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THE RELATIONSHIP AMONG PARENTING STYLES, ACADEMIC SELF-CONCEPT, ACADEMIC MOTIVATION AND STUDENTS' ACADEMIC ACHIEVEMENT IN FASILO SECONDARY SCHOOL, BAHIR DAR, ETHIOPIA

Abstract: The main purpose of this research was to examine the relationship among parenting styles, academic self concept, academic motivation and students' academic achievement. The sample for this research consisted of 136(82males &54 females) 9th and 10thgrade students from Fasiloo secondary school and was gathered using stratified random sampling. Data analysis was done descriptively by using means and standard deviations. Research results revealed that out of the four specific parenting styles, the authoritative style has the **medium** correlation 'r' value that is 0.327 at the significance level of 0.05 with academic achievement. The authoritarian style also has a negative significant relationship with achievement, with 'r' value of -0.225 at the significance level of 0.05 with academic achievement. Besides that, the permissive parenting style has a negative significant relationship with achievement, with its 'r' value of -0.366 at the significance level of 0.05 with academic achievement. However, there is no significant relationship between the neglectful parenting styles and achievement. The multi-regression analysis indicated that authoritative, authoritarian, permissive, neglected, self-concept, intrinsic motivation and extrinsic motivation were affected by 47.6% of the variable in the academic achievement, so that great attention was given to the contribution of parenting styles, self-concept and academic motivation for academic achievement. The two-sample t-test indicated that as a group males scored significantly higher academic achievement than females in all predictor variables. On the other hand, there was no difference mean between males and females with respect to neglectful parenting style; academic achievement was found to be statistically not significant. Based on the findings of the study, it is recommended that, at the school level parent education programs should be incorporated and parents and teachers should come together as collaborators in enhancing the academic achievement of students.

Key Words: Academic Achievement, Academic self-concept, Parenting style, intrinsic motivation and extrinsic motivation.

INTRODUCTION

Education is the process of instruction aimed at the development of the individual, facilitating realization of self-potential and hidden talents of an individual. Education makes a man a good thinker and a correct decision-maker. It is through education that knowledge and information

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is received and spread throughout the world. In other words, Khan (2003) cited in Kamble (2009) suggested that "without education, man is in a closed room and with education he finds himself in a room with all its windows open towards the outside world".

In the current situation, education has a pivotal role to play in the economic and social development of any nation. Bearing in mind the importance of education it is the need of the hour to promote the academic achievement of students, who form the concrete foundation for the country's progress.

Academic achievement is defined as the performance of the students in the subject they study in school that means academic achievement determines the student's status in class. It gives children an opportunity to develop their talents, improve their grades and prepare for the future academic challenges. It is common practice to promote students from one class to another on the basis of academic achievement. Academic achievement helps in declaring students successful or unsuccessful, choosing students for various courses and selecting students for different jobs. It is the level of learning in a particular area of the subject in terms of knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their annual examination.

According to Bandura (1997), academic achievement consistently relates to positive identity structures. Academic achievement encompasses self-esteem, self-efficacy, and motivation. According to the same source, Zimmerman (2002) revealed that academic achievement can be defined as self-regulated learning, including excellence in sports, arts, culture, behaviour, confidence, and communication skills, and it shows how learners control their emotions, feelings, and actions for better academic achievement. Also, Dweck and Elliott (1983) cited in Watabe (2011) proposed that "achievement" is conceptualized in terms of "competence." In an educational setting, success is measured by academic achievement, or how well a student meets standards set out by local government or the institution itself. In primary and secondary schools of Ethiopia, academic achievement is always measured by students' examination result, it is not only the examination held by the local government such as regional exams and Ethiopian general secondary examination certificate, but also the monthly test, midterm test or standardized test which are conducted by the school or district.

The findings of different research studies revealed that student performance is affected by different factors such as students' academic self-concept, academic motivation and parenting style because the new paradigm about learning assumes that all students can and should learn at higher levels, but it should not be considered as a constraint because there are other factors like race, parents' socio-economic status, teachers' expectancies, gender, learning abilities, effects of peer-relationships etc. that can affect students' performance.

Although there are many types of variables that could affect academic achievement at different levels of schooling, this study has considered the effect of parenting styles, academic self-concept and academic motivation on students' academic achievement in Bahir Dar city at Fasilo secondary school.

Academic self-concept is defined as how a person feels about himself or herself within a school or academic setting, or in relation to a students' academic progress. The academic self concept is the whole assumption of someone about himself. This concept is built from a young age and from time to time it develops through the self-judging process. Therefore, how

parents interact, judge and appreciate their children will have a big impact on the building of their children's self-concept (Woolfolk, 1995).

Achievement and positive change in the learners' academic achievement is possible only when the learner is motivated. Regarding this as cited in Amare (2001) Cole and Chan (1994) explained that motivation is concerned with personal energy directed towards the achievement of particular goals. According to them, it is a key element of education and plays a critical role in the success for individual students.

In fact, several studies conducted by Tella (2007) and Broussard (2002) indicated that motivation has different effects on students' academic achievement. These researchers have suggested that only motivation directly affects academic achievement and all other factors affect achievement only through their effect on motivation and the idea common to them was that in many instances, motivation is the best overall predictor of students' academic achievement and suggested that a decline in motivation may signify a decline in academic achievement (Gottfried, 1985).

Hence, the study seems crucial to examine the relationship between parenting styles, academic self-concept, academic motivation, and academic achievement. In accordance with the above mentioned overviews of different scholars it is believed that such variables affect students' educational successes and achievement. As far as the knowledge of scholars are concerned, there are significant researches done by different scholars about the relationship between parenting styles, self-concept, academic motivation, and academic achievement.

Therefore, it is the strongest assurance of the investigation of this study that there seems to be no locally conducted research in the area. Thus, it is important to investigate the relationship between parenting styles, self concept, academic motivation, and academic achievement.

So, it is the firm belief of the researcher that since few studies were made in the foreign context, it is worth to investigate the relationship between academic self concept, academic motivation, parenting styles and academic achievement. Moreover, the researcher observed that little attention is given to the contribution of the academic self-concept, academic motivation and parenting styles for academic achievement in Fasilo secondary school. Therefore, the researcher thought that investigating the relationship between students' academic self concept, academic motivation, parenting styles and academic achievement in relation to students' gender difference is of paramount importance. Thus, the study attempted to answer the following basic research questions:

1. Is there a significant relationship among, parenting style, academic self-concept, academic motivation and students' achievement?
2. Do the parenting style, academic self-concept and academic motivation have an effect on students' academic achievement?
3. Are there any significant differences between male and female students in parenting style, academic self-concept, academic motivation and academic achievement?

The overall purpose of this study was to examine and to see the relationship among the parenting styles, academic self-concept, academic motivation and students' academic achievement in Fasilo secondary school. Accordingly, this study focused on the following specific objectives, that indicate the direction of the research: to find out the relationship of

parenting style, academic self-concept and academic motivation with students' academic achievement, to assess the effect of parental style, academic self-concept, and academic motivation on students' academic achievement and to examine gender differences in parenting style, academic motivation, academic self-concept and academic achievement.

Materials and Methods

The research design selected to fulfil this purpose was a quantitative research approach which involves correlation design. The author of this study primarily wanted to investigate the relationships between students' academic self-concept, academic motivation, parenting styles and academic achievement of students at Fasilo Secondary School as well as the effect of independent variables (academic self-concept, academic motivation) on students' academic achievement and lastly, to examine gender difference in parenting styles, academic motivation, academic self- concept and academic achievement.

Sources of data

For this study, both primary and secondary sources of data were employed. The primary sources were students of Fasilo secondary school. On the other hand, the secondary source was obtained from Fasilo secondary school record office.

Population, samples and sampling techniques

Table 1: Sample students from the sample school.

No	Grade	Total number of students in the selected school			A sample is taken from each school		
		Male	Female	Total	Male	Female	Total
1	9 th	295	205	500	41	29	70
2	10 th	293	177	470	41	25	66
	Total	588	382	970	82	54	136

Source: the recorder office of Fasilo secondary school 2015

The target population of this study were students who were attending their regular school in Fasilo secondary school in the academic year of 2015 in this particular study the total sample size was 136 students (82 Male, 54 female). About 14% of the total population of the study made up a sample of the study mean and proportional allocation, i.e. each stratum (grade level) contributes to the sample number which is proportional to its size in the population.

Regarding the sampling techniques used, the stratified random sampling technique was employed making sure that students from all grades and gender were appropriately represented.

First, the investigator formed the strata through dividing the whole target population (970 students) into some subgroup based on participant common characteristics such as grade 9 and 10. The allocation of the sample in each stratum was determined by using proportions.

Secondly, after determining the samples to be selected in each stratum, the next task was selecting gender from each grade using the simple random sampling techniques (lottery) method.

The above table, shows the population size and the number of students selected from Fasilo secondary school by considering the two grade levels.

Data gathering instruments

The quantitative data were collected primarily from students by employing a questionnaire. Documentary analysis was also used to collect students' academic results during the first semester. Two measuring instruments were used, an adaptation of the self-description questionnaire and a measure of independent variables.

Table 2: Reliability test results with Cronbach's alpha

Dimensions	Cronbach's alpha	No of items	Remark
Authoritative parenting style	.909	10	4 items discarded
Authoritarian parenting style	.772	10	2 items discarded
Permissive parenting style	.783	9	4 items discarded
Neglected parenting style	.765	6	-
Self-concept	.823	20	4 items discarded
Intrinsic motivation	.885	12	3 items discarded
Extrinsic motivation	.810	12	2 items discarded
Total	.821	79	19 items discarded

As it is shown in table 2, 4 items from authoritative, 2 items from authoritarian, 4 items from permissive and no items from neglected parenting style, 4 items from academic self concept, 3 items from intrinsic motivation and 2 items from extrinsic motivation were discarded. In addition, rephrasing the items that contained words like always, rarely, sometimes, usually and since was necessary since such words confused the respondents during data collection.

Method of data analysis

As far as the quantitative data are concerned, the statistical package for social sciences (SPSS) version 20 software was used for data entry and analysis. After carefully gathering the appropriate data, analysis was applied. In order to achieve the objective of the study, mean, standard deviations, Pearson product moment correlation, multiple regression and two samples t-test analysis were applied.

Therefore, to understand whether there was a significant relationship between parent styles, academic self-concept, academic motivation and a student academic achievement, Pearson product moment correlation was employed.

To determine the mean score difference between male and female students on parenting styles, academic self-concept, academic motivation and academic achievement dimensions two samples independent t-test was employed.

To see the influence of independent variables (academic self-concept, parenting styles and academic motivation) on the dependent variable (academic achievement), multiple regressions were employed.

Results

Inter - correlation among predictor variables and academic achievement

The mean, standard deviation and inter-correlation among the authoritative, authoritarian permissive and neglected parenting styles, academic self-concept, academic motivation and students' academic achievement were shown in table 3, below.

Table 3: The Mean, Std. Deviation and interrelationship among predictor variables and academic achievement

Variables	Mean	Std. Deviation	1	2	3	4	5	6	7	8
Authoritative 1	42.02	7.361	1							
Authoritarian 2	38.58	6.728	.280**	1						
Permissive 3	27.20	5.980	-.198*	.113	1					
Neglected 4	16.44	5.526	-.509**	-.074	.569*	1				
Self-concept 5	75.35	9.025	.105	.141	.115	-.098	1			
Intrinsic_mot 6	49.45	6.986	.248**	.241**	-.021	-.109	.634*	1		
Extrinsic_mot 7	46.71	7.635	.231**	.256**	.037	-.017	.292**	.447**	1	
Achievement 8	62.39	10.715	.327**	-.225*	-.366**	.045	.209*	.248**	.222*	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Pearson coefficient of correlation is the most commonly used measure of finding correlations between two or more variables. A correlation exists between two variables when one of them is related to the other in some way. Correlation focuses primarily on association, while regression is designed to help make predictions. Consequently, the correlation does not attempt to establish any cause and effect.

As it is shown in table 3, analysis shows that the correlation between predictor variables and academic achievement verified that academic achievement correlated positively and significantly with authoritative ($r = .327, P < 0.01$), self-concept ($r = .209, P < 0.05$) intrinsic motivation ($r = .248, P < 0.01$) and extrinsic motivation ($r = .222, P < 0.05$). This could be interpreted that authoritative parenting style, self-concept, intrinsic motivation and extrinsic motivation might increase if they scored higher on students' academic achievement.

Academic achievement correlated negatively and significantly with authoritarian ($r=-0.225$, $P<0.05$) and permission (-0.366 , $P<0.01$). The values of 'r' for these styles are at a low level. And although the correlation between academic achievement and neglected parenting style is correlated positively, it is not statistically significant ($r=.045$, $P>0.05$). This means that, there is a relationship between academic achievement and neglected parenting style, but the relationship is not significant.

The correlation between predictor variables indicated that extrinsic motivation correlated positively and significantly with authoritative ($r=.231$, $P<0.01$), authoritarian ($r=.256$, $P<0.01$), self-concept ($r=.292$, $P<0.01$) and intrinsic motivation ($r=.447$, $P<0.01$), it is not significantly positively correlated with permissive ($r=0.037$, $P>0.05$). Extrinsic motivation correlated negatively but was not significant with neglected parenting style ($r=-.017$, $P>0.05$).

Intrinsic motivation correlated positively and significantly with authoritative ($r=.248$, $P<0.01$), authoritarian ($r=.241$, $P<0.01$) and self-concept ($r=.634$, $P<0.01$). Intrinsic motivation correlated negatively and not significantly with permissive ($r=-.021$, $P>0.05$) and neglected ($r=-.109$, $P>0.05$).

The correlation between predictor variables indicated that self-concept correlated positively and not significant with authoritative ($r=0.105$, $P>0.05$), authoritarian ($r=0.141$, $P>0.05$), permissive parenting style ($r=0.115$, $P>0.05$) and correlate negatively and not significant with neglected ($r=-0.098$, $P>0.05$).

Similarly, there was a statistically significant and positive relationship between authoritative and authoritarian ($r=.280$, $P<0.05$). There were statistically significant positive relationship between permissive and neglected ($r=-.569$, $P<0.05$).

Permissive parenting styling correlated positively with authoritarian ($r=.113$, $P>0.05$) and were not significant, a while it had a negative and significant relationship with authoritative ($r=-0.198$, $P<0.05$). However, the neglected parenting style correlated negatively and significantly with authoritative ($r=-.509$, $P<0.05$) and authoritarian parenting style ($r=-.074$, $P>0.05$) and were not significant.

Result of multiple regression of predictor variables on students' academic achievement

The effect of authoritative, authoritarian permissive and neglected parenting styles, academic self-concept, and academic motivation on students' academic achievement was examined using multiple Regressions, as shown in table 4 below.

Table 4. Multiple regression of predictor variables on students' academic achievement

Variables	R	R Square	Unstandardized Coefficients		Standardized Coefficients	T-test	DF	Sig.	F-test	Sig.
			B	Std. Error	Beta					
Authoritative	.690	.476	.484	.108	.331	4.486	128	.000	15.811	.000
Authoritarian			-.631	.116	-.394	-5.433	128	.000		
Permissive			-.435	.127	-.242	-3.439	128	.001		
Neglectful			.359	.084	.022	1.327	128	.187		
Self-concept			.393	.087	.329	4.522	128	.000		
Intrinsic-Mot			.397	.106	.282	3.749	128	.000		
Extrinsic-Mot			.368	.121	.238	3.043	128	.003		

P* < 0.05

The result in the above table shows, the authoritative style had a positive and significant effect on students' academic achievement ($\beta = .331, p < .05$). In addition, although the effect was very weak, authoritarian and permissive parenting styles had a significant and negative effect on the academic achievement ($\beta = -.394, p < .05$) and ($\beta = -.242, p < .05$) respectively.

On the other hand neglectful style did not have a significant direct effect on the academic achievement of students ($\beta = .022, p > .05$). More specifically, students who perceived their parents as authoritative were found to have significantly higher academic achievement when compared to their counterparts who described their parents as non-authoritative (i.e., authoritarian, indulgent, or neglectful).

Although the result revealed that the academic self-concept had a significant and positive direct effect on the academic achievement ($\beta = .329, p < .05$) it also indicated that students with academically higher self-concept had higher academic achievement compared to their counterpart students who had lower academic self-concept. Similarly, intrinsic motivation had a significant and positive direct effect ($\beta = .282, p < .05$) on academic achievement, suggesting that students with higher achievement (academic) intrinsic motivation had higher academic achievement. Extrinsic motivation had a significant positive direct effect on the academic achievement ($\beta = .329, p < .05$).

The variables (authoritative parenting style, academic self-concept, intrinsic motivation and extrinsic motivation) treated in this study were positively and significantly related to each other. In other word, a change in one variable may contribute to a change in another variable in the same direction. Evidence suggests that when two variables or sets of data fluctuate in the same direction, i.e. as one increases, so does the other, or as one decreases, so does the other, a positive relationship is said to exist. For example, as table 4 above states a change in

authoritative parenting style, self-concept, intrinsic motivation and extrinsic motivation may bring change in students' academic achievement. Therefore, the variables have a positive effect and significant with academic achievement.

Analysis in table 4, indicated that all composite variables, authoritative, authoritarian, permissive parenting styles, academic self concept, academic motivation were correlated positively and negatively with students' academic achievement significantly ($f=15.811, P<0.05$). This means that authoritative parenting style, self-concept, intrinsic motivation and extrinsic motivation positively and significantly influence students' academic achievement ($T=4.486, P<0.05, T=4.522, P<0.05, T=-3.749, P<0.05, \text{ and } T=3.043, P<0.05$ respectively). On the other hand authoritarian parenting style and permissive parenting style are negatively and significantly correlated with students' academic achievement ($T=-5.433, P<0.05 \text{ and } T=-3.439, P<0.05$ respectively). However the neglectful parenting style is not significantly correlated with students' academic achievement ($T=1.327, P>0.05$).

This was also strengthened by composite regression analysis, authoritative, authoritarian permissive and neglected parenting styles, academic self-concept and academic motivation as predictors of students' academic achievement in R-square of .476, which implies that all of the predictor variables accounted for 47.6% of the variation in academic achievement. Therefore great attention should be given to the contribution of parenting styles, academic self-concept and academic motivation on academic achievement.

If so in accordance with the degree of each predictor variable that made variance in the criterion variable, the single-variant regression was applied and the detailed results were presented as follows.

Table 5: Leaner Regression statistics of predictor variables on students' academic achievement

Variables	R	R Square	f-test	t-test	Sig.
Authoritative	.327	.107	15.294	3.911	.000
Authoritarian	.209	.044	.6.921	-2.611	.010
Permissive	.366	.134	19.757	-4.45	.000
Neglected	.045	.002	.259	.509	.132
self-concept	.225	.050	6.802	2.608	.010
Intrinsic motivation	.246	.051	6.905	2.628	.001
Extrinsic motivation	.208	.040	5.265	2.295	.004

As can be seen from table 5, the achieved result through single – variant regression test indicated that the independent variable permissive parenting style, authoritative parenting style, intrinsic motivation, authoritarian parenting style, self-concept and extrinsic motivation effected academic achievement significantly as shown in R square results (0.134 , 0.107, 0.051, 0.050, 0.44 and 0.040) respectively. This implies that variable permissive parenting style, authoritative parenting style, intrinsic motivation, authoritarian parenting style, self-concept and extrinsic motivation accounted for (13.4%, 10.7%, 5.1%, 5.0%, 4.4%, and 4.0%) respectively. However, the independent variable neglected parenting style(0.2%) did not affect and predict academic achievement in a statistically significant way.

On the other hand, the result of f-test and t-test value showed that there was a positively and negatively significant difference between independent variables (authoritative parenting style, authoritarian parenting style, permissive parenting style, academic self-concept intrinsic motivation and extrinsic motivation) and academic achievement. However neglectful parenting style did not have a significant difference regarding academic achievement.

Gender difference in predictor variables and academic achievement

Table 6: Gender Difference in Predictor Variables and Academic Achievement

	Sex of the respondent	N	Mean	Std. Deviation	T-test	Df	Sig.(2-tailed)																																																																																
Authoritative	Female	52	41.25	5.527	4.205	128	.000																																																																																
	Male	78	36.50	6.778				Authoritarian	Female	52	40.69	5.540	3.041	128	.010	Male	78	37.22	6.882	Permissive	Female	52	30.44	5.070	4.274	128	.000	Male	78	25.81	6.629	Neglectful	Female	52	16.44	4.869	-	128	.132	Male	78	16.44	5.561	Self-concept	Female	52	78.6923	6.047	3.034	128	.010	Male	78	74.279	9.4108	Intrinsic motivation	Female	52	51.90	5.613	2.744	128	.001	Male	78	48.68	7.125	Extrinsic motivation	Female	52	50.90	5.699	3.311	128	.004	Male	78	47.03	7.047	Academic Achievement	Female	52	58.02	9.456	-	128	.000
Authoritarian	Female	52	40.69	5.540	3.041	128	.010																																																																																
	Male	78	37.22	6.882				Permissive	Female	52	30.44	5.070	4.274	128	.000	Male	78	25.81	6.629	Neglectful	Female	52	16.44	4.869	-	128	.132	Male	78	16.44	5.561	Self-concept	Female	52	78.6923	6.047	3.034	128	.010	Male	78	74.279	9.4108	Intrinsic motivation	Female	52	51.90	5.613	2.744	128	.001	Male	78	48.68	7.125	Extrinsic motivation	Female	52	50.90	5.699	3.311	128	.004	Male	78	47.03	7.047	Academic Achievement	Female	52	58.02	9.456	-	128	.000	Male	78	65.12	10.830								
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P* < 0.05

As indicated in table 6, the results of two sample t-test showed that, there was a significant difference between female and male students in authoritative ($t=4.205, P<0.05$), authoritarian ($t=3.041, P<0.05$), permissive ($t=4.274, P<0.05$), self-concept ($t=3.034, P<0.05$), intrinsic motivation ($t=2.744, P<0.05$) and extrinsic motivation ($t=3.311, P<0.05$). Which means female students scored a higher mean score than male counterparts in authoritative, authoritarian, permissive, self-concept, intrinsic motivation and extrinsic motivation. These results show that females have high authoritative parenting styles, authoritarian parenting styles, permissive parenting styles, self-concept, intrinsic motivation and extrinsic motivation. However, there was no difference in mean scores between males and females with respect to neglectful parenting style and academic achievement was found to be statistically not significant ($t=-3.840, P>0.05$). On the other hand, male students scored had higher mean scores than their female counterpart in academic achievement.

Discussion

Inter-correlations between predictor variables and academic achievement

Result of the correlation analysis clearly showed that there are a positively and negatively significant relationships between parenting styles (authoritative, authoritarian or permissive)

and academic achievement. This means that parenting styles (authoritative, authoritarian or permissive) were scored significantly with academic achievement. But the neglectful parenting style was not significantly related with academic achievement. In details, Pearson correlation analysis showed that authoritative style had a positive and significant influence on academic achievement among students. Students who had parents with the authoritative style were more successful in school. The results are consistent with Park and Bauer (2002), Attaway and Bry (2004), who found that authoritative parenting style promotes school achievement.

Correlation between predictor variables

As shown in table 3, the authoritative parenting style was positively and significantly related to intrinsic and extrinsic academic motivation, but was not significantly related with self-concept. In line with the results, previous findings as Leung and Kwan (1998) examined motivational orientation as a mediator between parenting style and self-perceived academic competence in a study of adolescents using measures constructed for the purposes of their study. Ginsberg and Bronstein, (1993) as cited in Fox and Zimmerman, (2008) discovered that (authoritative) families were positively associated with both intrinsic motivation and academic performance.

Parenting styles, academic self-concept and academic motivation as predictors of academic achievement

The regression analysis indicated that there was a significant contribution of parenting styles (authoritative, authoritarian permissive); self-concept and academic motivation affected academic achievement. The findings of this research show that parenting styles (authoritative, authoritarian, and permissive), academic self-concept and academic motivation (intrinsic and extrinsic motivation) positively and negatively affect academic achievement. This means that the authoritative parenting style, self-concept, intrinsic motivation and extrinsic motivation had a positive and significant influence on academic achievement. On the other hand, authoritarian parenting style and permissive parenting style had a negative and significant influence on academic achievement.

Gender difference between predictor variables and academic achievement

As the results of the two samples t-test revealed, there is a significant gender difference in authoritative, authoritarian, permissive, neglected, self-concept, academic intrinsic motivation, extrinsic motivation and academic achievement. From this, the two sample t-test indicated that, female students scored higher mean score than male counterparts in authoritative, authoritarian, permissive, self-concept, academic intrinsic motivation and extrinsic motivation. On the other hand, this study shows that male students scored higher mean score than their female counterparts in academic achievement. However, there was no difference in the mean scores between males and females with respect to the neglectful parenting style and was found not to be statistically significant.

Conclusion

Consistent with the findings of the study, the following conclusions could be drawn from the results:

- There was a statistically significant positive and negative correlation between academic achievement and the predictor variables except for the neglectful parenting

style i.e., they contributed positively to students' academic success and achievement. This implied that parents' attitude and style had a significant influence on the school achievement of their children, especially when they were involved in their children's education and monitored their children's after school work.

- The findings of the present study implied that parents play a significant role in determining the level of academic achievement among students. Thus, it is essential that parents are equipped with appropriate knowledge and skills so that they can provide better guidance for their students' positive development, especially in academic achievement.
- As shown in the results of this study, the authoritative parenting style, students' academic self-concept, academic intrinsic motivation and extrinsic motivation had a positive effect on academic achievement. Therefore, students with a highly authoritative parenting style, self-concept, academic intrinsic motivation and extrinsic motivation in turn will have high academic achievement. On other hand, authoritarian and permissive parenting styles have a negative effect on students' academic achievement. From the findings, one can conclude that the authoritative parenting style, self-concept, intrinsic motivation and extrinsic motivation have a strong effect on students' academic achievement.
- The study also reported that there was a significant mean score difference in parenting styles (authoritative, authoritarian, and permissive), self-concept, intrinsic academic motivation, extrinsic academic motivation and academic achievement between male and female learners. In relation to this, female students had relatively higher levels of authoritative, authoritarian, permissive, self-concept, intrinsic academic motivation and academic extrinsic motivation. On the other hand, male students had relatively higher levels of academic achievement and not significant difference between male and female of neglectful parenting style. From this, we can see that male students have higher academic performance than female students in the school.
- In conclusion, the findings of the present study implied that parents play a significant role in determining the level of academic achievement among students. Thus, it is essential that parents are equipped with appropriate knowledge and skills so that they can provide better guidance for their children's positive development, especially in academic achievement.

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