

Influence of Parenting Styles on Public Secondary School Students' Academic Performance in Iringa, Tanzania

Gladness Emmanuel Mighay

ORCID: <https://orcid.org/0009-0008-9690-6961>

Department of Counselling Psychology, University of Iringa, Tanzania

Email: gladnessemmanuel409@gmail.com

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Abstract: The purpose of this study was to examine the influence of parenting styles on students' academic performance in public secondary schools in Iringa, Tanzania. The study employed the survey research design with a sample of 100 respondents out of the population of 600 students from selected schools. This study used a questionnaire method of data collection. The analysis of data involved the regression analysis. The study established that authoritarian, authoritative as well as permissive parenting styles influenced students' academic performance. However, each parenting style influenced the academic performance at different rates, the authoritarian parenting being the most effective parenting style, followed by permissive and authoritative styles. Therefore, parents need to be aware of the parenting style they use and opt for the best parenting style, which may improve their children's academic performance.

Keywords:

Authoritarian parenting; authoritative parenting; permissive parenting; academic performance.

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Introduction

Tanzania, like many other countries in the world considers education a strong, major turning point of the social, economic and political development. Tanzania aspires by 2025 to be able to produce quality educated individuals who will be able to transform and use their acquired knowledge to meet and solve the available society's problems (Mwakililo & Mgaya, 2021). It is also aimed that these individuals can compete at global and regional levels. A nation's strength and success is brought about and is maintained by the quality of education and its systems available in that nation. One of the very important things to be done to achieve this goal is to enhance the proper parenting styles of children. Parenting styles involve how parents behave and interact with their children. It is believed that parents' aspirations, beliefs, attitudes and expectations influence their children's academic performance (Mwakapunya, 2019).

Parenting styles as identified by psychologist Diana Baumrind include authoritarian, authoritative and permissive (Baumrind, 1991). Each parenting style has its features that affect a child's behavior, which may eventually affect their academic performance.

Authoritarian parenting is highly characterized by ruling rather than parenting. It restricts the right or child's freedom to explore his or her potentialities (Sarwar, 2016). As a result, children raised by authoritarian parents become less self-confident; they hardly interact with peers and eventually they perform poorly in their academics. Joseph and John (2008) established that although children brought up through the authoritarian parenting style become obedient, they become socially incompetent, unhappy and low self-esteem. As a result, they academically perform poorly since they cannot cooperate well with their peers as well as their teachers. Similarly, in Kenya, Aloka et al. (2016) found that parents who applied a strong authoritarian parenting style influenced their

students' poor academic performance. On the contrary, the study of Mwakapunya (2019) in Dodoma, Tanzania, found that the more parents adopted the authoritarian parenting style the more the students' academic performance increased. Therefore, authors have expressed mixed feelings about authoritarian parenting and academic performance. This would suggest that prevailing circumstances and cultural backgrounds may determine the style used in parenting children while devoting parental time in supporting the learners.

Authoritative parenting offers children with guidance on important matters along with healthy communication which bonds children to their parents (Harris, et al., 2013). Moreover, authoritative parenting is rich in appropriate expressions of love, warmth and approval. Authoritative parents establish healthy relationships and communication with their children. When using reasonable punishments, they provide room for the children to learn new things, make mistakes and learn from them (Joseph & John, 2008). In his study, Nyarko (2011) found that authoritative parenting has positive influence on students' academic performance. Furthermore, a report by the Ministry of Community Development, Gender and Children (2014) found out that authoritative parenting style is used by some parents especially those who are educated.

Permissive parenting style offers excessive freedom for children to explore their lives. Permissive parents let their children explore their lives with less or no guidance (boundaries) at all. These parents are not involved in their children's character building (Bernado, 2014). As a result, children raised by permissive parents are at risk of engaging in risk behaviors such as alcoholism and drug abuse. Such risk behaviors along with unhealthy friendships are detrimental to children's academic performance. Joseph and John (2008), signposted that children raised by permissive parents are less joyful and have challenge in self-autonomy and regulation. As a result, they perform poorly in their academics.

Good academic performance is an asset to both students as individuals and the society as a whole. This is because education is both an industry and an investment as it can be used to improve a country's economy, social, political, cultural as well as scientific technology domains of life (Mkalagile,

2013). The study of Wilson (2013) concluded that formal education will always remain a vehicle through which the socio-economic development and social mobilization of any society is improved and maintained. This equally means that, if students poorly perform in their formal education, then there will be a retardation in country's socio-economic development as well as social mobilization. The poor performance will further affect the development of economic, political, cultural as well as scientific technology spheres of life.

In their studies, Chao and Querido (2012) and Li, et. al. (2010) established that European American students' academic performance expressed positive association with the authoritative parenting styles. The European American parents are more of authoritative parents since they spend more time with their children, helping them to discern the right and wrong. These parents also provide the freedom needed by the children to make their own choices, hence building them to be self-dependent and active thinkers. These qualities positively impact their academic performance by scoring higher grades.

Another study by Obiunu (2018) revealed that parenting styles influenced students' academic performance positively or negatively. In the study, the authoritative parenting style was found to positively influence students' academic performance while authoritarian and permissive parenting styles were found to have negative influence on students' academic performance. In their study, Aloka et al. (2016) found that parents who applied the authoritarian parenting style negatively influenced their children's academic performance. They also found that permissive parenting style proved detrimental to students' academic performance.

Some of the studies on academic performance in Tanzania focused on parental involvement rather than parenting styles. That is the reason for the researcher to conduct this study on the influence of parenting styles on public secondary school students' academic performance in Iringa municipality. For example, a study by Nyembeke (2016) found out that parents who actively involved in their children's education, positively impacted the children's academic performance. Mauka (2015) conducted a study on Parental involvement and its effect on students' Academic performance in Public secondary schools in Korogwe, Tanzania and the

findings revealed that majority of parents were of primary level of education, which made it hard for them to effectively cooperate with their children in school activities, which accelerated poor academic performance. Moreover, majority were of low income families, which made children to always use their time for domestic and sometimes economic activities. This negatively influence their academic performance. Moreover, a study by Mwakililo and Mgaya (2021) on the influence of parents' involvement on students' academic achievement in community secondary schools found that the higher the parents were involved in their children's education, the higher the academically performed of their children.

Nyembeke (2016) considered parental involvement as a combination of all participatory activities done by parents on their children's schooling. These include attending the parents' day at schools, parents' collaboration (communication) with their children's teachers, assisting their children with homework, and organizing and proper planning of the children's time while at home (Mauka, 2015). On the other hand, (Mwakaupuya, 2019) in Tanzania considered parenting styles as ways through which parents interact with their children in their day to day life in all areas, including at home, at school or elsewhere. They cover parents' beliefs, attitudes and aspirations. Despite a strong influence of parenting styles on children's academic performance, there are limited studies on the subject in Tanzania, particularly in Iringa municipality. It is on this basis that this study intended to study the influence of parenting styles on public secondary school students' academic performance in Iringa Municipality.

Methodology

Design

This study employed a survey research design. Unlike the case study design, survey research is a systematic way of gathering raw information and quantitatively present the relationship between

variables under study (Glasow, 2005). This study used the survey design since the researcher sought to quantitatively and unbiasedly establish the relationship between parenting styles and academic performance of students from public secondary schools in Iringa, Tanzania.

Population and sampling

The study population included secondary school students from 13 public schools in Iringa municipality, Tanzania. Probability sampling method was used to select two schools from which respondents (students) were obtained. The Krejcie and Morgan formula was used to select the schools. The Kiheha and Mwembetogwa secondary schools were a representative of the other 11 secondary schools since every school had an equal chance to participate in the study. Moreover, the population of Kiheha and Mwembetogwa secondary schools were 600 students. Systematic sampling was used to obtain a total of 100 respondents from the sampled schools by using the Krejcie and Morgan's formula. This method was used since every student had equal chance to participate in the study.

Instruments

This study employed a questionnaire method of data collection. A close-ended and self-administered questionnaire was distributed to the 100 respondents whose response was 100%.

Validity and Reliability

The questionnaire was well and precisely composed to meet the study objectives. Moreover, the Kaiser-Mayer-Olkin (KMO) and Bartlett's test were used to ensure the required validity of the study. The Kaiser-Mayer-Olkin (KMO) and Bartlett's test is a statistical tool which indicates the variance proportion of the variables under study. The result of KMO and Bartlett's test was 0.745 values which is close to 1.0. This value is considered as high, meaning that the data collected in this study had high validity. As seen in table 1.

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.745
Bartlett's Test of Sphericity	Approx. Chi-Square	760.002
	Df	6
	Sig.	.000

The study used the Cronbach's Alpha Coefficient test to ensure the reliability of the study. The

Cronbach's Alpha of above 0.7 signified that the questionnaire was reliable for data collection.

Statistical Treatment of Data

The analysis of data involved the regression analysis. Regression analysis is a statistical, reliable method of examining the relationship between dependent and independent variables. It is used to determine the degree to which independent variables influence the dependent variables. In this study, regression analysis was used to establish the influence of parenting styles on students' academic performance.

Ethical Considerations

Respondents' informed consent was sought during the study. Simple and clear language was also used in order to avoid ambiguity. Furthermore, the

researcher obtained a permission for conducting the study from relevant authorities.

Results and Discussions

The analysis of the data was guided by the null hypothesis "There is no significant relationship between parenting styles and students' academic performance.

In table 2, all the three independent variables, authoritarian parenting, permissive parenting and authoritative parenting styles appear as significant predictors of academic performance at different rates. The multiple correlation coefficient, which is the relationship between the independent variables and the dependent variable, is .954.

Table 2: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.941 ^a	.886	.885	.73877
2	.952 ^b	.906	.904	.67442
3	.954 ^c	.911	.908	.66019

a. Predictors: (Constant), AUTHORITARIAN_PARENTING

b. Predictors: (Constant), AUTHORITARIAN_PARENTING, PERMISSIVE_PARENTING

c. Predictors: (Constant), AUTHORITARIAN_PARENTING, PERMISSIVE_PARENTING, AUTHORITATIVE_PARENTING

Table 3: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	416.703	1	416.703	763.488	.000 ^b
	Residual	53.487	98	.546		
	Total	470.190	99			
2	Regression	426.070	2	213.035	468.369	.000 ^c
	Residual	44.120	97	.455		
	Total	470.190	99			
3	Regression	428.348	3	142.783	327.590	.000 ^d
	Residual	41.842	96	.436		
	Total	470.190	99			

a. Dependent Variable: ACADEMIC_PERFORMANCE

b. Predictors: (Constant), AUTHORITARIAN_PARENTING

c. Predictors: (Constant), AUTHORITARIAN_PARENTING, PERMISSIVE_PARENTING

d. Predictors: (Constant), AUTHORITARIAN_PARENTING, PERMISSIVE_PARENTING, AUTHORITATIVE_PARENTING

The coefficient of multiple determination is .908, which is interpreted as 90.8% of the variance in academic performance is accounted for by the three independent variables. Authoritarian parenting accounts for 88.5%, permissive parenting accounts for 1.9% and authoritative parenting accounts for 0.4%.

The regression indicates that the model explained 90.8% and that the model was a significant predictor of students' performance due to the *p* value of .000. These findings match with the findings in previous studies, which revealed the link between the three parenting styles with children's academic performance. For instance, the study of Mwakapusya (2019) in Dodoma, Tanzania, found that the more parents adopted the authoritarian

parenting style the more the children's academic performance increased. The study of Joseph and John (2008) revealed that when using reasonable punishment, parents can use the opportunities for their children's mistakes to help them learn from those mistakes. Similarly, Nyarko (2011) reported that authoritative parenting influences children's academic performance in a positive way. Therefore, in the context of this study, the use of the authoritative parenting style is essential for improved children's performance in schools.

Conclusions and Recommendations

Authoritarian, authoritative as well as permissive parenting styles influenced students' academic performance. However, each parenting style influenced the academic performance at different rates as reflected in the findings of this study. The authoritative parenting was the most effective parenting style, followed by authoritarian and permissive styles. Therefore, parents need to be aware of the different parenting styles and opt for the best parenting style that will aid at improving their children's academic performance.

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