

## Analysis of “The Influence of Parenting Styles, Achievement Motivation and Self Efficacy on Academic Performance in College Students” by Erlanger A. Turner, Megan Chandler, Robert W. Heffer

This article shows the correlations between academic achievement and the different parenting styles. It also focuses on the correlation between parenting styles, achievement motivation and self-efficacy. The three types of parenting styles discussed in the article are authoritative, permissive and authoritarian. Authoritarian parenting is marked by high levels of nurturance, involvement and sensitivity (Turner, Chandler and Heffer 2). We discussed the benefits of an authoritative parenting style in class, but I never expected the effects to continue throughout college. These types of parents expect a lot from their children but do so in a warm loving way. Permissive parents are characterized by avoiding conflict, having few demands, and using minimal punishment (Turner, Chandler and Heffer 2). Authoritarian parents have an “it’s my way or the highway” type of attitude (Turner, Chandler and Heffer 2). These types of parents have very high standards of obedience and tend to have power assertive, restriction and rejection behaviors (Turner, Chandler and Heffer 2).

Achievement motivation is separated into three types as well. These include intrinsic motivation, extrinsic motivation and amotivation. Intrinsic motivation is when someone does an activity for the pleasure and satisfaction that comes from participating (Turner, Chandler and Heffer 6). Many hobbies would likely stem from an intrinsic motivation. People enjoy doing them. Extrinsic motivation means that someone is only performing an activity as a means to an end (Turner, Chandler and Heffer 6). For example, many people go to school so they will be able to graduate and get a good paying job. Often schooling seems to be the only thing standing

in the way of future plans and aspirations. Amotivation refers to a motivation that doesn't fall in intrinsic or extrinsic motivations (Turner, Chandler and Heffer 6). Part of the article described a study used to see if the motivational factors had an effect on academic success. The study found that better test taking and higher academic success were closely correlated to intrinsic motivation (Turner, Chandler and Heffer 6). There was also a strong correlation between parenting styles and whether people had intrinsic or extrinsic motivations. Those with authoritative parents were more likely to develop intrinsic motivations or finding the joy in all activities they undertake. While those with authoritarian parents tend to be more extrinsic or just trying to complete the task because it is what is expected (Turner, Chandler and Heffer 6).

Self-efficacy is defined as “the belief in one’s capabilities to organize and execute orders of action required to produce given attainments” (Turner, Chandler and Heffer 7). Self-efficacy has been linked to academic performance throughout life and especially in college students. There have also been studies performed that have linked higher self-efficacy to those raised by authoritative parents. Authoritative parents help their children develop self-esteem and self mastery. When people have these traits they are likely to believe that they are able to complete a task even if it may be difficult.

In “The Influence of Parenting Styles, Achievement Motivation and Self Efficacy on Academic Performance in College Students” the writers published findings from a study conducted to test four different hypotheses. The first hypothesis was to determine if authoritative parenting would be a significant predictor of academic performance (Turner, Chandler and Heffer 8). The study found that parenting style would largely predict academic performance (Turner, Chandler and Heffer 20). According to the article authoritative parenting

has led to the most motivated, competent and most achievement oriented students (Turner, Chandler and Heffer 3).

The second hypothesis examined was whether intrinsic motivation would be a significant predictor of academic performance (Turner, Chandler and Heffer 8). The study concluded that higher academic self-efficacy was strongly linked to higher GPAs (Turner, Chandler and Heffer 21). The study reinforces the idea that if a student believes they can accomplish a task they will likely do so. It also describes how this can be a never ending process; as students improve and succeed their self-efficacy or belief that they can succeed will improve (Turner, Chandler and Heffer 21).

The third hypothesis that was tested was if both authoritative parenting and self-efficacy would be significant predictors of academic performance (Turner, Chandler and Heffer 8). It was an interesting hypothesis since the two are so closely correlated. The findings were similar and reinforced the findings of the first two hypotheses. Authoritative parenting and high self-efficacy were strong predictors of academic performance so combining both increased the likelihood of academic success.

The fourth hypothesis that was examined was whether or not there is an interaction between self-efficacy and authoritative parenting (Turner, Chandler and Heffer 8). The results showed that “supportiveness and warmth continue to play an important role in influencing a student’s academic performance even after entering college” (Turner, Chandler and Heffer 20).

There are many ties between academic performance and the parenting style that the child is raised with. Children with authoritative parents tend to have higher intrinsic motivation and higher self-efficacy which translate to higher GPAs and academic success. Permissive and

authoritarian parents tend to have children who have lower GPAs (Turner, Chandler and Heffer 4). It is interesting to see the effects parenting styles have on children once they are grown. It may seem like the way we raise our children won't really matter after they are gone and on their own, but the way they are raised will stay with them for the rest of their lives and become a pattern for their academic lives and for how they raise their own children.