

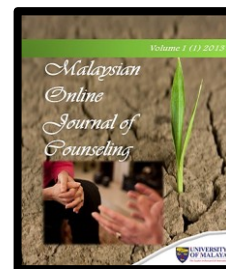
PARENT CHILD ATTACHMENT AS MEDIATOR OF THE RELATIONSHIP BETWEEN PARENTING STYLE AND STUDENT'S GRADE

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ABSTRACT

The primary school pupil's grade is affected by different variables. This study examines parent child attachment as mediator of the relationship between parenting style and student's achievement. This was a quantitative analysis that utilized two questionnaires (the Kinship Attachment Center Questionnaire and a Parenting Style Questionnaire) in order to obtain data. The sample for this research consisted of 200 parents of primary pupils attending private international schools in Kuala Lumpur and Selangor Malaysia. The correlations result of the study showed that attachment has a positive significant relationship with authoritative and authoritarian parenting style and has a significant negative relationship with permissive parenting style. Attachment also has a positive relationship with grade. In this research, also attachment plays a mediator role between parenting style and grade. In the other words, as parenting style decreases, grade increase and attachment play a mediating role in this increase. So, the finding of this study shows that an attachment has a mediating effect on the relationship between authoritative and authoritarian parenting style and grade and no effect on permissive parenting style and grade.

Keywords: Parenting style (Authoritarian, Authoritative, Permissive), Attachment, Grade



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INTRODUCTION

Children are born into this world in different family environments. Parents today have the liberty to choose one of many possible ways of rearing their children (Critzler, 1996). Therefore, the parenting style used by parents can directly affect their child's development and future life, such as educational performance. It is believed that when children misbehave or do not perform satisfactorily in school, there is a story behind it. There are some pupils at school who are unable to cope with learning, entertaining and attaining. They have problems with their performance and cognitive and emotional development. Mostly, these pupils have low self-esteem and have limitations in their relationships. Their problem may be due to the response they get from others.

Attachment is one particular and delineated part of the relationship between a child and parental figure that is included with making the child feel sheltered, secure and protected. It has become clear to early childhood educators and counselors that early encounters directly impact the child's holistic development and helps determine how the child will develop with respect to: comprehension, conduct, social abilities, enthusiastic reactions, advancement and identity. A few developmental psychologists state that early encounters certify long haul formative results or secures against consequent trauma (Malekpour, 2007). Early encounters with different people incite and compose the examples of structural development that bring about the extending practical limits of creating a single person. Schore proposes that these early encounters shape the advancement of a person's identity, its versatile limits and also vulnerabilities to and resistances against specific manifestations of future pathologies (Malekpour, 2007). Among the numerous diverse connections people structure throughout their life, the relationship between mother and child is the most essential. This relationship will intercede mother-youngster connection. Fraiberg (1959) as cited in (Malekpour, 2007; pg. 81) stated that: Our particular personality – the exact focus of our humanness - is attained through the early obligations of youngster and guardian. Inner voice itself, the most edifying of all accomplishments in human development, is not some piece of sacred gifts, unless the blessing of parental adoration and training.

As noted by Hausler (2010), The Association for the Treatment and Training in Attachment of Children (ATTAC) is defined as the reciprocal process by which an emotional connection develops between an infant and his primary caregiver. At the point when the needs of the child are met more than once by a reliable guardian, the protected attachment will happen. On the other hand, in the case of neglect, abuse or communication with more than one caregiver, the insecure attachment development increases. Therefore, it can lead to a probable diagnosis of RAD.

Level of parent-child attachment is the relation and emotional connection between parents and child, which shape during the first years of the child life. The social behavior, needs, intimacy and expectation in adulthood have bonds of childhood attachment and affected strongly by the parent child attachment in childhood. Those parents with secure attachment have less attention to their personal needs and spend more time for caregiving of their children in the best way. Those women who had secure attachment in their childhood have a positive relationship and a representative with their children. But those who had insecure attachment in their childhood, they perceive

parenting as a less meaningful experiences and often have emotionally detached to their children (Ktistaki, Papadaki-Michailidi & Karademas, 2014).

The first step in understanding the normal level of child development is understanding attachment. All humans are born with an instinctual tendency for attaching to a protective and loving person such as a caregiver. A child's physical, emotional and psychological development is related to the level and form of attachment with parents or caregivers so, it is an important act. In normal development, besides providing food, clothing and shelter, the other important factor such as love and attention are also necessary. Attachment is the basis for forming a healthy relationship with others and helping the children to understand themselves, the world and the people is the primary step of attachment.

When children are able to get what, they need, they feel satisfied and trusting and develop a sense of attachment to the parent/caregiver. Over time, the children also learn to perceive the people and the surroundings as safe and where what they need will be available if they let them be known to others that they trust and who will look after them (Matthew, 2013).

Children can grow up as healthy individuals if they have a sense of security at all levels of their life. Infants are "securely attached" and if they grow in their normal development levels so they can use their mother or caregiver as a safe foundation to look around and discover their surroundings. Babies with a secure attachment will be more likely to venture forth and explore because their needs are met, as they have a sense of trust and feel secure so, they try to learn new things.

In contrast, children will have insecure attachments with their mothers, or primary caregivers, if they do not respond to the child with love, warmth and closeness. Babies, who are often left to cry alone, or whose mothers or caregivers fail to show and give proper comfort and care, develop a distrust of others and are fearful of people and the world around them. Eventually they can develop a feeling and belief that the world is unfriendly and does not care for him as an individual, this leads to a pessimistic sense of low esteem and a feeling of helplessness that makes them think they are unable to make a difference to themselves, which will hinder their achievements in life (Center of knowledge on healthy child development, 2009). How we behave as parents depends to a significant extent on how we were parented. Parents, who experienced inconsistent and disorganized parents of their own, or caregivers, will find it difficult to have a supportive parenting style toward their children. The comforting thought is that these missing supportive and desirable parenting skills can be learned in adulthood (Fallen, 2012).

Bowlby indicates that experience of early attachment leads to the creation of internal working models, lifelong patterns for prejudgment of the precious value and reliability that can be experienced from relationships (Gen, 2007).

The child who has a good attachment with their parents has a sense of security and trust which helps them to learn, explore, relate and be motivated to cope with stress adjustment, fitness and resilience. Children's attachment models are the result of parental influence. Attached is a

significant factor in many pediatric problems, behavioral challenges, infant crying, problems with feeding, inability to thrive, avoidance of eye contact, toileting problems, accidents, infections, autism, and attention deficit hyperactivity disorder (ADHD), among many others. The attachment should rightly be the focused-on child protection and substitute care (Gen, 2007).

A landmark report by The Committee on Integrating the Science of Early Childhood Development published in 2000 highlighted the crucial importance of the attachment bond to the future development of a child. The channel of communication that is implied when an attachment bond exists, significantly affects the way the child grows mentally, physically, intellectually, emotionally, and socially. Even though a natural bond will be formed if parents give their child love and care and attention, the quality of attachment differs from one case to another.

A child's nervous system develops healthily when there is a secure attachment, which makes the child feel secure and understood; and thus, the child experiences a sense of calm that enhances self-awareness, trust and empathy.

With regards to the educational environment, the level and type of attachment a child has can affect the pupil's success in school. Those pupils who have a good attachment with their parents can have a good attachment with their teacher too. Higher grades and standardized test scores are positive products of direct attachment in comparison to the insecure attachment. These pupils have more noteworthy passionate regulation, social fitness, and eagerness to tackle challenges, and with lower levels of ADHD and misconduct; all of which are factors that are linked with higher levels of accomplishment. These impacts have a tendency to be stronger for high-hazard learners; thus, enhancing the teacher and pupil relationship as an attachment bond is basic to raising accomplished children. Therefore, understanding attachment in the classroom, which generates positive results and can help and support instructors, is more compelling, especially with those pupils who have a behavioral problem.

Parenting style is one of the essential factors that affects child development. Parenting style is directly related to parent's attitude and behavior. Therefore, it is a psychological issue that displays strategies which parents choose to raise their child. Parenting style represents an important base of parenting: parental responsiveness and demandingness (Kordi, 2010). Responsiveness refers to the extent which parents support their children and demandingness refers to the parent's expectation of their children in accordance to the regulation that they determine for them.

Goodnow (1988) and Miller (1986) mentioned that positive parenting and child acceptance increase pupil's academic performance and also it helps them to feel relaxed in unusual situations such as examination status. More addition, according to Aremu (2001) warm and positive parent-child relationship could work as a progress in academic performance (Ibukunolu, 2013).

Many social scientists in past years found the important effect of parental involvement on educational performance and mentioned that parental involvement is a primary instrument for academic achievement (Jeynes, 2007). Indeed, parental involvement in pupil's education and

parent-school relationship is a way to close the demographic space with attainment and increase pupil's potential (Hill & Tyson, 2009).

The finding of a study in Malaysia regarding the parenting style and its effect on school performance of primary school students in Malaysia (Bakar, et al., 2012) shown that the father type of parenting style, that practiced at home, is closely related to the academic performance of students at school. According to this research the influence of father's parenting style on the child's personality development is more crucial than mother. But in that research which has been done in Malaysia only the effect of parenting style on school performance is considered while the researcher in this study not only consider the effect of parenting style, but also will study the effect of parent-child attachment on school performance and also the relationship of these issues with together.

a. **Attachment**

Attachment is the profound association and enthusiastic bond made between a child and caregiver that significantly influence the child's advancement and their capacity to express feelings and create connections (Connors, 1997). Psychologist John Bowlby was one of the most punctual attachment scholars and defined attachment as a "lasting mental connectedness between individuals" (Bowlby, 1969, p. 194) as cited in McLeod, (2009). Attachment is one special and regulate feature between the child and primary caregiver that makes the sense of secure, safe and protect for the child. The intent of the attachment is not fed, teach or set the limit for the child and not play with the child. It is a secure feel in the presence of the caregiver when the child wants to explore around safe or secure support in comfort times (Benoit, 2004). In addition, attachment as is a profound and persisting friendly bond that interfaces, one man to another over space and time (McLeod, 2009). According to therapist Mary Ainsworth (1969, p. 970), attachment "may be characterized as an affection tie that one-man structures in the middle of himself and an alternate particular one – a tie that ties them together in space and perseveres about whether". Attachment is an association between two individuals as well as a bond that includes a lengthy for customer contact with an individual and the knowledge of misery and depression throughout a distance from that individual. Attachment to the primary caregiver is created throughout the span of the initial year (Kennedy, 2004).

Hanson and lynch (1995) defined attachment as a relationship between children and their primary caregiver, mostly parents, which shape from childhood. The theory of attachment is based on this fact that this relationship between child and parents from childhood effects on the child's personality and emotional and social behavior of children (Lowenthal, 1990).

Early childhood and child's experience with his family at this stage is the predictor of mental health and personality of children. From first month, the child experience and relationship with his mother and the image that child has of his mom and later the relation with both father and mother during childhood and adolescence, will develop this effect. This pattern of attachment between parents and child will effect on his experience and life in the future. So, attachment is an interactive emotional process that effect on physical, psychological and cognitive development. Hence, if this

connection is interrupted, the child will have problem in making security that will lead to mental health in childhood and adolescence.

Moreover, for better emphasis on the relationship between child and parents, Freud and Erikson stated its significance to normal development. In order to feel secure and protected, Bowlby believed humans need to attach to a figure and are always seeking out the attachment (Rjames, 2008).

Ainsworth and Bell (1970) recognized three types of children 's attachment style. Secure, in which the infant has a secure contact with the caregiver and the child has a secure bond for exploration and after separation seek to contact again with the caregiver. In this type of attachment there is a lovely, friendly and softly relation between the caregiver and child. Anxious-avoidant, in which the child fails to have a secure connection with the caregiver for exploration and avoid the caregiver when he/she back and have an indirect connection with caregiver when approach. Anxious-avoidant children are conflict and uninhibited. Anxious-resistant in which the infant doesn't have secure attachment with caregivers and upon coming back the caregiver the child is angry and get away from the caregiver. Anxious-resistant children are finicky, inactive, sensitive and irritable (Ekeh, 2012). There is another type of attachment style that identified with the Main and Solomon (1990), Disorganized-disoriented in which the child doesn't have a clear attachment style. Children with disorganized-disoriented attachment style are antisocial, silent and aggressive (Ekeh, 2012).

Insecure-avoidant infants refuse of attachment figures and don't show any attention to the attache figures and as an older child they don't look for any contact when distress and don't close emotionally. Avoidance behavior is a guard again anger. Insecure/resistant infants show exaggeration emotion and difficult to pacify, they show seeking to contact but are not comfort by it. As an older child, they may ask about and involved with attachment figures. They are hyperactive and shift from one object to another object and as a teenager, they may show strong interest to attachment figures and its difficult recover from upset for them. Insecure/disorganized-disoriented toddlers have inconsistent attachment behavior. As older children, they may take charge to an unnatural degree in order to reduce uncertainty and may appear confident, yet brittle and anxious and as a teenager they don't have reasonable attachment (Bergin & Bergin, 2009).

Parker and Forrest (1993) believed that if there is no proper bonding between mother and child, the child will experience a feeling of mistrust and even deep-seated rage.

The factors which lead to a secure attachment are caring to the children signal, interpreted appropriately and then responding correctly to the infant's need. For an example of a child attachment figure maybe respond reliably to the child crying while for an older child may be occur in encouraging or assisting in the child's activities (Bergin & Bergin, 2009).

Security of attachment predicts scholastic accomplishment. This impact happens early when a child is prepared for pre-academic abilities. Unreliable babies have a tendency to have the shorter consideration capacity and perform more terrible on cognitive duty than secure little children

(Bergin & Bergin, 2009). While perusing with their moms, unstable little children are less slanted to stay on their mother's lap and have a tendency to be less mindful to the book. Interestingly, secure babies have a tendency to be more captivated throughout joint storybook perusing. Secure preschoolers create better perusing or pre- reading abilities and exhibit a preferable state of mind to perusing over unreliably joined preschoolers.

A child without appropriate attachment has a difficulty of behavioral manner such as control his/her personal emotion or manage his/her stress and also have problem for make relationship and proper social manner with others which all of them is affected by absents of early proper attachment (Hermoso, 2009). More addition, proper attachment provides children with high self-esteem and self-worth (Kredit, Cari & Kad, 2013).

Attachment and parenting style

According to Clements and Barnet (2004) people's attachment style and if this style is secure or insecure depends on different factors that one of them is parenting style. It has been found that different children with different background, even those children with chronic medical status who raise with high quality of parenting style, anticipate for having secure attachment style (hatamya, Fathia, Gorjib & Esmaeilyc, 2011).

b. Attachment and Grade

A child who has an attachment bond that is not secure is deprived of much-needed sense of security, understanding and calm. This hinders his/ her developing brain from positively organizing itself. The consequence of such a situation is an inhibition of the child's emotional, cognitive and even physical development. As such, in later years the grown child will tend to face problems in learning, and in establishing a relationship. According to research, the better performers in school are those with high family and social capital levels, but low school social capital levels (Dufur, Parcel & Troutman, 2013). On the other hand, those with low family and social capital levels, but high school social capital levels, fail to excel academically. The conclusion, therefore, is that despite the importance of both school and domestic involvement, it is family involvement that emerges as the most important factor in academic achievement.

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After they enter school, unstable children have a tendency to have lower verbal capacity, math ability, understanding, reading, and general scholastic accomplishment, and display less interest than safely appended youngsters. For instance, one study found that attachment to mother and father anticipated educator appraisals of school adjustment like scholarly aptitudes and passionate prosperity for third, fifth, and sixth graders.

Unstable attachment in secondary school might additionally anticipate lower accomplishment throughout the first year in school. One study found that unstable scholars, contrasted with secure learners, were all the more defectively ready for exams, portrayed poor thinking capabilities, dreaded disappointed, looked for less assistance from instructors and gave less focus to their studies (Bergin & Bergin, 2009).

The Minnesota study found that parent-child attachment was joined to a few conclusions related to class achievement. These conclusions incorporate (1) eagerness to acknowledge difficulties and autonomy, (2) social fitness, (3) feeling regulation, (4) ADHD practices, and (5) psychopathology and misconduct.

Pinto and Steinberg (as cited in Kennedy, 2004) propose that the nature of the teacher-child relationship is connected to the nature of the parent-child relationship. Further, children who experience positive, steady associations with their instructors show more noteworthy social ability with both associates and grown-up in school, is more regularly established in strong informal organizations, have less conduct issues and exhibit higher accomplishment introduction and scholarly execution when contrasted with companions with frail connections (Kennedy, 2004). Additionally, Pianta and Steinberg reported that educators' mental representations of their own associations with people anticipated learners' scholarly execution and alteration in school.

Children in our schools, who battle, with consideration, after headings, coexisting with others, and controlling negative feelings, tend to do poorly socially and scholastically (Hausler, 2010). Hausler also notes that instructors report that children who appear to have a strong attachment, exhibit higher levels of passion, good social skills and appropriate behavior conformity – all of which are important in determining scholastic and life success.

Herting (1997) found that a positive father-child relationship is related to the improvement of academic achievement of the children. Parents are expected to find the special developmental characteristic of children because it can be reflected as a main factor in the child outcomes (Bakar, et al., 2012).

According to Karback (1989) as much as parents pay attention to their children, children are more successful in school performance (Ibukunolu, 2013)

Recently, some literature (as cited in Fassz & Tubman, 2002) has pointed that positive parental support increases higher grade point averages (GPAs), general academic achievement, cognitive responsibility and academic strength among all children and early and late adolescents (Bell, Allen, Hauser, & O'Conner, 1996; Cutrona, Cole, Colangelo, Assouline, & Russell, 1994; Finn & Rock, 1997; Hoffman & Weiss, 1987; Moss & St.-Laurent, 2001; Peng, 1994).

On the other hand, the low level of parent-child attachment increases the risk of low academic performance. Poor parent-child relationship and connection (Ekstrom, Goertz, Pollack, & Rock, 1986; Finn, 1989) and low educational support and expectation (Dornbusch, Ritter, Leiderman,

Roberts, & Fraleigh, 1987; Okun, Benin, & Brandt-Williams, 1996) lead students to the poor academic performance (see in Fassz & Tubman, 2002)

According to Nailing study (2010) student's academic result is related to the emotional relationship with their family. Eisenberg and Fabes study (1998) on preschool children also show that those children that their parents have a friendlier relationship, encourage them and give a sense of assurance to them, are less distress. Another research which done by Hagman about the close relationship between parents and academic results of African-American children show that there is a significant relationship between close relationship between parent and child and academic achievement (Pashaei, 2014).

Wong, Wiest and Cusicks (2002) research which done on a sample of students in sixth and ninth level stated that students with secure parental attachment model, high self-esteem and academic self-efficacy prefers to have more challenge with academic issues and have more motivation to study for benefits of educational matters. In contrast, those students with insecure attachment didn't achieve a higher level.

c. Parenting style

Actually, parenting style refers to the behavioral action and reaction that child and parents represent at home.

According to Diane Baumrind (1971, 1989, 1991a, 1991b), Social psychologist, there are three types of parenting styles: (1) permissive parenting; (2) authoritarian parenting; and (3) Authoritative parenting.

Authoritative parenting refers to those parents "who are firm, setting clear and consistent limits, but who try to reason with their children, giving explanations for why they should behave in a particular way" (Feldman, 2008, p. 264) as cited in Rabson (2012).

Authoritarian parenting is exhibited in parents who are "are controlling, punitive, rigid, and cold, and whose word is law" (Feldman, 2008, p. 264) as cited in Rabson (2012).

The permissive parent provides lax and inconsistent feedback and requires little of [his or her] children. These children have low self-esteem and lack social awareness. Later, some researcher adds another parenting style as Uninvolved parenting, but since this type is seldom met so most of the researcher only discuss first three types of parenting. In this research the researcher also considers the first three types of parenting style.

Later, Maccoby and Martin (1983) classified Baumrind's parenting styles based on demandingness and responsiveness dimensions. Responsiveness refers to the extent which parents support their children and demandingness refers to the parent's exception of their children in accordance to the regulation that they determine for them.

Parenting style and Grade

Children with authoritarian parenting style are skillful and obedient, but they are less happy and have a low rate of self-esteem and sociability. Those children who are raised with authoritative parenting style are happy children who are successful and efficient in life. Permissive parenting style is also less happy and capable with regards to child rearing; they cannot manage themselves and perform poorly in school.

The difference between the different types of parenting styles may be referred to some differences in personality, parental background, family size, culture, religion, educational level and socioeconomic status.

Parents with authoritarian parenting style think this style is the best for raising children, especially for children's education because they mostly have a lot demands that the child should obey, but this decreases the child's creativity and self-esteem and that is harmful to the child's school performance. Children need the creative energy in the class, especially for some lessons such as art; hence these children will face problems at school.

Authoritative parents like authoritarian parents have demanded and put pressure on their children for their education, but they also have a close emotional relationship with them, too. So, they are not harmful for their children's self-esteem and autonomy. These children try to do better in their education out of intrinsic motivation and not because of pressure from their parents.

Children raised with the permissive parenting style have problems in their education. Because their parents have no demand and put no boundaries for them, these children spend much time playing and making friends rather than learning. Although children with permissive parenting style have high self-esteem, they have problems with self-control and understanding of boundaries, which are two important items that help with academic success.

Some studies suggest that permissive and authoritarian parenting style is related to low levels of success and high levels of school problems (Necsoi, Porumbu & Beldianu, 2013). Baumrind (1991) reported that the authoritative parenting style has a positive association with academic performance. He found that children between four and 15 years old with authoritative parenting style are more qualified and successful with a high level of motivation. Baumrind and Black (see in Erlanger et al., 2009) also found that authoritative parenting style is positively related to academic performance while authoritarian and permissive parenting styles are negatively related to marks and results.

When children are raised in environments where the controls and requests are moderate and within reason, then they will have more opportunities to approach materials that they are interested in and participate in optional reading. Generally, based on research, the authoritative parenting style is the most acceptable and efficient form of parenting and parents' reading

involvement is positively related to the authoritative parenting style (Rena, Abedalaziz & Leng, 2013).

In accordance with Keshavarz and Rozumah Baharudin (as cited by Lin & Lian, 2010) Malaysian parents mostly have an authoritarian parenting style which is an accepted parenting style in this country. Malay children learn to follow the group's rules and treat in a manner which is accepted by the society, hold up their personal needs and place consideration to the needs of others in the group. Moreover, they obey their parents in all positions.

McFadyen-Ketchum, Bates, Dodge, and Pettit did a study regarding mother-child interactions and child aggressive/disruptive behavior from kindergarten to third grade for considering level and purpose of aggressive behavior (Keiley, Bates, Dodge & Pettit, 2000). They carried out this observation during four hours for mother-child relationship and interaction and the researcher asked teachers to praise aggressive behavior in children. The findings revealed that aggressive behavior in pre-school children are related to maternal compulsory and non-warmness. The finding also shows that there is a difference in displaying aggressive behavior between the two genders. Based on the finding those boys who have a high level of parents' compulsion and non-intimacy had higher rates of aggressive behavior during the years than those girls with the same situation.

Conrad and Ho realize that the parenting style of the mother holds most impact on a child's school performance whilst Bronte-Tinkew, Moore and Carrano reported that children's performance was highly related to fathers' emotional responsiveness (Alsheikh, Parameswaran, & Ethoweris 2010). Cohen and Rice (1997) conducted a survey on 386 parent-child pairs in order to find out the relationship between parenting style and adult educational achievement. They found that those pupils with high grades, evaluate their parents more as authoritative rather than authoritarian and permissive in comparison to those pupils with low grades (Rivers, 2006). According to the Doylet et al. study, permissive parenting style forecast avoidant attachment level. Albert, Trommsdorff et al. also proved that the children of Indian mothers with a permissive parenting style adopt an avoidant attachment style (Mensah, 2013).

According to the research conducted by Chen on 304 second grade Chinese pupils and 512 parents in Beijing aimed at examining the relationship between parenting style and pupil's performance, the authoritarian parenting style has negative associations with social capacity and academic adjustment and positive association with pupil's aggressive behavior (Lin & Lian, 2011).

The authoritative parenting style is related to higher self-esteem, good social skills, educational success and lower behavioral problems. Campana, Henderson, Stolberg, & Schum (see in Rabson, 2012) have pointed out that children of authoritative mothers and authoritative fathers reported lower ratings of depression and higher ratings of self-esteem.

Those pupils with Authoritarian parenting style have low self-esteem with a sense of self-doubt and uncertainty. Their parents make many demands without warmth; they are always facing stress for following their parents request in order to avoid later punishment as a result of not meeting these

demands. All of these issues affect the child's social and educational performance. In contrast, pupils from permissive families have a sense of high self-esteem and assurance; they have a high level of social skill but with less academic success. They do not have to meet their parents' need because actually their parents have no demand and control on them. On the other hand, authoritative parents have a child who is qualified with high level of social and behavioral skills where these skills are essential for academic performance. These parents have demanded and request of their children, but they respect their child's opinions and respond to them sensitively. Hence, they make an emotional connection with their children that helps them in their relationship with their peers, academic work and overall performance.

According to Durkin (1995) there are three reasons that authoritative parenting may be related to positive child performance. First, he declared that authoritative parents have a high level of emotional relationship with their children and give children a sense of indecency and convenience which help children 's success in school. Second, authoritative parents explain to their children about their demands and actions thus these children will aware and understand their parents' belief, values and goals which all these relations are effective tools for good performance in school. Third, he indicates that this bilateral communication between children and parents increase the interpersonal skills in children and lead to better performance and more favored children and help them be more successful in social and academic (Spera, 2005)

According to Cohen and Rice (1997) survey, which done on 386 parents and their children in finding the relationship between parenting style and adult educational performance, those children with better performance in comparison with lower performance children rate their parents' style more as an authoritative parenting style than authoritarian and permissive (Rivers, 2006). Based on Doylet et. al study permissive parenting style prognosis avoidant attachment level. Albert, Trommsdorff et al. also find that Indian mothers with permissive parenting style, their children learnt an avoidant attachment style (Mahasneh, 2013).

Another study conducted by Chen in China, with 304 students and 512 parents as participates, in order to find out the relationship between parenting style and students' performance. The result shows that authoritarian parenting style has a negative relationship with social qualification and academic performance and positive relationship with student's aggressive behavior (Lin & Lian, 2011). More addition, one study shows that unstable students were less ready for exam with less thinking ability, feared disappointed, ask for less help from educators and with less focus to their practice, in comparison with secure students. (Bergin & Bergin, 2009).

According to the Assarian, Biqam & Asqarnejad (2006) Low academic performance may lead to negative outcome for children. For instance, those students with low academic performance have a more chance to face with different problem such as hopelessness, stress, psychopathology, delinquency and substance abuse (Dehyadegary & Juhari, 2012).

According to Millingsand colleagues (2013) as cited in (Ktistaki, Papadaki-Michailidi & Karademas, 2014) high level of anxiety and attachment avoidance in parents is negatively related to

authoritative parenting style and positively connected to authoritarian and permissive parenting style. More ever, based on Anne and associate research (2009) there is a negative relationship between authoritarian and permissive parenting style with behavioral and psychological outcomes and on the other hand, based on Pong and associates study (2005) there is a strong correlation between authoritative parenting style and academic achievement in contrast to authoritarian and permissive parenting style (Masud, Thurasamy & Shakil Ahmad, 2014).

Parental involvement is an important effect on children's education. The way that parents behave and attach to their children will effect to many aspect of the child development such as, cognitive, emotional and educational development. According to Marchesi and Martin (2002) as cited in (Diaz, 2003) parental expectation has a remarkable effect on academic result , unexpectedly for early knowledge and socio-economic factors. Based on Castejon and Perez findings (1998) there is a direct relationship between student's performance and their perception of how much their parents concern attention to their education (Lozano Diaz, 2003).

More addition, some research has found there is a positive relationship between parental involvement and practice with school performance. For example, there is a strong relationship between parent present in school activities, open days and parent-teacher conference with school performance of primary school students (Spera, 2005). On the other hand, based on Epstein and Dauber' finding (1991) the effect of parental involvement in school activities at primary school is more than secondary and high school (Spera, 2005).

Clarck (1993) found that the school achievement of those students who their parents monitor them after school activities is more than those who don't monitor their children's practice after school (Spera, 2005). So, those parents with permissive parenting style don't pay much time for their children's school activities and even after school practice and once again we can find the strong relationship between parenting style and school performance, while many researchers found that there is a strong relationship between authoritative parenting style and school performance that the first study that reported this relationship was conducted by Baumrind (1967), see in (Spera, 2005).

RESEARCH QUESTION

In the present study, we sought answers to the following research question:

- Is parent -child attachment mediating the relationship between parenting style and student's achievement?

PROBLEM STATEMENT

The way that parents select to take care of their children will affect their personality, social and emotional development. So, considering the level of parent-child attachment and parenting style, which are the two main elements of the parent-child relationship, is very important. According to the researches that mention in this article there is a significant relationship between levels of

parent-child attachment with grade. Since attachment has a direct relationship with parenting style and also have a direct relationship with grade, it can have a mediating role of the relationship between parenting style and grade.

A previous research on the topic of parenting style and school performance focused on Malaysian primary school pupils. The study outcome revealed that there is a relationship between the type of parenting style and the positive or negative behaviors exhibited in children; especially during adolescents (Bakar et al., a, Ahmad, Dolah, Halim & Anuare, 2012).

Many studies consider the effect of parenting style on academic performance at school and findings show that authoritative parenting style is positively related to academic performance (Mensah, 2013) while authoritarian and permissive are negatively related to the student's mark and result (Erlanger, Megan, & Robert, 2009).

The management of pupils with behavioral problems is one barrier to effective teaching and learning (Rehfuss, 2012), as these pupils often monopolize the teacher's time and energy. In an effort to ensure every pupil meets the minimum requirements for academic success, teachers struggle to satisfy administrators and parents by balancing their time between the behavioral needs of a few pupils and the instructional needs of all pupils. When behavior problems interfere with pupil learning and their subsequent academic achievement support is necessary, which often includes mental health interventions (Rehfuss, 2012).

This research is necessary due to the fact that the level of parent – child attachment and parenting style are important variables that not only affect a child's behavior and cognitive development, but also affects children's education. As mentioned above based on a research which was conducted in Malaysia the researcher showed that there is a significant relationship between parenting style and the school performance of Malaysian primary school pupils (Bakara et al., 2012). As well as a further research conducted by Keshavarz Baharudin, as cited in Lin & Lian (2010), revealed that the accepted parenting style in Malaysia is authoritarian parenting style; which as highlighted by Erlanger et al. (2009) is negatively related to pupils ' marks and results along with the permissive parenting style.

These variables can affect the children's education and also their behavior and relationship with the teacher and other pupils, all of which are determining factors in the academic and social performance of pupils.

By conducting this research, it is hoped that the researcher will be able to determine to what extent the issues of parenting style, level of parent-child attachment and its relationship to the school performance of primary school pupils are correlated. It is hoped that this understanding will be a source to which educators and parents can turn to in order to better understand their role in the academic and social success of children.

METHOD

a. Participate

The participants were 200 parents of students from three primary international schools in Kuala Lumpur, Malaysia. The age range of students was 5-12 years old. The purpose of selecting private international schools is so that the researcher would be able to carry out her research without limiting herself to the constraints of the Malaysian Ministry of Education for research approval, which would have been a time-consuming process. As well, by virtue of the fact that international schools hold a wider population of pupils from varying backgrounds, the researcher would be able to see how the results of the data carry across a more diverse range of pupils

b. Measurement

(i) Kinship Center Attachment Questionnaire

The Kinship Center Attachment Questionnaire (Kappenberg & Halpern, 2006), which was designed by the Kinship Center in order to measure attachment for children and young children, asked parents about their child's behavior for determining the attachment difficulties. This questionnaire consists of twenty items, which 6 items are reserved, and each item answer were scored from 1- Never/rarely for 7- Almost always. The score reliability of Kinship Center Attachment Questionnaire in California, US was investigated with the technique of Cronbach Alpha (Cronbach Alpha: .75 $p < .01$).

The Kinship Center Attachment Questionnaire is widely used all over the world for measurement the attachment in young children. "This questionnaire is different from other attachment instrument because it is a time-efficient, quantitative measure of child attachment that is capable of tracking changes in attachment over time versus the taxonomic measurements of traditional attachment instruments" Kappenberg & Halpern, 2006). Many researchers such as Siu & Yuen (2010); Soleimani, Bashash & Latifiyan (2014); Black & Leszczynsk (2013) used in this questionnaire as an instrument in their research.

(ii) Parenting style questionnaire

The parenting style questionnaire is based on Robinson, Mandlco, Olsen & Hart (1995) research about measuring authoritative, authoritarian and permissive parenting style from Brigham Young University. Item number eight and nine in this part of the survey were selected from the "What's Your Parenting Style?" questionnaire found in the active parenting publisher (Popkin, 2015). This questionnaire consists of thirty-five items and the participants rated the items in six-point scale from 1-Never/rarely to 6- always.

For testing the validity of the questionnaires, a pilot study was done. Thirty (30) parents were selected randomly among the sample. The researcher also used the results of the pilot study to

calculate the reliability of each scale in the questionnaire by analyzing the data via Cronbach alpha in SPSS.

The internal score reliability of Parenting Styles Questionnaire in Istanbul, Turkey was investigated with the technique of Cronbach Alpha (Cronbach Alpha: .63 $p < .01$). According to this result, the test-retest consistency of the scale were found to be relatively high (Onder & Gulay, 2009), The parenting style questionnaire widely have been used in recent years and the possibility of using this questionnaire for large sample is affordable and useful and many researchers in all of the world used of this questionnaire in their researches such as, Padilla-Walker & Coyne (2011); Topham et al. (2011); Williams et al. (2009); Kern & Jonyniene (2012); Önder & Gülay (2009); Porter et al. (2005).

(iii) Grade

The student's school results were categorized based on A, B, C, D and F scores. The grade A, meaning excellent, was rated as four, the grade B, meaning good, was rated as three, the grade C, meaning average, was rated as two, the grade D, meaning struggling, was rated as one, and the grade F, which means the student is failing, was rated as zero.

PROCEDURE

The questionnaire was made available online and the link address of the questionnaire was sent to the school where the principal helped the researcher by sending the link out to the parents asking them to complete the questionnaire (simple random sampling). The link was also sent to a personal friend of the researcher who passed it on to parents of children who she knew enrolled in an international school in Kuala Lumpur who then passed it on to their friends (snowball sampling method). When the participants accessed the online platform for filling out the questionnaire they were first informed, before access to the questionnaire was granted, the purpose of the study as well as the fact that their participation is entirely voluntary and that they may decline or remove themselves from the study at any time without charge or prejudice.

RESULT

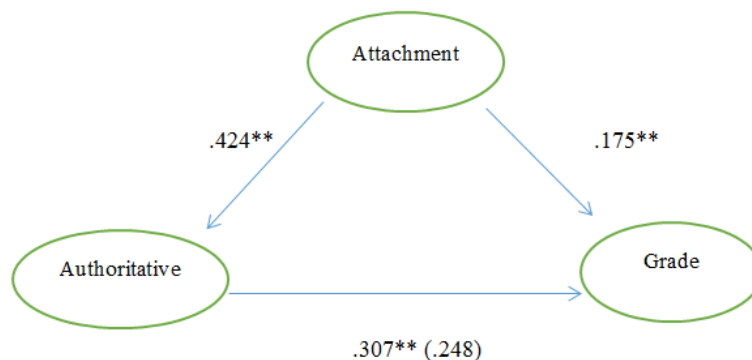
Descriptive statistic and correlation for measuring variation are presented in **table 1**. This table shows the type of parenting style amongst the pupil's parents the mean and standard deviation. The result of the table shows that there is a positive significant relationship between authoritative parenting style and grade, there is a low negative significant relationship between authoritarian parenting style and grade, and also there is no significant relationship between permissive parenting style and grade. According to table 1 there is low significant relationship between attachment and grade, there is a high significant relationship between attachment and authoritative, low significant relationship between attachment and authoritarian and high negative significant relationship between attachment and permissive parenting style.

Table 1: Descriptive statistic and correlation between parenting style, grade and attachment

	Grade	Authoritative	Authoritarian	Permissive	Attachment	Mean	Standard Deviation
Grade	1					78.49	13.894
Authoritative	.307**	1				62.9400	13.77371
Authoritarian	-.198**	.237**	1			42.7100	13.70309
Permissive	-.047	-.277**	.153*	1		27.7800	7.22096
Attachment	.175*	.425**	.185**	-.341**	1	54.9800	16.31596

(a) Parent-child attachment as mediator

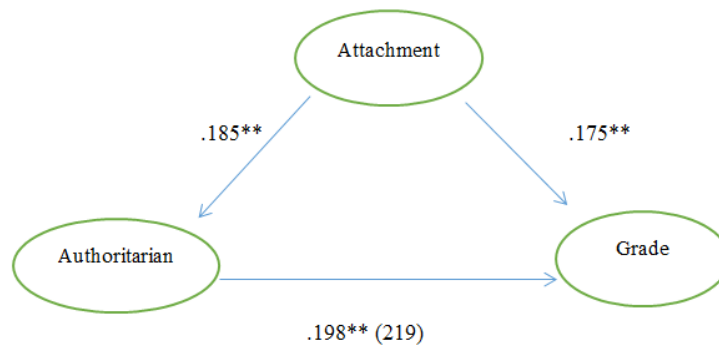
Baron and Kenny (1986) stated that for showing the mediating effect four factors are needed. The first, the predictor variable (parenting style) should be related to a mediator variable (parent-child attachment). second, the predictor variable should be related to the outcome variable (grade). Third, the mediator variable should be related to the outcome variable. The fourth, after controlling for the effect of mediation on outcomes, the relationship between predictor and outcome should be significantly decreased (MacKinnon, Fairchild, & Fritz, 2007).



To test for the mediating effect of parent-child attachment on the relationship between authoritative parenting style and grade a series of three regressions were conducted. First attachment was regressed on authoritative parenting style (Beta = .424, $R^2 = .18$, $t = 6.606$ $p < .05$). The authoritative parenting style contributed a significant amount of variance of attachment. Second, the grade was regressed on attachment (Beta=.175, $R^2 = .03$, $t = 2.507$, $p < .05$). Grade contributed a significant amount of variance of attachment. Third authoritative were regressed on

grade (Beta = .307, $R^2 = .09$, $t = 4.545$, $p < .05$). In the fourth equation, the grade was simultaneously regressed on both attachment (Beta = .055, $p < .05$) not significant and authoritative parenting style (Beta = .248, $p < .05$) significant. Finally, the regression model contributed a significant amount of variance to grade.

The result of regression analysis, testing mediation effect of attachment on the relationship between authoritative parenting style and grade is shown in figure 1. As shown figure 1 the beta is high when authoritative parenting style was regressed alone on grade (Beta = .307) but the beta decrease from .307 to .284 when the attachment was added into an equation.



To test for the mediating effect of parent-child attachment on the relationship between authoritarian parenting style and grade a series of three regressions were conducted. First attachment was regressed on authoritarian parenting style (Beta = -.185, $R^2 = .029$, $t = 2.643$, $p < .05$). Authoritarian parenting style contributed a significant amount of variance of attachment. Second, the grade was regressed on attachment (Beta = .175, $R^2 = .03$, $t = 2.507$, $p < .05$). Grade contributed a significant amount of variance of attachment. Third authoritarian were regressed on grade (Beta = .198, $R^2 = .03$, $t = -2.845$, $p < .05$). In the fourth equation, grade was simultaneously regressed on both attachment (Beta = .219, $p < .05$) and authoritarian parenting style (Beta = -.239, $p < .05$). Finally, the regression model contributed a significant amount of variance to grade.

The result of regression analysis, testing mediation effect of attachment on the relationship between authoritarian parenting style and grade is shown in figure 2. As shown figure 1 the beta is low when authoritarian parenting style was regressed alone on grade (Beta = .198) but the beta increase from .198 to .219 when the attachment was added into the equation.

The mediator role of attachment between permissive parenting style and grade results shows that there is no significant relationship between permissive and grade as such no relationship to be mediated.

DISCUSSION

This study examined the mediating effect of attachment for the relationship between parenting style and student's grade. As anticipated the correlation result of the study showed that attachment has a positive significant relationship with authoritative and authoritarian parenting style and has a significant negative relationship with permissive parenting style. Attachment also has a positive relationship with grade. The result are consistent with earlier research reporting the relationship between attachment with parenting style (Hatamya, Fathia, Gorjib & Esmaeilyc, 2011) and school performance (Ibukunolu, 2013; Fassz & Tubman, 2002; Pashaei, 2014 and Wong, Wiest and Cusicks , 2002). In this research, also as expected attachment play a mediator role between parenting style and grade. In the other words, as parenting style decreases, grade increase and attachment play a mediating role in this increase. So, the finding of this study shows that an attachment has a mediating effect on the relationship between authoritative and authoritarian parenting style and grade and no effect on permissive parenting style and grade.

There were some limitations to this study faced as it was being carried out. The primary limitation is that due to the limited sample size, and the fact that the sample was obtained from international schools, the results may not be generalized to the larger size. As well participants answering questionnaire may not have been fully truthful in their responses.

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