

Relationship Between Self Concepts, Motivation And Parenting Styles Effected Students Achievements

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ABSTRACT :The main purpose of this research is to state the relationship between the academic self concept, motivation and parenting styles of students and achievement. Besides that, the parenting style mostly practiced by their parents is also identified. The type of motivation, whether intrinsic or extrinsic, most prevalent and most influential on the respondents' academic achievement are also to be determined. The level of their academic self concept is to be identified too. The sample for this research consisted of 216 fourth formers from 3 secondary schools in Johor Bahru. The reliability of the instrument was determined using the Cronbach Alpha. The reliability was found to be 0.793. A few changes were made to various items in the instrument in order to increase its reliability. Data analysis was done descriptively by using the means, frequencies, standard deviations and percentages. Besides that, inferential statistical methods such as the Pearson-r and the Multiple Regression technique were also used to determine the relationship between the factors analyzed. Research results show that the level of academic self concept among them is high. Besides that, the type of motivation most prevalent among them is extrinsic motivation which has a mean value of 3.43 as compared to that of intrinsic motivation which has a mean value of 3.39. The parenting style mostly practiced by the students' parents is the authoritative style. Research results also show that there is a significant relationship between the academic self concept and achievement at the significance level of 0.01. However the 'r' value of is only 0.19. Overall parenting style also has a significant relationship with achievement at the significance level of 0.01 and 'r' value of 0.41. However, out of the four specific parenting styles, the authoritative style has the highest 'r' value, that is 0.43 at the significance level of 0.01. The authoritarian style also has a significant relationship with achievement, with 'r' value of 0.37 at the significance level of 0.05. Besides that, the permissive parenting style has a significant relationship with achievement, with its 'r' value of 0.35 at the significance level of 0.01. However, there is no significant relationship between the neglectful parenting styles with achievement Results also show that intrinsic motivation contributes 16.7 percent towards achievement at the significance level of 0.05. Nevertheless, extrinsic motivation does not have any significant contribution towards achievement.

Introduction

One of the hottest issues which are always being discussed in the education field is the role of motivation in the students' learning process. Yet the teachers keep giving reasons

that the students did not achieve to the level they should have because of lack of motivation or simply being lazy.

Motivation is seen as a main factor that plays a very important role in determining students' achievement in Malaysian exams like PMR, SPM and STPM. Schools are willing to pay thousands of ringgit just to organize motivational courses for their students. Parents also would go to great lengths paying hundreds of ringgit to send their kids to join these motivational courses as a preparation for them to sit for such big exams.

Still, there are many questions related to this matter, such as is this effort enough to improve students' performance? What about parents' role in helping their kids or in making sure they achieve success? What about the interaction style between parents and their kids? Do all these have effects on their motivation level in learning?

These kinds of questions are so crucial to be considered. It is hope that this research would make contributions in a way that can provide a vision on the kind of parenting style that can affect students' motivation level in their education.

Research background

Malaysia is one of the 'young' countries in the world. The word 'young' here means that more than 50% of its citizen is consist of the youngsters. This is the country's most important asset and has a great potential in bringing the country to a better and greater level. The capability of these youngsters mentally and physically is of course better than those older citizens.

However, the younger generation needs to be shaped nicely so that the existed potential can be realized or interpreted into the form of workmanship and also leadership that is needed. It can go the other way around if this matter is not being taken care of. They would then become a factor to the demolishing of the country and be a become a burden to the society. According to Ibn Khaldun, a civilization or dynasty normally will not last more than three generations (DBP 2000). The first generation is the one that will fight to death for the sake of their society. This generation is used to a pushing and stressing surrounding. Yet this kind of condition is what burns their spirit to fight, making them stronger and they are being looked up to and respected, with their "big soul". The second generation then lives wealthily as the benefit of the sacrifice from the first generation. In his generation, everyone is looking for fame and prosperity for oneself only, no more for the benefit of all.

The omens or signs of the corruption amongst the young generation have started to show in this generation. Drug abuse is the most visible example here. The government's effort in overcoming this problem is still not showing any good. Rehabilitation centers are crowded with this young generation, whereas they are supposedly enrolling themselves in schools or higher education institutions.

Why does this problem occur in first place? Is it because they feel bored of going to the schools? Do they realize the importance of education? Or is it because they never get satisfaction from what they have been doing in schools? It is true that every time the result of BIG EXAMS like PMR and STPM is announced, there are so many students who pass with flying colors. But still we can find another one big group of the students who are probably left out. Many from these two different groups came from the same school. Why does this happen? Why is their performance so far apart?

There are thousands of students sitting for public exam every year either UPSR, PMR, SPM, and STPM. Unfortunately, thousands of them would also fail in these exams. The capability of learning can't be questioned here because Allah has granted humans with brain. The power of the brain is so amazing, and it manages to think and consider every of the matter from every different angle. Having brain makes human own such potential to go through a learning process (Ibn Khaldun, DBP 2003). While competing in an international level, Malaysia really needs the workmanship of the experts and half experts. Students failing in exams or studies are such a waste, and this worsens the problem of left out students and being jobless. Even though the rate of poverty has successfully been reduced from 16.5% in 1990 to 8.95% in 1995 yet the rate of jobless people is still very much high which is 2.8% in 1995 (Rahman, 1997).

Why there are a lot of students can't manage to keep up with their studies very well even though they have been given huge chances right to their face? Amongst the factors are the ineffective schools (Trawick, 1997). These kinds of schools are those that practice hierarchical and authoritarian style. In the mean time, these schools are too rigid or being less flexible to the extent that they can't responds to the needs of the variety groups of their students (Trawick, 1997).

Another reason is the teachers' attitude of being biased or unfair to their students whether it is done deliberately or not. As an example, a research in U.S found that teachers there give 35% more praises and 21% more questions to the Euro-American compared to the Mexican-American students. This attitude has made such a big negative impact on the performance of the Mexican-American ethnic students. One factor which has always been overlooked in educating children is parents themselves. Whereas, research has shown that parents play a big role in their kids' self building, ever since during pregnancy. And the effects can be seen until the kids grow up become adults (Woolfolk, 1995).

Effective learning depends on a healthy emotion development. How adults getting involved in the affective process also has its impact on a child's ability to keep up with his studies. Maslow (1976) gave his opinion that children need an emotionally secure condition before a learning process could start (Greenhalgh, 1994). Improving the quality of human relationships amongst the students also improves the quality of academic tasks as well as the school attendance (Hall & Hall, 1988). To be able to explore the needs in autonomic education, a student needs to feel secure and safe when it comes to his relationship with significant adults (Greenhalgh, 1994).

If the children can't enjoy a good relationship with significant adults in their life, they will be negatively affected especially in their self shaping process. There are three ways children can be affected by the emotion that is being shown by their parents. First is when rejection happens. Second is when the parents become overprotected and third when emotional confusion occurs as the result of the parents keep showing negative and positive emotions towards them one after another (Barret & Trent, 1991).

However, how parents interact with their kids depends on the principles and beliefs that they hold in managing and educating them. A family that is always facing prejudice circumstances and does not have that many sources will educate their kids to become stronger and tougher since young, compared to the family that is the other way around. When children's upbringing is different in many ways, of course they will respond in different ways towards a certain matter, in context of schooling or other surrounding (Trawick, 1997). It is so important for teachers to understand this. Students' achievement in schools is also very much correlates with their motivation level. There are many factors affecting the level of motivation of the students in making achievement. Amongst the factor are the expectations of the significant people around them. But, do the parents' expectations and cares on their kids' performance in schools depend on the background of the socio culture? Of course it does not. Research has shown that every parent despite any kind of background cares and do have great expectations on their kids' education (Trawick, 1997).

The difference is in the way the parents interact with their children as being said before. Parenting style that is being practiced by any parents definitely will have effects on the children's level of motivation in making achievement. It is because the motivation to achieve depends very much on the self concept and self esteem of the students. All these are strongly triggered by their positive and negative experiences with significant people including parents.

This research explores the relations between parenting style, motivation, self concept and achievement amongst a group of secondary school students. Classification of parenting style is made based on Baumrind Classification (1971). Baumrind has classified parenting style according to the leadership style, by emphasizing aspects like controls, explanation, matureness, orders and nurturance. Based on this, parenting style can be classified into authoritative, authoritarian, and permissive (Eggen & Kauchak, 1994). Even so, for the purpose of this research, the classes of parenting style are authoritative, authoritarian, and permissive and careless. The classification will be made based on two indexes which are demandingness and responsiveness.

The characteristic of the authoritative style is firm yet loving and consistent. Parents in this category love to explain the reasons of every rule that is made. They also have high expectations on their children but they are always helping and supporting them. The characteristic of the authoritarian style are demanding and strictly cares about being obedient. Parents in this category are less friendly and do not really encourage discussion to get a unanimous agreeeness.

Parents practicing permissive style give their children a definite freedom. They seldom put hopes or expectations on their kids (Eggen & Kauchak, 1994). While in the mean time, parents in careless style practiced very little of controlling and are less friendly with their kids.

Achievement is a success of realizing a vision or dream. The level of achieving is how far a student succeeds in a particular exam or standardized test (Reber 1987).

In this research, standardized test that is being used as the indicator for achievement is PMR (Penilaian Menengah Rendah).

Motivation is an intervention process or inner side of someone that drives one to move or act (Reber 1987). Woolfolk (1997) wrote that motivation is not just a drive to act but to direct as well as in continuing a particular behavior. There are two types of motivation; intrinsic and extrinsic motivation. Intrinsic motivation is the tendency to achieve or overcome obstacles because of passion or using own ability. Someone who has intrinsic motivation does not need any incentives whether in forms of reward or punishment in order to do a work. The work itself is already a reward to them due to the satisfaction it brings. Extrinsic motivation is tendency to do something to avoid being punished or fined Woolfolk (1997). In brief, the basic difference between both types of motivation is the reason why a certain action is taken, whether it comes from inner side or outer side of oneself.

Self concept is the whole assumption of someone on himself. This concept is built since little and from time to time it develops through the self judging process. Therefore how parents interact, judging and appreciate their children will have a big impact on the building of their children's self concept. According to Woolfolk (1995) self concept consists of academic self concept, English language self concept and mathematic self concept. Whilst according to Eggen & Kauchak (1994) self concept consists of academic self concept, social self concept and physical self concept. This research is focusing on academic self concept. It is because the research scope is only relating to the achievement of students in their studies.

Problems background

It is not only the parents who hope for their children to make excellent achievement in their studies, but the whole society needs its members to be educated as well. Malaysia needs its citizens to be capable at bringing the country forward not only to compete internationally but also to keep its high dignity and strength in this challenging world.

The problems of relations between achievements of students, self concept development, motivation and parenting style has made it essential to carry out a proper research. Is it the intrinsic or extrinsic factor of motivation that affects more on the students' achievement? What about self concept? Does it have any effect on the students' performance significantly? Then what are the relations between parenting style and achievement, motivation, self concept especially academically? Baumrind (1971) has classified 4 styles of parenting style, which is authoritative, authoritarian, permissive and careless. Which of this style is the most suitable in helping kids with their studies?

This research attempt to explore these question and help to seek for resolution solve the students' problem in academic achievement. The characteristic of authoritative style are firm but yet loving and consistent. Parents from this category love to explain the reason of every rule that is made. They also have high expectations on their children, but they are always helping and supporting them.

The characteristic of authoritarian style are demanding and strictly emphasize on obedience. Parents in this category are less friendly and do not really encourage discussion to get a unanimous decision.

Parents practicing permissive style give their children a definite freedom. They seldom put hopes or have expectations on their kids (Eggen & Kauchak, 1994). While in the meantime, parents in the careless type practice very little of controllines and less friendly towards their kids. Achievement is a success of realizing a vision or dream. Achievement level is how far a student succeeds in one particular exam or standardized test. (Reber 1987). In this research, standardized test that is used as achievement indicator is Penilaian Menengah Rendah (PMR)

Motivation is an intervention process or inner part of someone that drives one to move or act.)Reber, 1987). Woolfolk (1995) wrote that motivation is not just a drive to act but also to direct and continuing a particular behavior. There are 2 types motivation; intrinsic motivation and extrinsic motivation. Intrinsic motivation is the tendency to achieve or overcome obstacle as the result of passion or using owns ability. Someone who's intrinsic motivated does not need any incentives, whether in forms of rewards or punishment or fine to work. The work itself is already a reward due to the satisfaction it brings. Extrinsic motivation is potential or power to do something to avoid being fined or punished (Woolfol 1995). In brief the basic difference between both types of motivation is the reason why a certain action is taken whether it comes from inner side or outer side.

Self concept is the whole assumption of someone on oneself or himself. This concept is formed since little and from time to time it develops through the self-judging process. Therefore, how parents interact, judging and appreciate their children will have a big impact on the shaping of their children's self concept. According to Wool folk (1995), self concept consist of non-academic self concept, English language academic self concept and mathematic academic self concept. Whilst according to Eggen & Kauchak (1994) self concept consists of academic self concept, social self concept and physical self concept. This research focus on academically self concept. This is because the research scope is only correlate with student's achievement in their studies.

Problems Statement

It is not only the parents hoping for their children to set an excellent achievement in studies, but the whole society needs it members to be educated as well. The problems in the relation between the performances of students. Self concept development and motivation together with parenting style has made it essential to carry out a proper

research. Is it the intrinsic or extrinsic motivation factor that affects more on the children's achievement? What about the self concept? Does it have any effect on student's performance significantly?

Then what is the relation between parenting style and achievement, motivation and their self-concept, especially academic self concept? Baumrind (1971) has classified 4 style of parenting style which are authoritative, authoritarian, permissive and careless. Which of this style is the most suitable in helping kids with their studies? This research attempt to explore these questions and help to seek for resolution, solve the students' problem in academic achievement.

Research Objective

The objective of the research is as follow:

1. To find out the level of academic self-concept amongst the students.
2. To find out which motivation factor whether intrinsic or extrinsic that dominantly affective students achievement.
3. To identify the most practiced parenting style amongst the parents of the students.
4. To find out the relation between self academic concept, motivation and parenting style together with students' achievement.

Research Questions

1. What is the most practiced parenting style among the parents of the students?
2. Which motivation factor, intrinsic or extrinsic that is more dominant in affecting students' achievement?
3. What is the level of self-concept amongst the students?
4. Is there any significant relation between, parenting style, academic self concept, motivation and students' achievement?

Importance of Research

Parents are the most important factor in children's life and development. When it comes to schooling, parents role are less being focused to compare with the teachers' role or the school institution itself.

Whereas research has been done proving that parents attitude and actions have a great impact (NICHD, 2204). They play very important roles in reducing students' attitude problem and failure in studies. Yoshikawa (1995) has found that in competent parenting style and rejection, less parents control and physical abuse or emotional are the factors that contribute too many problems waiting ahead, starting from being failed in schools to being left out. It is afraid that later other problems like crime action and violation would occur.

Therefore, this research explores one very important aspect in education and studies, which is the relation between parenting style and motivation, self conscious concept and students' achievement. The parenting style which mostly affects motivation self concept and students' achievement can be identified. In the mean time, whether it is intrinsic or extrinsic motivation that drives the students to succeed can also evaluate the importance of the students to posse's positive self concept in succeeding.

The findings if this research can help teachers as well as parents in overcoming learning difficulties amongst the students. The teachers would create a learning surrounding that covers aspects which likely will enhance the motivation level of the students, intrinsically or extrinsically. In the same time teachers would get a clearer explanation how important academic self concept is in ensuring students to achieve better and next teachers can structures the contents of teachings hoping that it would help students in building a self concept.

This research can also do favor to parents as they can assess their parenting style they have been practicing all this while. Changes can be made to fit the most suitable style in helping their children building self concept and then their achievement. Findings of this research will also encourage parents to send their children to attend motivational course that is organized by schools or other partly.

At the same time when the outcome of this research show a clear relation between parenting style and students achievements, school parenting style and students achievements, schools can stress more or emphasize more on the importance of parents involvements in their children's learning problems. This would very much help managing problems with students learning in schools.

The authority can also reap the benefit of this research; by reevaluate the focus of actions all this while. Is it wise and appropriate to put focus of putting effort in improving performing of students on the parents? Financially, it might cause more budgets to give training and awareness to the parents about the aspects of parenting skills.

Research Limitations

This research is only limited to 216 form four students of secondary schools around the area of Johor Bahru (JB). It is aware that this research is carried out with some limitations in the designs and instruments applied. Here are these limitations.

1. The subject of the research is consist of form 4 students in JB which are these schools are chosen because of their near location. Thus, it makes the data collecting process easier and also saves cost. This is important because there are limitations of time and cost in doing this research. Even so, the samples that are being chosen represent its population.
2. The information of the research is collected through the samples' respond towards the instruments which is in the form of questionnaire. Therefore, the

information very much depends on how the respondent understands each questions and how truly they answer the questions. This would at least defect the reliabilities of this research. Even so, some ways are taken to ensure its reliabilities. First, the information about instruments are explained verbally and written to the respondent. Second, the respondent is asked to answer simultaneously and is given a certain time to do so as they are not allowed to bring home the questionnaires.

Research Method

Design of Research

This research applied the format of using questionnaires. Datas are collected to find the correlation between the academic self concept, motivation, parenting style and students achievements. This research is also a quantitative research. Some statistical tests are used to analyze the data and to determine whether there is any significant relation between these factors. Observation techniques are being chosen after given consideration on time limitations, because this research needs to be fully done in a certain given time. Other techniques such as experiment are less suitable.

More over in this research there is no such thing as intervention program that involves pre test and post test. What needs to be observed are only affective aspects of the respondents? At the same time, this research involves a great number of sampling. Therefore, questionnaires applied are the most suitable because it is easier to manage and the data can be analyzed systemically.

Research Procedure

The first step is to get permission from the Ministry of Education, because this research involves students from schools under its administration. After permission is given by the ministry, researcher then deals with Jabatan Pelajaran Johor to inform.

In the mean time, the original instruments is translated from English to Bahasa Melayu and it is verified by a Malay Language expert and an English Language expert. Next instruments are handed to 2 experts in this filed to get inter-rates and face validity. After that, the procedures continue with steps as follow.

Pilot Studies

A pilot studies is done to get data for the purpose of testing the validity and reliability of the instrument, using Alpha Cronback. Through this research, researcher can decide characteristic of questionnaires that needs to be adjusted or remained, such as the questions written or the language used. At the same time, it can be estimated whether the time limitations given to do the test and the instrument application technique is suitable or not.

The instrument is applied on 10 students who represent their population characteristic but are not part of the sample. Data collected is then being analyzed using statistical test to get alpha Cronback Value. Through this method, it is found that the reliabilities instrument at the time is 0.793. Therefore, to improve reliabilities few items are removed or replaced with others.

Place of Research

Research is done at 3 secondary school in the area of JB; which two of them are government secondary school and another one is private school. These schools are chosen because they represent each own population and the location are near, thus easier for the researcher to come.

Researcher too gets to give a talk and handled the research instrument himself to one of the 3 schools. This is important because researcher can ensure all problems can be overcome well. At the same time, the validity and reliability of the research can be ensured. For other two schools, for the same purpose, researcher has always keep in contact with the teachers involved and always been discussing with them so that any problems occur can be solved wisely.

Research Sample

Sample of the research consist of 216 from four students year 2005, from 3 schools of JB area. 72 students at each school are randomly selected from all kinds to ethnics. This number is considered as big enough to meet the purpose of the research and can reduce mistakes in the possible findings. These students are selected because they represent the characteristic of the population that needs to be studied, such as age, background of education and family. These 3 schools also applied KBSM so therefore these schools are using the same syllabus. The students also have sat for the same exam, PMR year 2004. The result of the exam is taken as an indicator of academic achievement, which is one of the factors in this research.

Instrument of Research

Instrument of the research is 3 set of questionnaires which are handled to samples of the 3 schools. The first set of questionnaires to get the data on the academic self concept, while the second set of questionnaires is to get data on self control and motivation. The third set questionnaires then are to identify the kinds of parenting styles that each sample that each sample parents are practicing.

All of the respondents are the students themselves; this includes the questionnaires on parenting style. This means that parenting style being practice is identified from the perspective of respondent themselves. It is done this way considering of the technical problems in handling out and returning of the forms. If the instruments

are handed out to the parents, would be hard for researcher to ensure the reliabilities of the data because of not involving facing with them. Parents involved might come from ethnics that do not converse very well in Bahasa Melayu so it would be difficult for them to understand what the items in the questionnaires needs. Researcher too could not translate instrument into a suitable language because it is out of the scope, plus there is time limitations.

The instruments used are those that has been translated and being adapted according to the needs and objectives of the research. *Back translation* technique is applied to verify translation. Two language experts for Bahasa Melayu and English have verified the translation.

Data Analysis Technique

To make the interpretation of the findings that is collected descriptively easier, the original scale of classification of achievement in PMR, self concept, self control and parenting style of demanding and responsive is then being adjusted from the scale of 5 to the scale of 3 and 2.

1. Discussion on outcome of the research about self conscious of the respondent.

The outcome of this research shows that majority of the respondent posses a high self conscious concept which is 69.0%. This means respondent's majority are very positive about their ability academics. Only 31.0% have a low self concept or they are negative about their ability in academic.

2. Research's outcome on dominant type of motivation

Analysis of the research shows that in general the respondents posses a moderate self control, which is 64.4 %. 33.8% posses a high self control and only 8.8% posses a low self control. 57.9% owns intrinsic and extrinsic at a moderate level. 37.0% own intrinsic at a high level and 5.1% at a low level. For the extrinsic motivation 38.8% respondents are at a high level and 3.7% at a low level.

If the moderate and high level of intrinsic and extrinsic motivation being compared, it is found that extrinsic motivation is higher with 96.3% while intrinsic motivation only 94.9%. In the meantime, the mean of extrinsic motivation is higher (3.43) compared to the mean of intrinsic motivation (3.39). Therefore it can be concluded that extrinsic motivation is dominant amongst the respondent, even though the difference is not that much.

Even so, the outcome of the research shows that the respondent believe that the factors of intrinsic and extrinsic motivation affect their motivation. As an example,

extrinsic factor that hit a moderately high mean with 3.98 trying solving a tough questions to see how far they answer correctly. An example for the intrinsic factor that has a moderately high mean with 3.90 is trying tough questions to learn new things.

3. Research on most practiced parenting style

Outcome of the research shows that the most dominant parenting style is authoritative style with 50.9% of the parents of the respondents practice this style, it is then followed by the permissive style 26.9%, authoritarian 13.9% and careless style 8.3%. May be this factor affecting a high self conduct concept amongst the respondent as being discussed above. According to Eggen & Kauchak (1994), parents practicing authoritative style will give birth to child who has high self esteem, confident, secure and risk taker. Based on these, it might be authoritative parenting style which mostly practiced also contribute the good level of motivation amongst the respondent. 33.8% respondents are highly motivated and 64.4% are moderately motivated. Only 8.8% of them are less motivated.

4. Analysis of the relation between self concept, motivation, parenting style and respondents' achievement.

Relation between level of self concept and achievement

Analysis of the outcome of the research shows that 42.3% of the respondents who have a high self concept, obtain an excellent achievement in PMR. 43.6% obtain a moderate achievement and 14.1% obtain a low achievement.

At the same time, 40.3% of them who have a low self concept obtain an excellent achievement in PMR. For those who obtain a moderate and low achievement, the percentage is 29.9% each. If being combined together, the percentage of respondent with high self concept fall into this category with 90% compared to 70.2% for those who have low self concept.

5. Relation between whole level self concepts (motivation) with achievement.

Analysis of outcome of the research shows that 49.3% of the respondents are highly motivated whether intrinsic or extrinsic, have obtained an excellent result in PMR. 35.4% of them obtain a moderate result and only 15.1% obtained a bad result.

For those who are moderately motivated, 38.1% obtained an excellent result 41.7% obtained a moderate result and 20.1% obtained a result. For those who are less motivated, 25.0% obtained excellent result 25% obtain a moderate result and 50% obtain a bad result.

It is clear that from the findings of this research, motivation plays a big role in students' achievements. Ross (1999) also agreed that there a relations between motivation and achievements.

Bandura et al (1996) also agreed that students who are highly motivated will achieve better.

6. Relation between parenting style and level of achievement

The outcome of the research shows that out of 110 parents who practiced an authoritative parenting style, 51.8% of the children obtained an excellent result, 34.5% obtained a moderate result and 13.6% obtained a weak achievement.

Out of 58 parents who practiced permissive parenting style, only 29.3% obtained an excellent result, 43.1% obtained a moderate result and 27.6% obtained a bad result. Out of 30 parents who practiced authoritarian parenting style, 36.7% obtained excellent result, 53.3% obtained moderate result and 10% obtained bad result. For those practicing careless parenting style, which consist of 18 of them, 27.8 obtained excellent results, 33.3% obtained moderate result and 38.9% obtained bad result.

It can be said that parenting style does affect student's achievement. The style that is more effective in context of students of student's achievement is authoritative style. 51.8% of the children who their parents practiced this style obtained excellent result.

Analysis of relations between self concept, motivation, parenting style and achievement.

Analysis shows that the relations between academic self concept and PMR result are significant at 0.01 levels even though it's so little. The value of the 'r' is 0.19. Analysis also shows that relation the whole between parenting style and achievement is significant moderately. The value of 'r' is 0.41, significant at level of 0.01.

Relations between parenting style and achievement show that there is significant correlation at a moderate level for the authoritative, where its 'r' value is 0.43, significant at level 0.01.

For the authoritarian parenting style, there is also significant correlation at level of 0.05 where its 'r' is 0.37 for the permissive parenting style, there is significant correlation at level 0.01, where its 'r' is 0.35. The value of 'r' for both of this style is at a low level.

For the careless parenting style, there is no significant correlation between parenting style and achievement. For the relations between intrinsic and extrinsic motivation with achievement, it is found that intrinsic motivation has more effect on the student's achievement which is 16.7. This value significant at level of 0.05.

Conclusion

From this research, it can be concluded that factors like self concept, motivation and parenting style does have effect on the student's achievements. Level of self concept and motivation help students in achieving excellent result. Authoritative parenting style seems very suitable to be practiced because it is proven to have very good impact on the student's achievements.

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