

Do Perceptions of Parenting Influence Students' College Self-Efficacy and Academic Entitlement?

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Introduction

Perceptions of parenting styles have been shown to influence academic achievement.

- Baumrind and Black (1967) found that the authoritative parenting style was positively associated with academic performance in preschoolers, whereas the authoritarian and permissive styles of parenting were negatively associated with academic achievement.
- Strage and Brandt (1999) found that authoritative parenting had a positive influence on college students' academic performance.

The present study examined the relationships between Baumrind's (1966) parenting styles and college self-efficacy, as well as two constructs of academic entitlement: *externalized responsibility* (i.e., an entitled lack of responsibility for one's education) and *entitled expectations* (i.e., entitled expectations about professors and their course policies).

We hypothesized that authoritative parenting is most conducive to positive outcomes by promoting college self-efficacy while discouraging academic entitlement.

Multiple regression analysis was employed to examine the effects of authoritative, authoritarian, and permissive parenting styles on three dependent variables: college self-efficacy, externalized responsibility and entitled expectations. Each dependent variable was entered in a separate analysis. Age and sex were entered as covariates in each analysis.

Results of regression analysis are summarized on Table 1. Major findings include:

- Authoritative parenting** was positively associated with college self-efficacy ($b = .177, p = .029$) and negatively associated with externalized responsibility (e.g., blaming others for their academic problems; $b = -.175, p = .025$). Authoritative parenting was not associated with entitled expectations.
- Authoritarian parenting** was not associated with any academic outcomes.
- Permissive parenting** was positively associated with externalized responsibility ($b = .320, p < .001$).

Methods

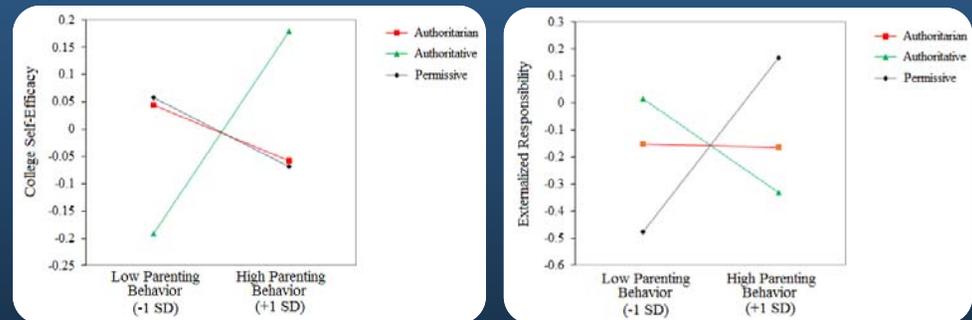
- $N = 192$ college students (34.6% Male, 65.4% Female) who were interviewed at a large state university in exchange for course credit.
- Participants completed measures of:
 - Perceptions of parenting (Parker et al., 1979),
 - College Self-Efficacy (Solberg et al., 1993),
 - Academic Entitlement (Chowning & Campbell, 2009).

Results

Table 1. Associations of parenting styles and academic outcomes. Table entries are betas with corresponding p -values in parentheses.

Outcomes	Parenting Style		
	Authoritative	Authoritarian	Permissive
College Self-Efficacy	.18 (.029)	-.05 (.547)	-.05 (.514)
Externalized Responsibility	-.18 (.025)	.02 (.975)	.32 (.000)
Entitled Expectations	.10 (.200)	-.02 (.802)	.00 (.981)

Figure 1. Associations of parenting styles with (a) college self-efficacy, (b) externalized responsibility.



Discussion

The results of this study indicate that the family environment, which is comprised largely of distinct parenting styles, may not only affect college students' college self-efficacy, but may also influence one's levels of academic entitlement, specifically, blaming others for their own academic problems. Authoritative parenting promotes college self-efficacy as well as lowers entitlement; permissive parenting encourages high academic entitlement. Perceptions of parenting thus play a vital role in the academic performance of college students, perhaps because parents serve as models for students' adult interaction partners (e.g., instructors, counselors) in a college setting.