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PARENTING STYLES, SOCIAL RESPONSIBILITY AND THEIR RELATIONSHIP TO ACADEMIC ACHIEVEMENT AMONG YEMENI HIGH SCHOOL STUDENTS IN TURKEY

ABSTRACT

The present study aims to examine the relationship between parenting styles, social responsibility, and academic achievement of high school students. 147 Yemeni high school students studying in Turkey participated in this study. Parental Authority Questionnaire (PAQ), Social Responsibility Scale, and grade point average (GPA) of participants were used. The results show that there is a negative correlation between the authoritarian and authoritative parenting styles, as well as a positive correlation between the authoritative style by parents towards children and the social responsibility of children. Surprisingly, the outcomes do not indicate any relationship between academic achievement and both parenting styles and social responsibility. Also, results illustrate that there is an interaction effect between gender and type of school on the authoritative style and social responsibility. Nonetheless, they show no differences in parenting styles and social responsibility due to the number of siblings or the education level of parents.

Keywords: Parenting styles, social responsibility, academic achievement, Yemeni high school students.

1. INTRODUCTION

The family climate is one of the important factors that have an impact on the personality and growth of the individual (Muqhot, 2014). In addition, it represents the way or channel that the individual passes through it from the scope of the family to the external world. Here the importance of parents dealing with their children was shown, whether it is inside or outside the family. Therefore, success in family life is an indicator of the individual's success in other aspects (Ryan, O'Farrelly & Ramchandani, 2017). Moreover, the way parents interact with children affects the mental and physical health of individuals.

2. PARENTING STYLES

Parenting styles were considered as one of the factors that have an impact on the psychological identity of the children. Because if parenting styles had feelings of fear and loss of confidence is likely to result in the emergence of psychological and social disorder in children. But, if parenting styles were warm and dominated by love and understanding, it leads to the formation of a positive psychological identity for the individual (Hassan, 2008).

The term parenting style refers to the different methods that parents take into consideration to develop the social behaviors of their children (Hetherington, Parke & Locke, 1999). Parenting styles are also defined as all behavior issued by parents about good parenting, and their perceptions about their behavior towards children. In addition to their awareness of the nature of the relationship between them and their children (Naima, 2012; Rubin & Chung, 2006).

Studies about parenting styles were diversified, but they differed in defining the styles that were used by parents towards their children (Hamida, 2010; Khoreibi, 2002; Muqhot, 2014; Rubin & Chung,

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2006). These styles are multiple and subject to change and modification. Because these methods are influenced by different cultural, social, and religious factors. According to Baumrind (1996), parents use three main styles in dealing with their children.

2.1. Authoritative Style

Parents who use this style expect their children to behave with maturity and wisdom, so they use reinforcement with their children more than punishment to achieve their goals. Also, they use explanation and interpretation to help their children's understanding of the causes and consequences of their behaviors. They are keen on dialogue, providing support, and a safe and warm atmosphere for their children (Shaw, 2008). This style is considered one of the best parenting styles for dealing with children; it is more flexible in dealing. In addition to emphasizing the firmness of parents and the children's commitment to laws and general rules. This style improves the self-control of children and promotes a sense of complacency (Berk, 2000).

2.2. Authoritarian Style

This style of parenting is characterized by restricting the parents of their children. They impose certain values on their children, such as respecting authority and obeying orders, and they affirm this through threats and corporal punishment without providing children any explanation of the reason for punishment (Berk, 2000). Authoritarian parents also use emotional deprivation and coercive suppression of opinions (Baddareen & Ghaith, 2013). This way has negative effects on feelings of safety, self-confidence, and trust of others, in addition to the emergence of feelings of unhappiness and anxiety among children (Shawarib, 2003).

2.3. Permissive Style

Parents who use this style are characterized by showing little guidance to their children. They allow the children to make their own decisions without their participation in it. This leads to a disorder of identity in children (Santrack, 1999). Parents who use this style of parental styles are characterized by the fact that they avoid asking their children for their duties. They do not try to enforce compliance with laws and rules, and they allow their children to make decisions that are not appropriate for their ages without any guidance from them. In this style, the role of parents in socialization is reduced because the children do what they want with absolute freedom and without accountability or supervision from the parents (Dawud & Hamdi, 2004).

Any style used by parents in dealing with their children greatly affects the personality of the children, whether this style is positive or negative. The effect of parenting style is not just on the personal side of the individual. Rather, it transcends the individual's social life (Demirutku, 2007). The experiences that the child went through in the family also affect his social adaptation, his integration into society, and his participation in interacting with the issues and problems of his society (Najem, 2002).

The family and its style of dealing with their children is the first nucleus that an individual starts from it to the social space. The family is directly responsible for developing the social skills that the individual needs to integrate into society and live in it as a member of society, in addition to promoting the individual's social responsibility towards the society that he or she belongs to it.

3. SOCIAL RESPONSIBILITY

Social responsibility is an important issue in every society. It is considered an important requirement for members of society. Because it is related to human behaviors within the social entity. Therefore, educating the individual to bear social responsibility for his or her words and deeds becomes very important. It contributes to achieving the social stability of any society (Feredah, 2018).

Muller (1969) defines social responsibility as all responsible behavior that includes concern for others, respecting their rights, and respecting the traditions, norms, and social values of society. In addition, social responsibility is a sense of self-responsibility towards the group that the individual belongs to it (Rowaished, 2007).

Social responsibility includes the individual's possession of a cultural and psychological identity that responds to external control authorities such as laws, regulations, and internal control authorities such as conscience and moral values (Yeh, Carter & Pieterse, 2004). It also includes the individual's willingness to cooperate with society and interact with it. Moreover, they show feelings towards the group and help fulfill the needs of others (Beckwith & Huang, 2005).

The concept of social responsibility occupies great importance for both individuals and society (Smadi & Baqawi, 2015). Smetana, Campione-Barr & Metzger, (2006) confirm that the adolescents' involvement in society through their participation in various social activities increases their personal competence. It also brings them positive developmental results. Taking individual social responsibility increases his or her self-esteem and self-confidence, in addition, to acquire many values and skills that will benefit him in the future.

Some studies (Adwali, 2019; Khawaldeh, 1987; Othman, 2010; Shorrab, 2013) summarize the elements of social responsibility in three main factors.

3.1. Interest

It means the emotional interest in the society to that the individual belongs to it. It includes caring for the problems of society and trying to provide solutions that contribute to its progress (Khawaldeh, 1987; Othman, 2010).

3.2. Understanding

Understanding means an individual's understanding of his or her role in society and the duties he has towards society. Also, it includes recognition of the social significance of his behaviors. In addition to the individual's knowledge of the systems and values that govern the behavior of the society (Adwali, 2019; Khawaldeh, 1987).

3.3. Participation

It means the individual's participation in the various social activities that achieve the goals of society. It includes the assistance of other members of society, in addition to promoting positive behaviors that maintain the cohesion of society and contribute to its development (Othman, 2010; Shorrab, 2013).

Learning social responsibility takes a long time. Therefore, socialization institutions such as the family, school, and club are required to pay attention to and focus on. It needs to reinforce all behaviors that enhance social responsibility, in addition to clarifying the behaviors that oppose social responsibility and trying to discard them and highlight their harm to society (Smadi & Baqawi, 2015). This makes the relationship among social institutions an integrative relationship and extremely important.

The individual's relationship with his/her family members and the parenting style dealing with children within the family lead to an impact on the academic and social competence of the individual. In this regard, Nasrallah (2010) indicates that the negative family environment reflects negatively on the student's performance and academic achievement. On the contrary, the student who lives in an understanding and cooperative family environment is positively affected by his achievement and academic level (Khalid, 2017).

4. ACADEMIC ACHIEVEMENT

The student's academic achievement is affected by the family's interest in following up with the children, in addition to the family's encouragement and psychological support for its children. That means the way that parents deal with their children and how parents deal with each other affects the academic achievement of children (Jalali, 2011).

Many studies indicate that there is a correlation between parenting styles and the academic achievement of children (Besharat, Azizi & Poursharifi, 2011; Dehyadegary, Yaacob, Juhari & Talib, 2012; Zahedani, Rezaee, Yazdani, Bagheri & Nabeiei, 2016). Other studies also emphasized the impact of social responsibility on academic achievement (Maliki, Asain & Kebbi, 2010; Nathani, Mathur & Dwivedi, 2019). Results concluded that students who had a high level of social responsibility had better academic achievement than other students.

5. SIGNIFICANT OF STUDY

The events that took place in Yemen in recent years have pushed many families to migrate out of Yemen. Consequently, children moved to new societies, culturally and socially different from the Yemeni society. This transition was accompanied by the emergence of some educational, social, and psychological phenomena as a consequence of migration. This affected the parenting style that families deal with their children and the way children interact with their parents and with the new society. For this reason, this study attempts to understand the parenting styles used by parents with Yemeni high school students in Turkey. It also seeks to measure the social responsibility of children in light of their

transition to the new society. In addition to that, it seeks to test the relationship between parenting styles, social responsibility, and academic achievement of Yemeni students in high school in Turkey.

The importance of the current study comes from the importance of the topics that are dealt with. There is a scarcity of studies that study these variables together in one study, in addition to the importance of the target participants (high school students). According to the knowledge of the researcher, there is no study that has dealt with these variables among Yemeni high school students in Turkey. This is why this study is the first of its kind that deals with parenting styles, social responsibility, and their relationship to academic achievement of Yemeni high school students in Turkey.

6. QUESTIONS OF STUDY

1. Is there a statistically significant correlation between parenting styles, social responsibility, and academic achievement?
2. Are there statistically significant differences in parenting styles by gender, type of school, education level of parent, and a number of brothers?
3. Are there statistically significant differences in social responsibility by gender, type of school, education level of parent, and a number of brothers?
4. Can academic achievement be predicted by parenting styles and social responsibility?

7. METHOD

7.1. Participants

147 Yemeni high school students from different schools in Turkey participated in this study. 108 of the participants were male (73.5%) and 39 were female (26.5%). 78 of the participants study in Arabic schools, 42 participants study in Turkish schools, and 27 participants study in international schools.

7.2. Instruments

In order to collect the data of the current research, the following scales were used:

7.2.1. Parental Authority Questionnaire (PAQ)

This scale was prepared firstly by Baumrind (1971) and was developed by Buri (1991). The scale consists of 30 items that measure three styles of parenting styles (Permissive, authoritarian, and authoritative). The scale is answered by a five-point Likert-type. In this study the Arabic version of the scale was used, it was translated by Baddareen and Ghaith (2013). The scale developer calculated the reliability of the scale that was (0.78- 0.92) by using the test-retest method, and the value of Cronbach's alpha was (0.74- 0.87). In the Arabic version of the scale, reliability was calculated by using the test-retest method that was (0.83- 0.87). Also, the value of Cronbach's alpha in this study was (0.69- 0.85).

7.2.2. Social Responsibility Scale

This scale was developed by Khalil (2006). The scale consists of 40 items in its original form. It was reduced to 32 items in the current study to fit the research sample. The response on the scale is by five-point Likert-type. He developed the scale to calculate the reliability of the scale, which was (0.83) by using the split-half method. In the present study, the value of Cronbach's alpha was calculated which was (0.79).

7.2.3. Demographic Information Form

It includes information about gender, school type, and the education level of parents. In addition, it includes the grade point average (GPA) of participants for last semester to measure the academic achievement of participants.

7.3. Procedure

Initially, the Education Department of the Yemeni Society in Turkey was contacted to obtain information about the presence of Yemeni high school students in schools. After that, the Yemeni school administrations were contacted and sent the study scales to them in order to send them to students. Parents of students who study in Turkish and international schools also have been contacted, and study scales have been sent to them in order to share with their children. After collecting the data, it was prepared by the researcher in preparation for its analysis.

7.4. Data Analysis

Data for the current research were analyzed by the 26th version of the Statistical Package for Social Science (SPSS). Descriptive statistics were calculated as mean and standard deviation. T-test and factorial ANOVA test were used to examine differences between groups. In addition, the Pearson correlation coefficient was used to measure the correlations between the study variables.

8. RESULTS

8.1. Correlations

The results of correlation coefficients between the variables of study show that there is a statistically significant positive correlation between the authoritative style of parents towards children and the social responsibility of children, $r = 0.297$, $N=147$, $p < 0.05$. Also, there is a statistically significant negative correlation between the authoritarian style and authoritative style $r = -0.355$, $N=147$, $p < 0.05$ (see Table 1). Results do not show any significant correlation between academic achievement, parenting styles, and social responsibility.

Table 1. Correlation Coefficients between Variables of Study

Variables	(1)	(2)	(3)	(4)	(5)
1. Permissive	1				
2. Authoritarian	-.062-	1			
3. Authoritative	.279	-.355*	1		
4. Social responsibility	-.056-	-.182-	.297*	1	
5. Academic achievement	.194	-.097-	.078	-.248-	1

*. Correlation is significant at the 0.05 level.

8.2. Differences in Parenting Styles

The result of factorial way ANOVA do not show any differences on parenting styles by gender, type of school, number of brothers or education level of parents. However, there is an interaction effect between gender and type of school on authoritative style, $F(2,143) = 5.012$, $p < 0.05$, $\eta^2 = 0.189$. Parents of female students who study at international schools ($M = 3.30$, $SD = 0.917$) used authoritative style less than parents of female student who study at Arabic ($M = 4.50$, $SD = 0.545$) or Turkish schools ($M = 4.50$, $SD = 0.596$). However, parents of male students who study at Turkish schools ($M = 3.20$, $SD = 1.147$) used authoritative style less than parents of male students who study at Arabic ($M = 3.99$, $SD = 0.625$) or international schools ($M = 4.17$, $SD = 0.709$).

8.3. Differences in Social Responsibility

Factorial ANOVA was conducted to compare the main effects of gender, type of school, and the education level of parents as well as their interaction effects on social responsibility. There is an interaction effect between gender and type of school $F(2,143) = 3.767$, $p < 0.05$, $\eta^2 = 0.149$ on social responsibility. Female students who study at international schools have social responsibility less than female students who study at Arabic or Turkish schools. However, male students who study at international schools have more social responsibility than male students who study at Arabic or Turkish schools.

8.4. Predicting Academic Achievement

To predict academic achievement from parenting styles and social responsibility, multiple linear regression using enter method was conducted. The result of regression indicated that the model explained 12.1% of the variance, but the model was not a significant predictor of academic achievement $F(4,140) = 1.372$, $p > 0.05$. That means that parenting styles (Permissive, authoritarian, and authoritative) and social responsibility were not significantly predicted academic achievement.

9. DISCUSSION

The results of the current study revealed a negative correlation between the authoritative style and the authoritarian style. This result is consistent with the results of Baddareen and Ghaith (2013) and Hubbs-Tait, Kennedy, Page, Topham and Harrist (2008). However, the current results are not similar to those of studies of Manuel (2006) and Williams and Wahler (2010), which concluded that there is no correlation between the two styles. The current result can be interpreted that when fathers are more authoritarian with their children, the authoritative behaviors of children will be less. The reason for this is that the nature of behaviors in the two styles is different and may sometimes be opposite.

The current results also found that there is a positive correlation between the authoritative parenting style and the social responsibility of children. This result is in agreement with the study of Ismail (1990), Rizka and Bacotang (2019), and Zahiyah and Ramana (2017). However, the current result does not agree with the results of the study of Afriani, Baharudin, Nor and Nurdeng (2012) and Vijila, Jose and Ponnusamy (2013), which concluded that there is no correlation between authoritative style and social responsibility. The current results explain that using the authoritative style by parents in dealing with their children encourages children to engage in community activities, this style is characterized by guidance and advice with the supervision of the children. This pattern of interaction encourages the formation of an independent personality for the children, which in turn leads to the children feeling confident in their parents. This helps them to engage positively in society and show a sense of responsibility towards society and its problems.

The results revealed that there was no relationship between parenting styles and academic achievement. Also, results showed that there was no relationship between social responsibility and academic achievement. This result is in agreement with the studies of Rivers (2008) and Spera (2005). However, this result is not in agreement with the studies of Cohen and Rice (1997), Dehyadegary et al. (2012), Khalid (2017), and Wentzel (1991), which all concluded that there is a correlation between academic achievement, parenting styles, and social responsibility. The current finding can be explained by the fact that there may be other factors mediating the relationship between parenting styles and academic achievements such as academic aptitude and academic motivation. Additionally, some researchers have asserted that the influence of parenting styles and social responsibility on academic achievement has not been consistent across cultures and family social status. Perhaps this is one of the reasons that explain the differences in studies' results that dealt with the concept of parenting styles.

The current results did not reveal any differences in parenting styles attributed to gender, number of siblings, and parental education level. However, it found that there is an interaction effect between gender and type of school on authoritative style. These results contradict the results of the study of Cohen and Rice (1997), which found differences in parenting styles attributable to the parental education level. This result can be explained by the fact that parenting styles represent general patterns of behavior in dealing with children, regardless of their gender, whether they are boys or girls. In other words, parenting styles represent a description of the personality and behavior of parents, in general, more than a specific behavior towards one child.

The current results did not show any differences in social responsibility attributed to gender, number of siblings, and parental education level. However, it found that there is an interaction effect between gender and school type on social responsibility. These results contradict the results of the studies of Afriani et al. (2012), Amran, Dkak, and Saker (2014), and Feredah (2018) that found differences in social responsibility attributable to gender. This result can be explained by the fact that male students in international schools have more opportunities to make friends from all countries than students studying in Arab or Turkish schools. Thus, their diverse relationships help them to integrate into more than one society. However, female students in international schools may be more influenced by the Yemeni culture of teenage girls, which seek to lack interaction between girls and others at this age. In addition to the fear of girls assimilating into cultures more diverse than those in Arab or Turkish schools. What reinforces these fears is that the confirmation of the culture of some Yemeni families to urge their girls to not forming any relationships with any people from different cultures at this age. Especially, most of the female students have studied primary school in Yemen, and they are still relatively attached to this culture.

10. CONCLUSIONS

In the current study, the relationship between parenting styles (Permissive, authoritarian, and authoritative), social responsibility, and academic achievement among high school students were tested. Differences in parenting styles and social responsibility were also examined by gender, school type, number of siblings, and the education level of parents. The current results conclude that the authoritative style is positively related to social responsibility. However, the results show no correlation between parenting styles and social responsibility with academic achievement. Furthermore, it was noted that an interaction effect between gender and school type on authoritative style and social responsibility existed. Yet, the results did not show any differences in parenting styles and social responsibility due to the number of siblings or the education level of parents.

11. LIMITATIONS

There are some limitations to the results of this study. It may not be easy to generalize the results of the current study. Because the number of participants in it was small. In addition to that, the current study measures parenting styles as perceived by children, not as practiced by parents. There are only three parenting styles (Permissive, authoritarian, and authoritative) that were tested in this study. In addition, some of the participants live only with one of the parents, because the parents cannot be together in Turkey. This means that parenting styles are difficult to measure accurately. Social responsibility was measured as one factor in this study. It may be useful to deal with more detailed sub-factors of the concept of social responsibility in future studies.

12. SUGGESTIONS

Based on the results obtained in the current study, I recommend that parents pay attention to their behaviors when they interact with their children. Especially if the family lives in a quite different society from the Yemeni environment. This requires positive interaction from cultural and social variables in family life. The researcher also suggests that Yemeni families should promote good behaviors and activities inside and outside the home. The fact that this contributes to enhancing the social responsibility of children.

For future studies, we suggest conducting a study of parenting styles as practiced by parents, in addition to a review of parenting styles related to the academic field. In this regard, we support the proposal of Chao and Sue (1996) to redefine parenting styles in two different fields (e.g. academic and general) in order to determine the style that has an impact on academic achievement. I also suggest conducting a study about parenting style among the number of siblings to determine whether the parenting style differs from one child to another.

Finally, we suggest conducting more studies on different dimensions of social responsibility, especially dimensions associated with migrant adolescents and their relationship to their psychological and social adjustment. We also suggest adding other factors in future studies such as knowledge of host community language and the impact of language of study on social responsibility and academic achievement.

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