

# THE INFLUENCE OF PARENTING STYLES AND STUDENT'S SELF EFFICACY ON ACADEMIC ACHIEVEMENT.

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## ABSTRACT

*Factor of family environment is the first and foremost environmental in determining of students learning success that is also influenced by students self efficacy in solving problems in learning. This study aims at determining the effects of parenting styles and students self-efficacy perception on learning achievement index (Grade Point Average). The present study used survey design as a quantitative research model. The study of the research was comprised of students from Jakarta state university. To collect data, the study made use of questionnaires which were developed by the researcher. The results indicate that students with authoritative parenting style and high perception in self-efficacy have learning achievement better when compared to students with authoritarian or permissive parenting style in family and lower self-efficacy. Efficacy depends on the ability of the individual. Therefore, in general, highly skilled individuals who have a higher efficacy of the study compared with the low-ability individuals. Understanding the importance of the role of parents for care and guidance to the child development and how great the responsibility of parents to development of the child, then it is absolutely necessary for parent to learn. by continuing learn, parents will be able to carry out their duties and functions as well. Besides parents are also able to portray himself as a parent in the eyes of children more wisely.*

**Keywords:** *parenting style, self-efficacy and academic achievement*

## 1. INTRODUCTION

Learning outcomes are the abilities students possess after they receive their learning experience (Sudjana, 1990: 22), it can be concluded that the learning outcome is a skill or skill possessed by the student after the student experiences learning activities.

Achievement or learning outcomes mean the fulfillment of the expected level of knowledge, and the educational organization approaches a predetermined goal. Achievement or learning outcomes means improved learning, improved score levels and student acceptance in learning environments and educational values (Moosavi 2002 and Poorkarimi 2010).

Gagne reveals there are five categories of learning outcomes, namely: verbal information, intellectual skills, cognitive strategies, attitudes and skills. While Bloom reveals three teaching objectives that are a person's ability to achieve and are the learning outcomes that are: cognitive, affective and psychomotor (Sudjana, 1990: 22).

Student learning outcomes are influenced by two main factors: internal and external factors. Both internal factors and external factors have equal contributions in influencing student success in learning. Factors of the family's social environment,

these factors are included in external factors and this environment greatly affects the learning activities. Parenting, parental attributes, family demography (home location), family management, all can have an impact on student learning activities. The relationship between family members, parents, children, older siblings, or harmonious siblings will help students learn well.

The family is a fundamental and important structure of society that has an important role in one's life and in society. The importance of family as a social structure is something that can not be denied. Although influenced by peoples and peers, children are more influenced by families. The influence of the family on the child and his role in the creativity, cultural, social, and moral aspects is immense and important. The true and balanced relationship between parents and their children is one of the factors that affect their physical and mental health. Research has shown that the interaction between children and parents and how parents communicate with children is considered the most important and fundamental factor among the various factors that affect the character of healthy children (Kimble BA, 2014).

Parents' relationships with children or parenting styles are used in a variety of purposes including moral and psychological training, identification, growth and development of children's talents, skills, self-organization with community rules and norms from the perspective of parents. Two basic family functions according to Parsons, the socialization and welfare of the child's personality. meaning parenting style tends to affect the child's personality (Eazazi, 1997).

Parenting styles or parenting can be defined as a set or behavioral system that describes the interaction of parents and children in various situations and creates an effective atmosphere of interaction (Maher F, 2006)). The nurturing style is a determinant and effective factor that plays an important role in the psychopathology and growth of children (Seif AK, 2014). In this study, points can be considered in the parenting style, the physical presence of the parents at home, the time to be with the children and the spaces of the family culture.

Self-efficacy, or self-confidence is one of the internal factors that affect the maturity and readiness of students to melaksanakan process of learning activities or new skills. An optimistic confidence in competence or opportunity successfully completes the task and produces optimal results. Self efficacy is very important because it is a self-confidence ability to understand the important role played in living life. Self-efficacy plays a major part in determining opportunities for success. Some psychologists believe that self-efficacy has a more important position than talent for success.

## **2. METHOD**

This research uses quantitative descriptive method conducted at Jakarta State University. Among the 1,200 students, 270 students were selected randomly as a sample. Questionnaires and self-confidence questionnaires are used to explain the relationship between the three variables, student transcripts (Study Results Card) used to determine the success rate of education. The study population, stratified random sampling method was used to determine the sample. In this study, the following questionnaire was used: Baumrind's parenting questionnaire GPA of students of family welfare department, Jakarta State University in academic year 2017 is used to determine the success of education.

To determine the validity of the questionnaire content, the main questionnaire was given to 3 experts and after getting their opinion, the necessary changes were applied to the questionnaire, thus, the questionnaire item was modified and

confirmed taking into account expert opinion A reliable test if given to the same group of people for multiple times in a short time, and the results are consistent. After analyzing the data from the questionnaire, the reliability coefficient (Cronbach's Alpha). With regard to parenting with indicators: permissive style, authoritarian style, and democratic style.

### **3. RESULT AND DISCUSSION**

#### **a. RESULTS**

270 students participated in the study, 194 were male and 128 female. the majority of subjects were male students, ie 71.8%, and 47.4% of women. Research subjects aged 19 to 25 years. The matrix of influence between the variables studied is presented in the following table showing the correlation coefficient between all variables (Table 1). According to the table, there is a positive and significant relationship between firm and convincing parenting styles and strong self efficacy and learning outcomes at a 0.05 level of significance, while authoritarian parenting styles have a negative and significant relationship with educational success and self efficacy at 0.05. There is no significant relationship between permissive parenting style of learning outcomes and self efficacy.

The correlation coefficient between self efficacy and parenting style and learning outcomes is 0.72 with a significance level of 0.001, which is less than 0.05. In other words, these results indicate that there is a significant relationship between parenting style and the success of student education and this relationship is positive and direct. The correlation coefficient obtained shows that the relationship between the two variables is relatively high. The correlation between authoritarian parenting styles and educational success indicates that there is a significant negative relationship between parents' authoritarian parents style and student education success ( $p = 0.03$ ). The examination of the relationship between the permissive parenting style and the success of student education, indicates that this relationship is not statistically significant ( $p = 0.36$ ). The correlation between firm care and career paths suggests that there is a significant positive relationship between strong parenting styles and student career paths. This means that when a firm and convincing parenting style score increases, career path scores also increase, and vice versa.

Other results indicate that there is a significant negative relationship between the authoritarian parenting style and the students' self efficacy. This means that more and more parenting scores are authoritarian, fewer self-efficacy scores, and vice versa.

The results of the examination of the effect between the permissive parenting style and the students' self efficacy show that this relationship is not statistically significant because the significance level is 0.13 greater than 0.05.

The correlation coefficient between academic achievement and self efficacy was 0.52 and a significance level of 0.05; we can therefore say that the relationship between student achievement and student self efficacy is statistically significant. The correlation coefficient, ie 0.52, also indicates a moderate relationship.

## **b. Discussion**

Based on the results of statistical calculations, show that parental involvement and attention are significant indicators for academic achievement. Significant positive relationship between democratic parenting style and student achievement.

Other results indicate that high academic success is closely related to parenting style. Research has shown that highly successful students in high-value schools have parents with a firm style, this statement is consistent with the results of the study. The findings of this study are also in line with the results of research conducted by Mehrafza (2005) which states that there is a significant positive relationship between the emotional atmosphere of the family with the pattern of foster democratic style and creativity. In addition, there is a significant negative relationship between creativity and dictator style styles and there is no statistically significant relationship between the emotional atmosphere of the family and the permissive and creative forces.

The results showed that there was a significant positive relationship between strong parenting styles and self-efficacy of students. This means that when a firm and convincing parenting style score increases, self-esteem scores also increase, and vice versa. The correlation coefficient obtained shows that the influence between these two variables is relatively high.

Other studies have also shown that family members have a more decisive role in all aspects of education-the character of the student than any other group. In addition to families, students consult with school authorities and their friends for educational matters (Yusefi AR, 2009 and Rezaee R 2013)).

## **4. CONCLUSION AND RECOMENDATION**

### **a. Conclusion**

Students' academic achievement depends on many factors including parenting styles and their self-efficacy. If the child has strong self efficacy, then the child will be able to undergo a good learning process and obtain high academic achievement. During its development on campus, children gain the necessary knowledge and information about themselves and increase their self-confidence to achieve optimal academic achievement.

Parents have an important role in identifying the talents of children and guiding them. Parents should provide understanding and have a close relationship with children to create the correct method of interaction between parents and children, and familiarize their children with their role in society.

### **b. Recommendation**

Because the sample of the study is limited to students, the possibility of factors such as age, education, culture, social situations etc., also affects academic achievement; Therefore, it is advisable to consider these factors in subsequent research.



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