

Relationship between Parenting Styles, Academic Performance and Socio-demographic Factors among Undergraduates at Universiti Putra Malaysia

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Abstract

The purpose of this study is to determine the relationship between parenting styles, undergraduates' academic performances and socio-demographic factors (ethnic group and socioeconomic status) among undergraduates at Universiti Putra Malaysia (UPM). This is a cross sectional survey research, which involved 302 undergraduates from Universiti Putra Malaysia (UPM). The instrument of Parenting Authority Questionnaire (PAQ) from Buri (1991) was used to measure the undergraduates' perceived parenting style. The collected data was analyzed using Statistical Packages for Social Science (SPSS). The findings showed there was a significant negative relationship between authoritarian parenting style and undergraduates' academic performance ($r = -0.160^*$), but no significant relationship between academic performance and the other two parenting styles, which were authoritative and permissive parenting style. Chi-square test showed that there was no significant difference in parenting styles among the undergraduates in term of ethnic group (Pearson χ^2 (6, N=302) = 4.520, $p > 0.05$), as well as socioeconomic status (Pearson χ^2 (6, N=302) = 4.249, $p > 0.05$). This study showed that authoritarian parenting style is negatively correlated with academic performance. Hence, recommendations are given to parents, tertiary education institution and educators.

Keywords: Parenting Styles, Academic Performances, Undergraduates, Socio-Demographic Factors (Ethnic Group And Socioeconomic Status)

Introduction

In past, parents were served as educators for their children to develop the necessary skills such as reading, writing, calculation and so on (Bigner, 2006). According to Liu and Lu (2008), the first education that a child receives is the education from family. The parents' influence on their children physical and psychological are surely brings impact on children development particularly on their academic achievements. Parenting styles have been one of main interesting topics of study for the later part of the twentieth century (George, 2004). According to Heaven and Newbury (2004), since seventeenth century, the philosophers started to debate how parental values, goals, skills and attitudes are passed from one generation to another generation. For instance, in 1762, Jean Jacques Rousseau stated human were born "innately good" and it is depends on how parents teach their children (Heaven & Newbury, 2004).

Parenting as stated by Brooks (2010) is a lifelong process. This process begins with the child lives at home, and will continue as the parent getting older and children become parents. Most people have the same perception that parents play important role since their children born in this world, majority of people view that parenting is not a simple job. However, parents always wish they can succeed in this particular task (Habibah & Tan, 2009).

Bigner (2006) indicated parent-child relationship changes significantly as children attained adult age. During this period, parents' role may change to less active compare to the early life stage of their children. For example, children who reach adolescent age wish to have their own clothing choices rather than chosen by parents, because clothes represent their unique identity (Martin & Colbert, 1997). According to Nirmala and Baki (2009), adolescence were reported as saying they get much affection during early childhood period. However, when they reach to adolescent stage, parents did not hug or kiss them anymore. Although children will be independent as growing adult, however they still stay connected with parents for emotional warmth and sometimes probably material supports (Brooks, 2010). Generally, parental impact is perceived as important aspects in terms of student's performance (Berger, 2006 as cited in *Wolfolk*, 2008). Therefore, this study have been conducted in order to determine the relationship between parenting styles, undergraduates' academic performances and socio-demographic factors (ethnic group and socioeconomic status) among undergraduates at Universiti Putra Malaysia (UPM).

Problem of Statement

According to Bigner (2006), some parents may lack of guidance in parenting skill and thought that parent-child relationship is unnecessary undergoes scientific study. Hence, lack of parenting skill could lead to situation whereby many parents see their children changing to noncompliant, oppositional and resistant towards parental standard from adolescent stage onwards. Furthermore, conflicts may happen as parent tend to put pressure on their children to conform with own standard (Santrock, 2008).

On the other hand, previous studies have indicated authoritative parenting style associated with better academic achievement in the western country, especially on Caucasian sample (Garcia & Gracia, 2009). Meanwhile, authoritarian parenting style was found to be poor predictive for academic performance in Europe-American sample. Moreover, authoritarian parenting style also related to the development of maladaptive behavior, adjustment problems (Eisenberg & Muphy, 1995), anxiety, fear, frustration, low self-esteem and pessimistic (Lempers, Clark-Lempers, & Simons, 1989). However, the above phenomenon did not occur in Asiatic collectivistic culture such as Chinese, and African-American (Eisenberg & Murphy, 1995; Cohen & Rice, 1997 cited in Farhana, Muhammad & Tahir, 2011). Based on those studies, Chinese and African-American children who have authoritarian parent tend to show good performance and get the desired academic outcomes. Researchers explained this phenomenon is related to culture value, whereby, elder people always perceive as more superior than children in those society context.

Due to the inconsistent of the findings from previous research, it is relevant for present study to investigate the relationship between parenting style and academic performance especially in different context and culture. Moreover, this study also examine the differences in social demographic background, such as ethnic group and socioeconomic status.

Literature Review

The study that related with parenting styles had become major interest topic since late of twentieth century (George, 2004). Theory such as Vygotsky's Socio-Cultural Theory and Ecological Theory could be related with parent-child interaction. By reviewing the changes occur in parent-child relationship across different period, scholars revealed that traditional concept of parent-child relationship is unidirectional nature; whereas, present time it is describe as change to bidirectional which means each person has influence on the relationship (Bigner, 2010).

Related Theories

This following section includes theories or perspectives that related to the parent-child interaction. These include Bronfenbrenner's Ecological System Theory. This theory perceives human development is influenced by several environmental systems: Micro system, Meso system, Exosystem, Macro system and Chronosystem (Santrock, 2008). George (2004) indicated that Bronfenbrenner's Ecological theory emphasizes environmental context in which a child is raised. According to this theory, environmental context has great effect on children development outcome. According to Martin and Colbert (1997), Ecological theory believes that relationships between parents and their children are interdependent. This means, the interaction between parents and children will affect and be affected by the mentioned systems participants. From this perception, every individual is considering actively involved in direct interactions with the environment, rather than passive recipient of interactions with other peoples and also other environment (Bigner, 2006).

Microsystem refers to the setting which individual lives or contexts that include family, peers, and learning institute. In this context, individual have the most direct interactions with social agents such as parents, peers, and teachers; moreover, it also has the most direct influence on parent-children interaction (Martin & Colbert, 1997). Following environment system known as Mesosystem. This system encompasses the microsystem. In other words, it involves relations between the first system and all other systems, and this relation brings effect on a person. For example, the student relationship with learning institution will be influence by the family setting or vice versa (Bigner, 2006). The Mesosystem is important for this study, because it describes the link between environments within which individual is developing. In this study, it includes the home where individual interact with parents, and learning institution where individual spend most of time in (George, 2004).

Exo system refers to the connection between social setting which an individual does not have active role, but still get affected by it (Santröck, 2008). In other words, Eco system is an environment that does not involve the child; however it has an effect on that child development (George, 2004). For example, when a parent needs to work longer hour from day to night, this could affect daily parent-child interaction, although the child not playing any roles with the parent's workplace.

Macrosystem is the larger context which involve the individual living culture context, it influence person through generalized beliefs, behavior patterns and value systems (Bigner, 2006). According to Martin and Colbert (1997) parenting practice could be influence by culture value and customs. For example, Tamis-LeMonda and colleagues (2007) stated parent from individualistic culture tend to emphasize development of autonomy. While, collectivistic culture parent more emphasize on relatedness. Individualism can be defined as the custom or principle of being independent, self reliance and self- centered. This cultural pattern usually can be found in most northern and western European countries as well as in North America. Collectivism in contrast refers as the cultural pattern of people in Asia, Africa, Latin America, Middle East and the Pacific. People in this cultural pattern integrate into strong and cohesive groups (Henslin, 2005).

Based on the previous research, different types of parenting style were indicated correlate with children outcome such as social, emotional and cognitive development (Tiller et al., 2003). Past researches also indicate that socioeconomic status and ethnicity were related with parenting style (Early & Eccles, 1995; Le, et al., 2008); socioeconomic status was related with academic performance (Considine & Zappala, 2002; Titus, 2006); and parenting style was related with academic performance (Garg et al., 2005; Nirmala & Baki, 2009; Elham et al., 2012).

Parenting style which characterized by warm, supportive and acceptance tend to be associated with higher academic performance, in contrast, parenting style such as authoritarian style which involved high level of control and low level of acceptance tends to be associated with lower academic performance (Park & Bauer, 2002).The early study from Dorn Busch and colleagues (1987) indicated that parenting practices had influence on school academic performance during adolescence and younger children age. According to authors, authoritative parenting is positively correlated with adolescent school performance, whereas authoritarian and permissive parenting is negatively correlated with school performance

Next, Ang and Goh (2006) commented one would expect that authoritarian parenting style has a significant impact on school-related outcomes. The study from Elham and colleagues (2012) aimed to find out the relation between different parenting style and academic performance in Iran. Researchers used stratified sampling technique to select 382 students aged 13 to 18 from twelve high schools. This study stated various factors such as family structure and family functioning did show relation with academic performance.

The study found that authoritarian parenting style did not show any significant correlation with academic achievement, whereas authoritative parenting style has positive correlation with academic achievement, while permissive parenting style had negative correlation with academic achievement. According to researchers, permissive parents did not state clear rules and expectation to their children; moreover their children tend to give little concern of behaviors, hence the consequence may lead to lower academic achievement. Besides that, reasons for authoritative parent shown positive correlation with academic achievement included giving encouragements, emotional supports as well as explaining the consequences of their children's action such as telling their children the need for education in order to succeed in future.

Le, Chao, Hill, Murry, and Pinderhughes (2008) indicated that individual from the same ethnic group may employ parenting practice based on their culture background, and reflect their regular history background. While, different cultural background may label the parent and child interaction differently. In other words, behaviour that views as normal within the culture could be view as improper by peoples from other culture (Somayeh, Keshavarz & Rozumah, 2009).

According to Ang and Goh (2006), authoritative parenting style always related with beneficial effect for Caucasian samples. However, this phenomenon was not always being showed in Asian, because the perceptions regarding authoritarian parenting style such as strictness to child could possibly have different meaning for Asians. For instant Asian might perceive authoritarian parenting style as caring and concern towards children. Meanwhile, European Americans might view authoritarian parenting style as controlling and dictatorial. Hence, parenting can be vary considerably from one context to another, and parent-child interaction within a particular cultural context can be rather consistent (Somayeh, Keshavarz & Rozumah, 2009).

Next, McBride-Chang and Chang (2008) stated authoritative parenting style tends to show negative relation with adolescent's autonomy in Hong Kong. Chinese parents have been found to be more authoritarian and less authoritative in child-rearing (Chao, 1994; Leung, Lau, & Lam, 1998). The result shown both authoritarian and authoritative parenting style was relevant in terms of parent-child interaction in Chinese culture as Chinese parenting style was not similar to western country.

Researcher claimed that Chinese parenting practices are more likely to be influence by the traditional values, which derived from Confucian tradition. For example, Chinese families have a thought of "if you want to train a child, the child must fear you", hence they seldom show affection and praising their children as they worry that their children might get spoiled (Chao, 1994; Leung, Lau, & Lam, 1998). However, this study had the limitation on small sampling size and also did not mentioned systematically regarding the validity of the instrument.

Socioeconomic status is known as the most widely used contextual variable in educational research (Sirin, 2005). Study regarding family background and students' academic performance namely "Coleman Report" was first appeared in year 1966. This particular researches as well as those following study showed that socioeconomic aspects, such as parents' economic conditions did have significant impact on student academic performance (Liu & Lu, 2008).

The study conducted by Considine and Zappala (2002) focused on educational performance of children from financial disadvantaged backgrounds. Based on the Bivariate analysis of this study, result showed that students who staying in the family that main source of income is from employment earning, their academic performance were 1.2 times higher than those who staying in the family that get their income from social security benefits.

Besides that, Titus (2006) aimed to identify the influence of the socioeconomic status, especially financial context on college completion. The finding showed the lower socioeconomic status, students were less likely to complete their bachelor's degree compare to those from high socioeconomic status. In this research, Titus (2006) categorized socioeconomic status based on parental income, whereby, there were four quartiles from lowest to highest socioeconomic status. Based on the result, students from first and second quartile have lower chance of completing college in six years compare to those who are fourth quartile which also the highest socioeconomic status. According to Titus (2006), higher socioeconomic status tends to be associated with certain norms and values. Hence these norms and values may help to increase the opportunity of college completion for students.

Methodology

The cross sectional survey research was adopted in this study, whereby researcher randomly selected 302 undergraduates from Universiti Putra by using cluster sampling method. The main instrument involved in this study is Parenting Authority Questionnaire (PAQ), participant were required to fill in their recent academic achievement based on their current cumulative grade point average (CGPA) and to fill in the social demographic factors such as social economic status based on parent's monthly income and ethnics group.

A sample of 30 undergraduates participated in the pilot study. The results revealed that the instrument was reliable to be used with PAQ Cronbach's Alpha score $\alpha = 0.618$ for permissive parenting style, $\alpha = 0.733$ for authoritarian parenting style and $\alpha = 0.738$ for authoritative parenting style.

Results and Discussion

The demographic characteristics of the sample revealed respondents' socioeconomic status, ethnic group, academic performances and parenting styles. The finding showed that there was 120 (39.7%) participants with parent monthly income less than RM 1000. There were 83 (27.5%) of participants who their parent's monthly income is ranged between RM 1000 to RM 2000, 42 (13.9%) of participants parent's monthly income ranged from RM 2001 to RM 3000

and parents with monthly income more than RM 3000 consisted of 57 (18.9%). The statistic shows that majority of participants parent monthly income are less than RM 1000. Meanwhile, the parent's monthly income of RM 2001 to RM 3000 consist lesser person compare to other ranges. In terms of ethnic group, there were 271 (89.7%) Malay students, 12 (4. %) Chinese students, 10 (3.3%) Indian students, and 9 (3. %) other minority races students participated in this study. There was one respondent (0.3%) with the academic performance or cumulative grade point average (CGPA) less than 2.00. Meanwhile, seven respondents (2.3%) get the cumulative grade point average (CGPA) between 2.50 to 2.99, majority of respondents' academic performance (measured in cumulative grade point average) were ranged between 3.00 to 3.99, and 3.50 to 4.00. The frequency and percentage for 3.00 to 3.49 is 149 (49.3%), and for 3.50 to 4.00 are 145 (48.0%). The finding for parenting styles showed that there were 47 (15.6%) of respondents' parent practiced authoritarian parenting style. Majority of respondents' parent which consisted of 233 (77.2%) practiced authoritative parenting style and finally, there were 22 (7.3%) of respondents who reported that their parents practiced permissive parenting style.

The finding from this study showed there was no significant relationship between authoritative parenting style and undergraduates' academic performance ($r = - 0.071$), the correlation was significant at $p < .05$. As well as permissive parenting style and undergraduates' academic performance ($r = 0.061$), the correlation was significant at $p < .05$. However, the finding showed there was a negatively significant relationship between authoritarian parenting style and academic performance ($r = - 0.160^*$), the correlation was significant at $p < .05$. The result showed, that is a low significant negative relationship between academic achievement and authoritarian parenting style.

The results of this study was similar to the study by Habibah and Tan (2009) which indicated there was no significant relationship between authoritative parenting style and academic performance. However, this finding was not in line with previous studies such as Dorn Busch and colleagues (1987), Garg, Levin, Urajnik and Kauppi (2005), Nirmala and Baki (2009), Elham and colleagues (2012) that showed a significant relationship between academic performances and authoritative parenting styles. For the permissive parenting style, the finding of this study was in line with Garg, Levin, Urajnik and Kauppi (2005), Habibah and Tan (2009); but inconsistent with the studies from Dorn Busch et al. (1987), Garg, Levin, Urajnik and Kauppi (2005), Elham et al. (2012). Meanwhile, for authoritarian parenting style, the finding of this study was consistent with the studies by Dorn Busch et al (1987), Park and Bauer (2002), Nirmala and Baki (2009); but inconsistent with the studies from Habibah and Tan (2009) and Elham et al. (2012). According to Habibah and Tan (2009), the relationship between parenting style and student academic performance might be inconsistent when the selected subjects were aged differently. Permissive parenting did not emphasize of being ideal person to be imitated; they rather wished to be a resource for their child to utilize in learning about the world. Children with this kind of parent are expected to regulate their own activity, learn from their own mistakes, and use their experience as guidance for future act (Bigner, 2006). Due to

these, the above characteristics may help children, because the tertiary education covers a holistic acquisition of knowledge, soft skills as well as certain essential attitude (Ministry of Higher Education, 2007 cited in Mohd Majid, Norfaryanti & Nor Azirawani, (2009). Furthermore, Tiller and colleagues (2003) also claimed that parenting style may have more direct impact on children's social and emotional domain rather than cognitive.

Children who were brought up by authoritarian parent are not encourage to learn to think for themselves. Usually they are being taught to believe and accept parent's words, and perceive parent's behavior is always for child's best interest. According to author, such practice could inhibit children emotional development, and lead to children self-hatred in later life (Miller (1990) cited in Bigner (2006)). Moreover, Dorn Busch and colleagues (1987) stated authoritarian parent tends to show the disappointment and give punishment in dealing with child's poor academic performance, Meanwhile, as response to good academic performance, authoritarian parent will only tell their child to do even better. Due to lack of explanation, guidance and emotional support from parent, this could eventually lead the children slowing down in developing the intrinsic motivation on academic (Nirmala & Baki, 2009).

On the other hand, identity foreclosure may occur on the individual in the case of overeager parent who persistently want their children to become a lawyer or doctor, as well as choose their children future occupation. Moreover, children could face identity problem which later affect autonomy, intimacy and achievement. In such circumstance, those who facing identity confusion may confuse about their future, their roles as an adult, as well as unsure about their own ability (Martin & Colbert, 1997).

The findings from this study showed there was no significant relationship between undergraduates' academic performance and socioeconomic status ($r = 0.091$). This finding is different from the previous studies by Considine and Zappala, 2002; Titus, 2006 which indicated significant relationship between socioeconomic status and academic performance. The relationship between socioeconomic status and academic performance could be diminishing as student getting older. Furthermore, the magnitude of correlation could be reduced because of lower academic achievement and lower socioeconomic status background that person could have leave from the learning institution earlier (White 1982 cited in Sirin 2005; Considine & Zappala, 2002).

Table 1: Cross-tabulation of Ethnic Groups and Parenting Style

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	4.520	6	0.607	0.601
Likelihood Ratio	6.261	6	0.395	0.535
N of Valid Cases	302			

Based on Table 1 above, the cross tabulation of ethnic groups and parenting style showed no differences between Malay, Chinese, Indian and other ethnic groups in terms of their parenting style, (Pearson χ^2 (6, N=302) = 4.520, $p > 0.05$). This finding is inconsistent from the study by Somayeh and Rozumah (2009) as well as Ang and Goh (2006). This differences occur may be due to other contextual factor such as living experience and culture values, instead of ethnic group alone (Le, et al., 2008).

The differences between families from different social background had diminished over the years, and there are more similarities than differences in parenting patterns in the family of our society now days (Umberson, 1989 cited in Bigner, 2006). This could relate to changing of lifestyle and values due to the presence of contents portrayed by television programs (Bigner, 2006). The changing in family institution could be related to with industrialization, urbanization and globalization which believed had impact on culture and value. For instant, the position of family which is very emphasize at previous year had found lapse on now days (Lukman & Zuriana, 2002 cited in Aziyah, 2008). Besides that, according to Tarmis-LeMonda and colleagues (2007), the parenting could be changing across developmental time. For example, parent may shift from emphasizing on relatedness to autonomy as children develop. In other word, older children will be expected to take on family responsibility as they move beyond. Moreover, parenting also may change across setting, such as private or public setting. In this study, participants mainly are adult children who studying at higher learning institution, and staying away from family. Hence, the above aspects should be taken into consideration.

Table 2: Cross-tabulation of Socioeconomic Status and Parenting Style

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	4.249	6	0.643	0.650
Likelihood Ratio	4.446	6	0.617	0.637
N of Valid Cases	302			

Table 2 above showed the cross tabulation of socioeconomic and parenting style. The finding indicated there was no significant different in parenting style in terms of socioeconomic status (Pearson χ^2 (6, N=302) = 4.249 and $p > 0.05$). This findings was considered not in line with the finding from previous researches by Chin and Phillips (2004), George (2004), and Early and Eccles (1995). According to Hill (2006), ethnicity and socioeconomic status can be confounded in study, because the comparison by using these variables cannot determine the output result due to ethnic background or socioeconomic background. For instant, the study might involve few or no higher socioeconomic status from minority ethnic participants. Besides that, according to Sirin (2005), there was opportunity for students who provided the data regarding their family socioeconomic status to overestimate their family background or they might reluctant to admit their true family social status. This would indirectly limit the variability of the socioeconomic status measure in the study.

There could be several reasons for the inconsistency finding of the current study to previous study. Firstly, the insignificant relationship between ethnic group and parenting style could be related to changing of living experience, culture values (Le, et al., 2008), changing of lifestyle (Bigner, 2006), modernization (Aziyah, 2008) and developmental period of children and different setting (Tarmin-LeMonda, et al., 2007).

Researcher believes the insignificant relationship between socioeconomic status and parenting style could be explain as confounded between ethnicity and socioeconomic status (Hill, 2006), participants overestimate own family background or reluctant to admit social status (Sirin, 2005), and parental income had less influence on parenting compare with educational level and occupational status (Zervides & Knowles, 2007). Thirdly, researcher stated the significant correlation between socioeconomic status and undergraduates' academic performance could be diminish as student's age getting increase, as well learning institute did provided equalizing experience regardless of social background (White, 1982 cited in Sirin, 2005; Considine & Zappala, 2002),

The study also stated authoritarian parenting style had significantly negative correlate with academic performance because of authoritarian parenting inhibit child's emotional development (Miller, 1990 cited in Bigner, 2006), lack of explanation, guidance and emotional support could decrease child's intrinsic motivation on academic (Nirmala & Baki, 2009), and identity foreclosure may occur on the child who has overeager parent (Martin & Colbert, 1997).

Moreover, the insignificant correlation for authoritative, permissive parenting style and academic performance was due to the parenting style that show more direct impact on children social-emotional development rather than cognitive domain (Tiller, et al., 2003), parenting influence could change from direct to indirect as child getting mature and parenting practice may shift from authoritarian to democratic as children grow mature (Bigner, 2006; Brooks, 2010).

The present study has contributed to the growing understanding of the impact of parenting practices on academic performance among undergraduates. The finding showed that authoritarian parenting style is negatively related with academic performance. Such finding hence provides and suggests some implication for the family, tertiary education institution and educators.

The process of parenting does not end as children reach adult age; the parent-child relationship change at this stage, whereby parent may be unsure of how to interact with children who are becoming independent adults, but still rely on parents in some aspects (Bigner, 2006). Based on Brooks (2010), some adult children may still need additional emotional support and financial support; while some others may eagerly enter independent activities at college, and then become distressed and need additional help.

Knowing that authoritarian parenting relates with negative academic performance, hence parents need to understand frequently use of praise may not necessarily threaten parental authority and lead to child's self-contentedness. In fact, less use of praise may bring negative influence on child's motivation to improve their achievement; therefore, such perception is suggested to be replaced with other methods. For instance, parents should show their real feelings about their children and give more emotional support to their children (Nirmala & Baki, 2009).

Besides that, according to Miller (1990) cited in Bigner (2006) and Saat Sulaiman (2005), parents are not encouraged to practice the following methods, as these could lead to negative children outcomes. The fault practices that need to be avoided include: embarrassing children and spouse in front of both family members and outsiders, setting traps to detect children's misbehaviour, never showing full trust in children's words and behaviour, dishonesty and not being genuine to children and forcing and directing children to achieve what parents desire. As children reach early adult age, parents should let go some of their parenting role, and interact with their children more like an adult rather than a dependent child (Santrock, 2008). This means, parents should no longer perceive their children as children who need to be protected and closely monitored. In fact, early adult children should be viewed as a person who is able to bear responsibility, mature and have the right to regulate daily activities. However, if a parent's lifestyle is interfering with children's activities, parents could discuss it with their children. For instance, parents can listen peacefully and use mutual problem-solving strategies to provide information and work together with children in order to achieve a mutually agreeable solution (Brooks, 2010).

Apart from these, this current study about parenting style can provide educators a reference for classroom teaching, because parenting style typology from Baumrind (1971) was described based on Lewin's leadership styles. Baumrind replaced Lewin's leadership styles such as autocratic, democratic, and laissez-faire with authoritarian, authoritative and permissive (Dreikurs, 1995 cited in Ferguson, Hagaman, Grice and Peng, 2006). Moreover, according to Agba, Ikoh

and Noah (2010), this leadership style had significant relationship with students' academic performance, and it is widely impact on classroom management and had great influence on the students. For instances, laissez-faire style teacher give students high level of independence, freedom and cut down own power (Koontz, 1983 cited in Agba et al., 2010). Thus, educator is suggests to imply classroom leadership style that is suitable according to the context.

Conclusion

This study recommended that in the future, more universities in Malaysia can be involved in order to generalize the research finding to a larger population. The data regarding parenting style may focus more on the adult teenagers that are rarely being studied compared to children at younger age. Future research also may expand their scope by involved parents as their sample. Apart from that, social demographic background such as ethnicity and socioeconomic status can be confounding, for example, Le and colleague (2008) mentioned the variation of parenting practice from different ethnicity could be due to cultural values, ethnic identity, socialization, and living experience. Hence future research should control and measure these variables in detail, rather than merely focus on the participant's ethnic group. Meanwhile, in measuring socioeconomic status, researcher should use multiple components instead of just focusing on traditional components of socioeconomic status, which is income (Sirin, 2005). For example, researcher can collect data regarding "owning of certain object in family", education level and occupation of parents to reflects family socioeconomic condition (Liu & Lu, 2008).

As a conclusion, there should be an important role of parents in cultivate high achiever students, and good parent child communication as a buffer against the negative psychosocial consequences. Promoting parent-child communication may result in the nurturing of psychosocial resilience among the students. Parents and educators may benefit from an increased understanding that parental communication may buffer the students from the negative effects of maladaptive behaviour.

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