

THE INTERRELATIONSHIPS OF PARENTING STYLES, ISLAMIC STUDENTS' PERSONALITY TRAITS, AND THEIR ACADEMIC ACHIEVEMENTS

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ABSTRACT

Literature seems to indicate a hypothetical concept that parenting styles and personality traits are of critical factors of academic achievements. However, less is known about the foregoing in the context of Muslim students. Accordingly, the present quantitative study sought to find out the interrelationships of parenting styles, Muslim students' personality traits, and their academic achievements. 101 Muslim students from an Islamic university in Bengkulu, Indonesia, were randomly assigned to be the samples. Their parents, 202 parents, were also involved to provide the data. The data were collected by distributing valid and reliable questionnaires to students and their parents. The data were further analyzed using descriptive and correlational statistics. The results demonstrated that parenting styles had a positive and significant impact on Muslim students' personality traits. Parenting styles had a positive and significant impact on Muslim students' academic achievements. Muslim students' personality traits had a positive and significant impact on their academic achievements. Lastly, both parenting styles and Muslim students' personality traits had a positive impact on Muslim students' academic achievements. It is recommended that further studies be undertaken in wider contexts across diverse students' characteristics for the sake of revealing different data conditions and meanings.

Keywords: Parenting Styles, Personality Traits, Academic Achievements, Muslim Students, Higher Education

Submission	Review Process	Revised	Accepted	Published
January 24, 2023	February 23 – April 10, 2023	April 21, 2023	May 5, 2023	May 10, 2023

INTRODUCTION

A teaching assistant oriented towards improving students' behavior will potentially develop students' Islamic personality, leading to shape students' good social, religious, and academic competences (Harisa, 2019). Hence, once students have developed their Islamic personalities, they have the potential to increase their academic competence. Besides, students' academic competence can also be boosted by providing parenting styles driven by the concept of Islamic parenting and Islamic education (Baharuddin, 2021). The foregoing premise implies that Muslim parents have to keep learning about parenting styles resting

upon Islamic teachings (Warsah et al., 2019b). In the field of education, besides being influenced by cognitive, metacognitive, social, cultural, and literary skills (Bol et al., 2016; Gustavsen, 2017; Idris, 2020; Miao, 2017; Morganna et al., 2020; Te Maro et al., 2019; Warsah et al., 2019a; Warsah & Uyun, 2019), students' academic achievements are also affected by their personal and parental factors (Cenk & Demir, 2016; Wihler et al., 2017; Xie et al., 2016; Zong et al., 2018). The foregoing conditions lead educational institutions to taking account of involving parents to help establish positive familial interactions so that students are psychologically, socially, and

emotionally motivated to pursue their academic achievements at schools or universities. In the Indonesian context, the ideal students' personality traits have been depicted in the Indonesian Law No. 20 of 2003 concerning the National Education System as follows:

“National Education functions to develop capabilities and shape the character of a dignified nation to educate the life of the nation, aiming at developing learners' potentials to become ones that are religious, devoted to Almighty God, noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible.”

The above goals will call for supported parental roles because the predominant students' interactions after school take place in the familial circle. Thus, parenting styles take part in the promotion of students' success in pursuing the aforesaid national educational targets.

In tertiary institutions, students' success in pursuing educational goals is commonly manifested in their academic achievements proven by their grade point (GP), the grade point average (GPA), and their accuracy in completing studies (Uyun & Warsah, 2022). From the perspective of educational psychology, it has been scientifically evident that students' academic achievements are both directly and indirectly affected by parenting styles and students' personality traits. Several studies have proven that parenting styles are correlated with children's personality traits (Hirata & Kamakura, 2018; Kenney et al., 2015; Panetta et al., 2014); parenting styles are predictive to children's academic achievements (Assadi et al., 2007; Boon, 2007; Ingoldsby et al., 2008; Murray, 2012); and children's personality

traits are contributive to their academic achievements (Chen & Zhang, 2011; Geramian et al., 2012; Hakimi et al., 2011; Komarraju et al., 2011). However, albeit many studies having been executed on the variables of parenting styles, personality traits, and academic achievements, very few studies as such have been conducted in the context of Islamic university students. Thus, studies of these variables were specifically carried out by Islamic students to fulfill the existing literature gap. Drawing on the aforementioned theoretical premises and the presence of theoretical void, the present study is undertaken to quantitatively find out the interrelationships of parenting styles, Muslim students' personality traits, and their academic achievements in the context of Islamic university students.

Parenting Styles

Parenting styles involve communication strategies used by parents to educate children and are characterized by parental monitoring and responsiveness (Aloia & Warren, 2019; Paulussen-hoogbeem & Stams, 2008). These styles fall into four categories: authoritative, permissive, authoritarian, and rejecting or neglecting parenting (Aloia & Warren, 2019; Baumrind, 1991; Huver et al., 2007; Luo et al., 2019; Paulussen-hoogbeem & Stams, 2008). Authoritative parenting is warm, supportive, and encourages children's autonomy, while permissive parenting allows children to do as they please with less control. Authoritarian parenting is strict and controlling, while rejecting or neglecting parenting lacks encouragement, control, and psychological monitoring, resulting in negative outcomes for children (Baumrind, 1991; Huver et al., 2007; Paulussen-hoogbeem & Stams, 2008; Trentacosta & Shaw, 2008).

Personality Traits

The development of personality is influenced by both parents and the environment (Kitamura et al., 2009; Warsah, 2020). There are five categories of personality, including conscientiousness, extraversion, neuroticism, agreeableness, and openness (Huver et al., 2010). Conscientiousness is characterized by individuals who are focused, industrious, persistent, and disciplined, with a strong purpose of self-improvement (Arora & Rangnekar, 2016; Barrick et al., 1993; Schuler & Prochaska, 2000). Extraversion is typical of sociable, assertive, and socially interactive individuals who prefer social interactions and have positive socio-emotional conditions (Suslow et al., 2014; Warsah et al., 2021). Neuroticism portrays individuals who experience negative, unstable emotions and easily react to stress and negative environmental influences (Speed et al., 2015). Agreeableness is seen in individuals who make efforts to maintain their social interactions with others and avoid social conflicts (Valchev et al., 2014). Openness is seen in individuals who have high curiosity and engage in complex activities, particularly in new environments (Matsumoto et al., 2018).

Academic Achievements

Academic achievements refer to students' success in performing their academic duties. Students with good achievements are associated with good conditions in terms of motivation, self-regulation, and competencies in dealing with academic tasks (Tlhoale et al., 2014). In educational institutions, academic achievements are generally viewed from students' scores in particular subjects and their GPA scores.

Rationale

Numerous studies have explored the relationship between parenting styles and personality traits, with some revealing that parenting styles are related to children's moral

maturity, an integral part of their personality (Walker & Hennig, 1999), and others demonstrating that an authoritative parenting style applied by both parents is significantly correlated with teenagers' personalities (Panetta et al., 2014). Neglecting and permissive parenting styles were found to negatively contribute to adolescents' good personality traits (Kenney et al., 2015), while authoritarian parenting was found to mediate children's negative behavior (Paulussen-hoogeboom & Stams, 2008). Additionally, an authoritative parenting style has been shown to contribute to children's personality development (Hirata & Kamakura, 2018). In terms of academic achievements, studies have shown that an authoritative parenting style is predictive of children's academic achievements (Assadi et al., 2007; Murray, 2012) and that parenting styles mediated by self-efficacy affect academic achievements (Boon, 2007). Moreover, psychological and behavioral controls in a parenting style directly influence children's academic achievements (Brown & Iyengar, 2008). Personality traits have also been found to contribute to academic achievements, with studies showing that conscientiousness, extraversion, neuroticism, agreeableness, and openness traits all play a role (Chen & Zhang, 2011; Geramian et al., 2012; Hakimi et al., 2011). While differences exist in how these traits relate to academic achievements, studies consistently show that personality traits contribute to academic success (Laidra et al., 2007; Komarraju et al., 2011; Hicks et al., 2008). In summary, research indicates that parenting styles and personality traits have a significant impact on both children's personality and academic achievements.

Hypotheses

Based on the rationale provided, multiple hypotheses can be built that investigate the relationship between parenting

styles, personality traits, and academic achievements among Muslim students. These hypotheses are relevant in the context of Muslim students because Islamic parenting styles may differ from those of non-Islamic households. Islamic parenting may involve teaching children Islamic values, which may affect the development of personality traits and academic achievements. Moreover, Muslim students may face unique challenges, such as balancing their religious duties with their academic responsibilities.

Grounded in the interrelationships of parenting styles, personality traits, and academic achievements as highlighted in the preceding rationale and anchored in the previous explanation about the context of Muslim students, the present study formulates the following hypotheses: H1: Parenting styles have an impact on Muslim students' personality traits; H2: Parenting styles have an impact on Muslim students' academic achievements; H3: Personality traits have an impact on Muslim students' academic achievements; and H4: Parenting styles and personality traits have an impact on Muslim students' academic achievements.

RESEARCH METHODS

This study applied a quantitative approach to examine the interrelationships among parenting styles, personality traits, and academic achievements in the context of Muslim students. 101 tertiary students from a university in Bengkulu, Indonesia, were randomly selected to take part in the samples. When this study was conducted, the Muslim students were taking their sixth semester. Also, their parents, 202 parents, were engaged to provide relevant data in regard to parenting styles.

The data of this study were garnered from two types of questionnaires. The first type of questionnaire, the questionnaire of parenting styles, was distributed to students'

parents. The parenting style questionnaire consisted of 20 items whereby each item was followed by four options ranging from strongly disagree to strongly agree. The second type of questionnaire, the questionnaire of personality traits, was given to students. This questionnaire comprised 25 items wherein under each item also lied four options ranging from strongly disagree to strongly agree. The data concerning students' academic achievements were taken from their GPA scores. The students' GPA scores were taken from campus administrators who took control over students' GPA management. The researchers had got permission to access the samples' GPA for the purpose of this study.

Before the two types of questionnaires were used for data collection, two steps of pursuing validity and reliability were taken. The first step was to have the experts at educational psychology evaluate the questionnaires. The experts involved in this process were three experienced lecturers whose scientific interests were related to parenting, personality traits, and academic achievements. Some revisions were made based on the comments, evaluations, and suggestions given by the experts. Subsequently, a pilot study to try out the questionnaires was undertaken to 30 students who were not included as the samples of this study. Their parents were also involved to join the pilot study. The data of the pilot study indicated that the questionnaires of parenting styles and students' personality traits were valid and reliable.

The data were analyzed by employing a one-sample t-test formula to get descriptive data *vis-a-vis* the three variables which encompass parenting styles, personality traits, and academic achievements. Such descriptive data of each variable were important as the bridging data to make readers easier to understand the respondents' demography before the statistical correlation is conducted.

The data concerning the interrelationships of parenting styles, Muslim students' personality traits, and Muslim students' academic achievements were gained from statistical calculations of simple correlation, significance test, and simple regression. Subsequently, for testing the impact of double variables, the calculations of double correlation, significance test, multiple regression, and partial correlation were done.

RESULTS AND DISCUSSION

Results

The conditions of variables

The study involved a total of 303 respondents, which comprised of 101 Muslim students and 202 of their parents. The first variable studied was parenting styles, which was assessed using a 5-point Likert scale. The mean score obtained from the sample was 4.6 out of 5, with a standard deviation of 0.4, suggesting that the condition of parenting styles experienced by students was good. The sample consisted of an equal number of male and female students, and the parenting styles applied by their parents were rated positively.

The second variable studied was personality traits, which was also assessed using a 5-point Likert scale. The mean score obtained from the sample was 4.2 out of 5, with a standard deviation of 0.3, indicating that students' personality traits were in good condition. This result suggested that the students were sufficiently competent at self-

discipline, learning, and problem-solving. The study also found that the students were adequately conscientious, open, and agreeable.

The third variable studied was academic achievements, which was assessed using the students' Grade Point Average (GPA). The sample mean GPA was 3.5, with a standard deviation of 0.5, indicating that most of the students had GPAs between 3.0 and 4.0, while a few scored outside this range. The result of one-sample hypothesis testing indicated that H_0 was accepted ($t=2.08$, $p<0.05$), suggesting that students' academic achievements were good. The positive value of t indicated that the sample mean was significantly higher than the hypothesized population mean, supporting the notion that students had adequate abilities to find and apply the right models, strategies, and methods of learning.

The conditions of the three variables studied were good. The parenting styles applied by students' parents were rated positively, students' personality traits were in good condition, and students' academic achievements were good.

The impact of parenting styles on students' personality traits

Based on the data analysis regarding the impact of parenting styles on students' personality traits calculated by using the formula of $r_{x_1x_2}$ coefficient, the calculation results can be seen in table 2

Table 2
Statistical Data Concerning the Impact of Parenting Styles on Students' Personality Traits

$r_{x_1x_2}$	$r_{x_1x_2}^2$	t	t_{table} (based on $\{\alpha = 0.01\}$ and $\{dk=99\}$)
0.27	0.0729	2.79	2.63

Summary: $t > t_{table}$ ($2.79 > 2.63$)

The results showed that there was a positive and significant impact of parenting styles on students' personality traits. This premise was indicated by a correlation coefficient of 0.27 which was higher than r_{table}

with 5% significance level (0.1646) and r_{table} with 1% significance level (0.1956). The coefficient of determination obtained was 0.0729. This score meant that the contribution of parenting styles to students' personality

traits was 7%. Thus, parenting styles had an important role and had a positive and significant impact on students' personality traits. An implication can be drawn in that if the quality of parenting styles is improved, the quality of personality traits will increase.

The Impact of Parenting Styles on Students' Academic Achievements

The calculation results concerning the impact of parenting styles on students' academic achievements can be viewed in table 3.

Table 3
Statistical Data Concerning the Impact of Parenting Styles on Students' Academic Achievements

r_{yx1}	r_{yx1}^2	t	t_{table} (based on $\{\alpha = 0.01\}$ and $\{dk=99\}$)	a_1	b_1	Simple linear line equation
0.429	0.184	5.23	2.63	48	0.40	$\hat{Y} = 48 + 0.40X_1$
Summary: $t > t_{table}$ (5.23 > 2.63)						

The results showed that there was a positive and significant impact of parenting styles on students' academic achievements. This argument was demonstrated by the obtained correlation coefficient (0.429) and the F regression coefficient (22.18), which was very significant at $\alpha = 0.01$. The partial correlation coefficient by controlling the variable of personality traits was 0.35, and 12% of the variance of academic achievements could be influenced by parenting styles applied by the students' parents. The foregoing judgment was expressed by the coefficient of determination (r^2) which was 0.12. The simple linear line equation that was formed between parenting styles and academic achievements

was ($\hat{Y} = 48 + 0.40X_1$). This result indicated that the variable of parenting styles was quite significant for the variable of academic achievements. The data depicted that the higher the quality of parenting styles is, the better the students' academic achievements are.

The Impact of Students' Personality Traits on Their Academic Achievements

The calculation results concerning the impact of personality traits on students' academic achievements can be seen in table 4.

Table 4
Statistical Data Concerning the Impact of Students' Personality Traits on Their Academic Achievements

r_{yx2}	r_{yx2}^2	t	t_{table} (based on $\{\alpha = 0.01\}$ and $\{dk=99\}$)	a_2	b_2	Simple linear line equation
0.52	0.27	6.08	2.63	40	0.51	$\hat{Y} = 40 + 0.51X_2$
Summary: $t > t_{table}$ (6.08 > 2.63)						

The results showed that personality traits had a positive and significant impact on students' academic achievements. This premise was exhibited by the correlation coefficient (0.52) and the regression coefficient of F (36.72), which was very significant at the level of $\alpha = 0.01$.

The partial correlation coefficient by controlling the variable of personality traits was 0.46, and 21% of the variance of academic achievements could be influenced by students' personality traits as stated by the determination coefficient (r^2) which was 0.21. The simple linear line equation that was formed between personality traits and students' academic

achievements was ($\hat{Y} = 40 + 0.51X_2$). This result informed that students' personality traits were quite significant for students' academic achievements. It could be interpreted that students' personality traits could improve their academic achievements.

The Impact of Parenting Styles and Personality Traits on Students' Academic Achievements

The calculation results concerning the impact of both parenting styles and personality traits on Muslim students' academic achievements can be seen in table 5.

Table 5

Statistical Data Concerning the Impact of Parenting Styles and Personality Traits on Students' Academic Achievements

JK (Reg)	$\sum Y^2$	R_{Y12}	R^2	F	Multiple linear regression equation
2267.03	6810.36	0.58	0.3329	25.37	$\hat{Y} = 82.81 + 0.31X_1 + 0.36X_2$

The present study also revealed that there was a positive impact of parenting styles and students' personality traits on students' academic achievements. Based on the multiple regression analysis, the R_{Y12} double correlation coefficient was 0.58, with a significant multiple regression coefficient F which was 25.37. The multiple linear regression equation was shown by ($\hat{Y} = 82.81 + 0.31X_1 + 0.36X_2$). Taken together, these two variables could explain the variance of academic achievements by 34%, and the correlation coefficient of determination of (R^2) was 0.3329. The data explained that the better parenting styles and students' personality traits are, the better students' academic achievements are.

Discussion

In the present study, the measurement results of parenting style yielded a mean score of 4.6 out of 5 and a standard deviation of 0.4, indicating positive parental styles. The sample had equal representation of male and female students. Grounded in the construct of parenting styles, the samples' parenting styles are predominantly represented by an authoritative style. It is parenting characterized by warm and good parental controls wherein positive socio-emotional interactions are established between parents and children (Lau & Power, 2019; Ren et al., 2019; Yu et al.,

2015). This parenting style also portrays that parents support children's intelligence and help children deal with emotional, social, and behavioral problems (Miguel et al., 2016; Yu et al., 2015).

The data on students' personality traits demonstrated a mean score of 4.2 out of 5 with a standard deviation of 0.3, indicating favorable personality traits such as self-discipline, learning, and problem-solving abilities. The study revealed sufficient levels of conscientiousness, openness, and agreeableness among the students. The students' personality traits in this regard represent conscientiousness, openness, and agreeableness. With these traits, students represent some characteristics such as being self-disciplined, hardworking, enthusiastic about pursuing academic achievements, industrious, responsible, socially interactive, and curious (Arora & Rangnekar, 2016; Carvalho et al., 2019; Matsumoto et al., 2018; Valchev et al., 2014). Subsequently, the students' academic achievements are good or high. The mean of their GPAs was 3.5 with a standard deviation of 0.5 suggested that the majority of students scored between 3.0 and 4.0, with a few outliers. The data indicated that students were adept at identifying and utilizing suitable learning models, strategies, and methods.

This study revealed that parenting styles have a positive and significant impact on students' personality traits. The positive and significant impact of parenting styles on students' personality traits was evident with a correlation coefficient of 0.27 ($p < 0.01$) and a coefficient of determination of 0.0729. The data suggested that parenting styles played a crucial role, contributing to 7% of students' personality traits. Grounded in the construct, the data infer that an authoritative parenting style is correlated with conscientious, agreeable, and open personality traits. To some degree, this study supports the previous studies conducted by Hirata and Kamakura (2018); and Panetta et al. (2014) which have proven that an authoritative parenting style is associated with children's personality traits.

Subsequently, the present study shows that parenting styles have a positive and significant impact on students' academic achievements. The positive and significant impact of parenting styles on students' academic achievements was supported by a correlation coefficient of 0.429 and F regression coefficient (22.18, $p < 0.01$). The partial correlation coefficient with personality traits controlled was 0.35, with 12% of academic achievement variance influenced by parenting styles ($r^2 = 0.12$). The linear equation $\hat{Y} = 48 + 0.40X_1$ demonstrated a significant association between parenting styles and academic achievements. Grounded in the construct, the data imply that an authoritative parenting style can encourage children to pursue good academic achievements. This implication supports prior findings of the studies undertaken by Brown and Iyengar (2008); and Murray (2012).

The data of the current study also demonstrate that students' personality traits have a positive and significant impact on students' academic achievements. Personality traits significantly and positively impacted students' academic achievements, with a

correlation coefficient of 0.52 and F regression coefficient (36.72, $p < 0.01$). The partial correlation coefficient with personality traits controlled was 0.46, with 21% of academic achievement variance influenced by personality traits ($r^2 = 0.21$). The linear equation $\hat{Y} = 40 + 0.51X_2$ showed a significant association between personality traits and academic achievements. Grounded in the construct, the data infer that personality traits in terms of conscientiousness, agreeableness, and openness support the improvement of students' academic achievements. This condition is to some extent aligned with the scientific findings revealed by Geramian et al. (2012); and Laidra et al. (2007). It is unique that the current study has also proven that both parenting styles and students' personality traits influence students' academic achievements.

As an implication, this study informs that if educational institutions at a tertiary level expect to improve students' academic achievements, the institutions need to engage parents to take part in such an effort. Parental engagement in such a way will trigger parents to be more authoritative and pay special attention to their children's emotional, social, and behavioral development. Children's development as such will help build up good personality traits so that students become more disciplined, diligent, and enthusiastic about learning for the sake of attaining good achievements. This study is limited to the context of youth or students at the tertiary level in a department of a university. Other contexts might reveal different conditions of data as well as varied meanings. Thus, it is recommended that further studies be undertaken to address parenting styles, personality traits, and academic achievements in a wider scope across a variety of educational levels and diverse students' characteristics.

CONCLUSION

The present study reveals that the styles of parenting applied by the Muslim students' parents represent an authoritative style. The Muslim students' personality traits are characterized by conscientiousness, agreeableness, and openness. The students also have good academic achievements. The interrelationships of parenting styles, students' personality traits, and students' academic achievements are drawn. First, parenting styles have a positive and significant impact on Muslim students' personality traits. Second, parenting styles have a positive and significant impact on Muslim students' academic achievements. Third, Muslim students' personality traits have a positive and significant impact on their academic achievements. Fourth, both parenting styles and Muslim students' personality traits have a positive impact on Muslim students' academic achievements.

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