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المحور الأول - علم النفس التربوي

**Parenting Style, Social Support and Students' Academic
Performance: Adolescents' Perception**

الاسلوب الأبوي، الدعم الاجتماعي وتحصيل الطلاب الاكاديمي: تصور

المراهقين

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المستخلص

الهدف: تهدف الدراسة الى ايجاد العلاقة بين الاسلوب الابوي والدعم الاجتماعي على التحصيل الاكاديمي للطلاب المراهقين.

المنهجية: تم استخدام دراسة وصفية ارتباطية في المدارس الثانوية في مدينة بغداد، بمشاركة (١٢٣٥) طالب، للفترة من تشرين الاول ٢٠٢٣ الى شباط ٢٠٢٤. جمعت البيانات بواسطة مقياس الدعم الاجتماعي الابوي، استبانة الاسلوب الابوي، ومتوسط درجات التحصيل الاكاديمي للمراهقين. استخدمت طريقة التقرير الذاتي في جمع البيانات، وحللت البيانات بواسطة برنامج SPSS.

النتائج: اظهرت النتائج ان المتوسط والانحراف المعياري لأعمار الطلبة المراهقين كان (١٥,٦٥٧±١,٦٥٧). مثل الأسلوب الابوي المتساهل أعلى النسب من بين انواع الاساليب الابوية، متبوعا بالأسلوب السلطوي الابوي. تبين ان (٢٧,٩٪) من الطلاب المراهقين قد سجلوا مستوى مقبول من التحصيل الاكاديمي في المدرسة. وظهرت الدلات الاحصائية ارتباطا معنويا بين مستوى التحصيل الاكاديمي للمراهقين والدعم الاجتماعي والاسلوب الابوي.

الاستنتاجات: وجدت الدراسة ارتباط ايجابي بين دعم الاجتماعي والاسلوب الابوي مع التحصيل الاكاديمي للطلبة المراهقين.

الكلمات المفتاحية: الاسلوب الابوي، دعم الابوين، التحصيل الاكاديمي للمراهقين

Abstract

Objective

Find out the association between the effect of parenting style and social support on their adolescents` academic achievement.

Methods

A descriptive correlational design, carried out at the secondary schools in Baghdad city, with participants of (N=1235) students from November 2023 to February 2024. The data collected by parents social support scale, parenting style questionnaire, and grade points average for adolescents. The self-report method used for data collection, and the data analyzed by SPSS program.

Results

The $M \pm SD$ of adolescents ages were (15.88 ± 1.657) . The parenting permissive style followed by authoritative style were evaluated as higher percentage. Most of the parents were at a moderate supportive level. (27.9%) of the adolescent were recorded as an acceptable level of academic performance. The statistics showed significant association between adolescents` level of academic performance with parent social support and parenting style.

Conclusion

The study found a positive association between social support and style of parenting with their adolescents' academic performance.

Keywords: Parenting Style, Parents Support, Adolescents Academic Performance

Introduction

Parents have a vital role for modeling, supporting, and guiding their children. Parental involvement is associated with their child behaviors. It is recommended to include parents as an agents for preventing health risk behavior among their children (Crone et al., 2021). Parents are the guidance of the family, they are responsible for development of children as they grow into adulthood (Ruholt et al., 2015). Parents' relationship with their children need to be warm and supporting relation (Yapp, 2019).

The relationship between the parents-adolescents mostly is the time that adolescent are independence of their parents and identify development. Somewhat normative, a conflict may rise between adolescents and their parents due to a negotiation of adolescent for more autonomy (Rusby et al., 2018). A temporary decrease in the quality of parent-adolescent relationship, the adolescents report identify their parents as less supportive, powerful, and controlling over the course of adolescents (Branje, 2018). **The complete edition of the treatise on right by Imam Sajjad Ali Ibn Al-Hussein on the right of the children reported that “the right of your child is that you should know that he is from you and he will be ascribed to you in this world through his good deeds and his evil deeds (Peiravi & Morgan, 2019).**

Parenting styles characterized by setting the expectations for behavior, establishing clear family rules, applying fair and consistent discipline, and engaging in age-appropriate supervision and monitoring (National Academies of Sciences, 2020). The parenting style significantly impacts an individual's degree of self-esteem. Young students and students commonly display aggressive behavior,

however their capacity to exert substantial influence on family decisions is limited until early adolescence (Ilyas & Khan, 2023).

Academic performance is a result of students' study assignment that show how they met the goals of learning process in their school. It mostly focus on the examinations to determine student performance in the formal educational setting (Tahrir et al., 2021). It can reported that, the better academic performance yields the better opportunities for selection a college (Medalla & Tus, 2020).

Adolescence period is a significant time for academic performance because it directly affects the chances of getting into the postsecondary programs. Many variables influence on adolescents' academic success, including socioeconomic status, student temperament and motivation, peer influence, and parental support and style (Masud et al., 2019). However, more studies are need to be understood the relative significance of adolescents academic performance (Dubuc, Aubertin-Leheudre, & Karelis, 2022).

A study, conducted in Pakistan on 456 students, found that family socioeconomic status, parents' educational level, and parenting support were associated with improving students' academic outcomes (Masud et al., 2019). While some studies suggested no effect or relationship between parenting style and support with adolescents performance in school (Bhumika et al., 2022).

The act of fostering children to the adolescence stage is a great task for parent. Aside from upbringing, absence of nurture and warmth from the parents may influence adolescents' development in term of self-control and self-concept, when the atmosphere filled with empathy, and unconditional love that will improve adolescents' wellbeing (Badejo & Bola, 2021). The healthy relationship between

parents and their adolescent is require an open communication and closeness. The qualified relationship can reduce depression and dissatisfaction with life stressors (Jiménez-Iglesias et al., 2017).

Adolescents typically have extensive social networks and relationships that include, for example, peers, schoolmates, school staff, siblings, and parents, who can all serve as sources of support. Parents have a critical role in the lives of adolescents including academic achievement, identity development, and role in maintaining healthy personal (Ramberg, 2021).

Parents effect children's behavior by initiating home environments that are more favorable to engaging in healthy behaviors. The family support is another factors that influence adolescent's performance in school, and eventually their attitudes, such support encourage adolescent to keep going and ease the challenges. Parents moreover supply social support, which includes social relationships, attitudes, values, and norms shared by the family (Delaney & Bredbenner, 2022).

For that, this paper aims to investigate the association between parents support and style with their adolescents' performance.

Methodology

Design of study

A descriptive correlation design used to collect the data for each variables of the study and find the association among them. The study ran from the period November 2023 to February 2024

The setting of the study

The data were collected at secondary schools for boys and girls in Baghdad city, selection of 10% from each directorate by equal chance. A 14 governmental secondary schools were enrolled in the study for their cooperation for conducting the study. Seven secondary schools from each Al-Karkh and Al-Rusafah Directorate including equal chance of boys and girls schools.

Sample of the Study

A simple random stratified sampling technique used to select the participants, included 1235 students from both sex, their age range from 13-19 years old, 10% from each schools were represent each one.

Ethical Consideration

The Ethical Committee of Research at college of nursing, university of Baghdad was approved the protocol of the study. The administrative arrangement obtained from the authority of Iraqi educational directorate to collect the data from the students, and the consent form also obtain from the adolescent and their parents for participation. A meeting was held with all principals to explain the purpose of the study, and their names were not obtained. All participants have the right to refuse to participate

The Instrument of Study

A questionnaire format comprising adolescents ` sociodemographic data, include their age, sex, and economic status. Social support scale of parents by Drageset (2021) was used to assess the social support that provided by parents in view of adolescent, that consists of 23 items. For assessing parenting style, the

Scale of Parenting Style by Kurukkan (2014), consists of 32 items, Negligent= 32 – 48, Authoritarian= 49 – 64, Permissiveness= 65 – 80, Authoritative= 81 - 96.

The participants rate their responses on the both scales with trichotomous Likert scale as follow; never=1, sometimes=2, always=3.

Adolescents academic performance was measured by Grade Average Point GPA is a standard way to measure a student's performance in school, this method is directly related to a person's general knowledge and career potential (Kumar, 2021). Also, many previous studies used it as a measuring scale (Alshalawi, 2022; Nurudeen et al., 2022; & Bedua et al., 2021). The percentage grade system was used for collected the academic performance (Regina, 2015). Numeric grades changed to word grades as follow; 5= Excellence (90–100%), 4= Very good (80–89%), 3= Good= (70–79%), 2= Moderate (60–69%), 1= Accepted (50–59%), and 0= Fail (\leq 49%).

Data collection

The data were collected after the agreement of the Directorates of Education and school administration were obtained. The students were filled the questionnaires format directly by self-administer method. The Grade point Average obtained by the school records, the average sum of grades divided by the number of subjects for each student participating in the study. The school administration obtained the grades after the students completed the mid-year exams.

Data analysis

The Statistical Package for the Social Sciences was utilized for data analysis (SPSS, version 28). The evaluation of the data involved descriptive and inferential

statistical methods. The level of statistical significance was chosen at 0.05. Descriptive statistics such Frequencies, Percentage, mean score (M.S.), standard deviation SD used to describe the data. The inferential statistics such Cronbach alpha, Chi-square (χ^2), and Spearman correlation coefficient were used to find the association between the variables.

Result:

Table (1) Distribution of the Adolescents According to Their Sociodemographic Data

Items	Categories	Frequency	%
Age group/ year M \pm SD=15.88 \pm 1.657	13-14	305	24.7%
	15-16	430	34.8%
	17-18	437	35.4%
	19	63	5.1%
Sex	Male	674	54.6%
	Female	561	45.4%
Economic status	Enough	850	68.8%
	Enough to such extent	108	8.7%
	Not -enough	277	22.4%
	Total	1235	100%

Table (1) Illustrated that, the ages of adolescents was (15.88 \pm 1.657), and most of them were aged between (17-18) years. (54.6%) of them were males, and (68.8%) living within sufficient of socio-economic status.

Table (2): Assessment of Parenting Style According to Adolescents Responses

Parenting style	Mother		Father	
	F	%	F	%
Negligent	26	2.1%	48	3.9%
Authoritarian	179	14.5%	347	28.1%
Permissive	584	47.3%	462	37.4%
Authoritative	446	36.1%	378	30.6%
Total	1235	100%	1235	100%

This table manifested that, the permissive parenting style is highly seen with mothers and fathers of adolescent students (47.3%, 37.4%) respectively, followed by authoritative parenting style (36.1%, 30.6%) respectively.

Table (3): Assessment of Adolescents` Academic Performance

Grade Point Average	F	%	M	SD
Fail (≤ 49)	292	23.6%	61.8791	14.77384
Accepted (50–59)	345	27.9%		
Moderate (60–69)	212	17.2%		
Good (70–79)	190	15.4 %		
very good (80–89)	132	10.7 %		
Excellence (90–100)	64	5.2 %		
Total	1235	100%		

GPA: Grade point average, f: Frequency, %: Percentage M: Mean for the total score, SD: Standard Deviation

This table showed that, adolescent students' GPA is 61.87 ± 14.77 , and 27.9% of them recorded an acceptable level of academic performance, which indicates a low academic performance level. While 10.7% & 5.2% of students have very good and Excellence which indicates to high academic performance level.

Table (4) Assessment of Parents Social Support According to Adolescents Responses

Items	Assessment	Frequency	%
Parents social support M±SD=2.6191± 0.40154	Poor	115	9.4%
	Moderate	949	76.8%
	Good	171	13.8%
	Total	1235	100%

Table (4) illustrated, 76.8% of the adolescents evaluate their parental support as moderate level, whereas 9.4% of them evaluate their parents at poor social support.

Table (5) Association among Grade Points Average, Parents Social Support and Parenting Style

Parents variables	Items		Grade Point Average					
	Spearman's rho		Fail	Accepted	Moderate	Good	Very good	Excellent
	Parents support	Correlation Coefficient	0.005	0.097	0.057	0.103	0.099	0.003
		Sig. (2-tailed)	0.964	0.081	0.061	0.001	0.031	0.022
		N	1235	1235	1235	1235	1235	1235
	Parenting style	Correlation Coefficient	-0.049	0.101**	0.049	0.056	0.065	0.085
		Sig. (2-tailed)	0.084	0.071	0.050	0.049	0.033	0.021
		N	1235	1235	1235	1235	1235	1235

Table (5) indicated that, there are significant association between adolescents' high level of academic performance with parent social support and parenting style from the point of view of adolescents at $p\text{-value} \leq 0.05$.

Discussion:

The present study collects a sample of adolescents' age with range of 13- 19 years. The results in table (1) showed that, one third of the adolescents were aged between (17 -18) years, and more than half them were female. Regarding economic status the sample revealed that, more than two third of students were at enough economic status.

These result is consisted with Ahmad et al. (2021) study that involving secondary school students, the result demonstrated more than half were male, two fifth of them aged between (13-15) years, and more than half sufficient economic status.

The result in table (2) reflected that, the high percentage of parenting style from the perception of the adolescents was permissive which represent more than one third of the mothers and fathers of the adolescents. This is consistent with Rubin and Kelly (2015), who studied 397 Australian undergraduate students in a cross-sectional correlational design. The results suggest that the liberal parenting strategies may have negative consequences for the development of social supportive network.

The present result demonstrated a divergence from Vijay et al. (2022) result on adolescents attending government secondary schools in India, to evaluate different parenting styles. The results of their study revealed that, the authoritarian parenting style was the predominant approach (53.07%). The authoritative style was

followed, with a prevalence rate of (52.16%). People of all age brackets, irrespective of their gender, perceived their parents as engaging in permissive parenting towards men and authoritarian parenting towards females. Stress levels were higher for men reared in permissive parental environments than for women raised in authoritarian environments.

Table (3) showed students` GPA is 61.87 ± 14.77 . One third of the adolescents recorded a high academic performance that represent by (good, very good, and excellent), and more than one third recorded accepted academic performance which represent by (accepted and moderate). While, the reset of adolescents have unaccepted (fail).

A study by Bhumika et al. (2022) showed, 69% of the students have a GPA between 60- 80 points. In a study concluded in Kenya on teenagers in secondary schools, reflected half of the students said their performance was average, and one third their performance was above average, and low percentage was very good (Ndung' u, 2017). It is important to remember that each student is different, and academic performance can vary for many reasons. Kumar (2021) states that students' abilities, motivation, study habits, and learning styles are influenced by their school and home environments and the critical things to them.

Attention should be paid to the level of students in this study was unexpected, as this indicates the presence of factors that impact their academic performance and will be discussed later. However, education makes acquiring knowledge, attitudes, values, and skills difficult. Students are expected to study and graduate with high grades (Tadese et al., 2022).

Table (4) illustrated the social support of both parents in view of adolescents' students, most adolescents evaluate their parental as moderate level of social support, whereas 9.4% of them said that their parents have a poor social support for them.

This result supported by the cross sectional Omani study, that conducted on (3468) adolescents. In order to find the association between parental involvement and adolescents' wellbeing, which resulted a represent an involvement of the parents with each of the dependent variables. Teenagers with greater parental involvement had significantly good mental health and academic performance (Baig et al., 2021). Furthermore, a study aimed to evaluate parental and peer support from 74 countries on (250, 317) adolescents that reflected , the uppermost relationship between parental support and adolescents' performance at school (Khan et al., 2020). A cross section study on (6716) adolescents at grade 8- 11, for assessing parental and peer social support. Their results revealed a statistically of both peer and parental social support is connected with positive behaviors in teenagers (Haidar et al., 2019).

The main aim of the current study is to find the association between parents support and style with adolescents` academic performance, which was demonstrated in table (5). This table showed significant association between adolescents` high level of academic performance with their parent support and style.

Additional support was found in a study that aimed to exam the relationship between students learning performance and parents` support. The study indicated the motivation and support provided by parents were most effective in learning attainment. The researchers recommended that, the educators in schools need to create an alternative performance recovery strategy (Balayar & Langlais, 2022). A

similar result which targeted to appraise parent influences on healthy behavior of adolescents. This study was demonstrated teenagers' behaviors are mostly influenced by their parents or guardians, and spending time with them is nearly always sedentary (Geller et al., 2014). Parents have an important role in students learning performance (Rahimpour et al., 2015).

Zahed et al. (2016) in their correlational study among (1600) students to find the influence of parenting style on students' academic achievement. Their result showed a significant relation between authoritarian parenting style and students' performance. The authors recommended a close relation of parents and adolescents, and correct the interaction to be more valued and support their children in any condition. A survey study by Wang and Zheng (2024) to investigate parenting style and cognitive development of high school students in rural of China. Their result showed, the authoritative parenting style impact positively cognitive development of the adolescents, and parent with high educational level were adopted the authoritative style in parenting.

All the above studies indicated that different age groups is need for support and guidance and focusing on the important of members of family, chiefly parents, have significant roles on how the adolescents think and behave. The capability of parents to successfully communicate can aid teenagers make better choices.

When students' academic achievement was low and their parenting style was authoritarian, this result did not directly affect their academic performance. The suggestion that there may be other factors, whereas factors that are believed to affect students' academic performance are belong to the categories of institutional and home environmental factors, and student-centric factors. Such factors are the

motivation level, study habits, and learning ability (Kumar, 2021). A study of senior high school students found that, skipping school significantly affects academic performance and can even cause students to drop out. The study also found that parents' education and income, the availability and accessibility of textbooks, libraries, practical labs, meal service, and teachers significantly affect how well teenagers do in school (Auxier et al., 2020).

Moreover, the results suggested that students who have a low to moderate level of academic performance, which contradicts the conclusions of Hajure and Abdu's (2020) research. They conducted a comprehensive analysis of 523 undergraduate students, according to the findings, student showed a moderate level of performance in school assignment and their quality of life was considerably low. The logistic regression revealed a statistically significant association between students' academic achievement and family support.

The complete edition of the treatise on right by Imam Sajjad Ali Ibn Al-Hussein on the right of the children reported that “You are responsible for what has been entrusted to you in teaching him good conduct, and guiding him toward his lord and helping him to obey him on your behalf and for himself (Peiravi & Morgan, 2019).

For examine whether there existed any significant relationship between parenting style and academic performance, there is no notable link observed between the parenting techniques of mothers and school achievement among pupils. This discovery is consistent with the research conducted by Garcia et al. (2021), indicating that parents may display excessively tight parenting behaviors that traverse challenging in academic examination in school. There is a significant association between parents who adopt a permissive parenting style and the level of

achievement that observed in students. There is no meaningful relationship found between parents' negligent, authoritarian, and authoritative parenting styles.

Conclusion:

The study found a positive association between parents support and style of parenting with their students' academic performance.

Recommendation:

Parents need to correct their relationship with their adolescents, and support them even they recorded low school performance. Motivation and unconditional love can support adolescent and may power them in learning performance.

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