between parents and their children obviously influenced students academic achievement. As revealed by Baumrind (1971) as said that parenting style have consistently been shown related 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.