

## **Authoritarian, authoritative, and permissive parenting: their influence on school truancy behavior**

**Diana Wulandari<sup>1\*</sup>, Siti Wan Aminah binti Wan Norudin<sup>2</sup>, Arnelia Dwi Yasa<sup>1</sup>**

<sup>1</sup>Universitas PGRI Kanjuruhan Malang, Jl. S. Supriyadi 48, Sukun, Malang, 65148, Indonesia

<sup>2</sup>Universiti Pendidikan Sultan Idris, Tanjung Malim, Perak, 35900, Malaysia  
*dianawulandari@unikama.ac.id\**

**Abstract:** School truancy is a serious issue in education. This study aimed to examine the influence of parenting styles on school truancy and identify the most dominant parenting style affecting truancy behavior. The population consisted of 1,500 students with at least three truancy records in one semester, from which 500 students were selected through purposive sampling. Data were collected using the Parental Authority Questionnaire (PAQ) and analyzed using descriptive statistics and multiple linear regression. The mean scores for authoritarian, authoritative, and permissive parenting styles were 3.12, 3.10, and 3.12, respectively. Results indicated that all parenting styles significantly influenced truancy ( $p < 0.05$ ). Permissive parenting showed the strongest effect ( $\beta = 0.396$ ), followed by authoritarian ( $\beta = 0.308$ ) and authoritative ( $\beta = 0.267$ ). In conclusion, parenting styles significantly affect school truancy, with permissive parenting being the most influential factor.

**Keywords:** parenting style; authoritarian; authoritative; permissive; truancy

### **Introduction**

Disciplinary issues in educational institutions such as truancy, smoking, vandalism, bullying, drinking alcohol, and out group fights are the disciplinary misconducts that are often the concern of all stakeholders of the community. There were research studies analyzing some disciplinary misconducts that have been taken into account in previous studies, for example school truancy (Hassan, Jami, & Aqeel, 2016). However, based on some of the misconducts found that school truancy is increasing at an alarming level today (Rogers, 2014). This concern should be addressed as a result of school truancy will affect the academic and future decline of students in developing future generations of knowledge (Azimi, Vaziri, & Kashani, 2012).

School truancy is one of the thoughtful complications in the educational world. This truancy issue has been going on for decades and various measures have also been implemented to reduce the truancy of school but the issue still remains. Truancy can occur either in developed countries e.g., United Kingdom (Arthur, 2014; Attwood & Croll, 2015; Sutphen, Ford, & Flaherty, 2010), Belgium (Berten & Rossem, 2015; Claes, Hooghe, & Reeskens, 2009), Sweden (Ek & Eriksson, 2013; Strand, Anbäcken, Granlund, & Strand, 2016), Finland (Virtanen, Lerkkanen, Poikkeus, & Kuorelati, 2014), USA (Dahl, 2016; Gase, Defosset, Perry, & Kuo, 2016), United States of America (White & Kelly, 2010), Las Vegas (Haight, Kearney, Hendron, & Schafer, 2011), New York (Floros et al., 2013; Monahan, Vanderhei, Bechtold, & Cauffman, 2014), Africa (Breda, 2014; Matela, Ferreira, & Wet, 2014) or in developing countries, such as Nigeria (Sara & Baba, 2016), Ghana (Donkor, 2015), Norway

(Havik, Bru, & Ertesvag, 2015), Columbia (Hendricks, Sale, Evans, & Carter, 2010), Hongkong (Shek & Lin, 2014), India (Trishala & Kiran, 2015), Pakistan (Aqeel, 2016; Hassan et al., 2016). According to Dahl (2016), in the United States, truancy cases are increasing year by year and reached almost 75%. The statement is reinforced by Gase et al., (2016); through the statement that states that truancy is indeed a common occurrence in the United States (US), and is increasing from time to time.

There are various issues that can contribute to school truancy among high school students and among others are; school environment factors, peer influence (Berten & Rossem, 2015; Dahl, 2016), stress of living, social resources and spiritual wellbeing and family factors (Breda, 2014; Donkor, 2015; Gase et al., 2016; Virtanen et al., 2014). One way to manage discipline problems is, first, the school provides guidance services to students. Second, parents and classroom teachers working together to manage disciplinary problems. Third, Parents must obey the discipline rules that have been issued by the school (Sadik & Öztürk, 2018). Based on previous studies, most researchers emphasize that family factors are among the main factors that cause the occurrence of truancy among students. One of these family factors identified here as the parenting style often applied by the parents to rear their children.

Parenting styles are one of the variables described by some researchers related to school truancy (Bezrukova & Samoylova, 2015; Chand, 2012; Donoghue, 2011; Smith, Kirchner, Higgins, & Khey, 2011; Zins, 2013). The findings of this study may differ from other places may be due to different cultural factors and way of life of the demography (Donkor, 2015) .

According to Bezrukova and Samoylova (2015) authoritarianism is a characteristic of low-income families regarded both economically and in terms of education. Therefore, parents who educate their children with authoritarian care are more likely to be firm and sensitive when communicating or making decisions on their own children. The statement was reinforced by Vasilova (2016); stating that authoritarianism was characterized by a rigid attitude system as a result of the strict upbringing style of child-rearing. The impression of the personality of a child must be submissive and obedient without compromise. When the parent's lifestyle continues, causes a less harmonious family atmosphere. That breakdown of the harmony causes the students to behave like naughty behaviors like truancy. Based on the results of previous studies showing that authoritarian cohabitation has a significant influence on school truancy behaviors performed either by primary, high school or advanced school students (Kariuki, Aloka, Kinai, Gatumu, & Ndeke, 2014; Osagie-Obazee & Eduwen, 2016; Salikin, Amir, & Awang, 2016).

Furthermore, the authoritative parents' parenting style has a significant influence on the school truancy (Claes et al., 2009; Cynthia, 2013; Trishala & Kiran, 2015). In addition, authoritative care style has a strong impression on the formation of children's characters. However, not all past studies have suggested that authoritative care styles have a significant influence on school truancy behavior as peers and the environment also have very strong influences on juvenile delinquency especially in school truancy cases.

Igbo and Ihejiene (2014) state that permissive parents encourage autonomy, engage in decision-making for their children, infrequently discipline their children as they have moderately low self-esteem and self-control. Responsive from their request, permissive parents are less likely to implement the rules and limitations in the home due to the permissive parent's style of care that have many internal problems in home, school or community academic performance (Baumrind, 1991).

**Method**

This study employed a quantitative survey design to examine the influence of parenting styles—authoritarian, authoritative, and permissive—on school truancy among senior high school students in Malang City. The population consisted of 1,500 students from public and private schools who had recorded at least three truancy incidents within one semester. Based on recommendations from Krejcie and Morgan (1970), Nunnally (1978), and the Slovin formula, the minimum sample size ranged from 317 to 360 respondents. To improve statistical accuracy, the sample size was increased to 500 students, selected using purposive sampling. This technique was chosen to ensure that respondents met the study criterion of having experienced truancy during the previous semester.

Data were collected using the Parental Authority Questionnaire (PAQ) developed by Buri (1991), which measures three parenting styles based on Baumrind’s typology: authoritarian, authoritative, and permissive. The instrument consists of 30 items and has demonstrated satisfactory reliability, with Cronbach’s alpha coefficients ranging from 0.77 to 0.92 across parenting dimensions. Data were analyzed using SPSS version 24.0. Descriptive statistics, including frequency, mean, percentage, and standard deviation, were used to describe the data. Inferential analyses included Cronbach’s alpha reliability testing, Pearson product-moment correlation to examine relationships between variables, and multiple linear regression to identify the most dominant parenting style influencing school truancy.

**Results and Discussion**

**The Total Estimation of Students’ Observation About Parenting Style**

The total estimation of students’ observation about parental styles (e.g. authoritarian, authoritative, and permissive), the means and standard deviations for each style was achieved. Table 1 illustrations the minimum, maximum, means and standard deviations for each parenting style.

**Table 1.** Descriptive Statistics of Parenting Styles

Parenting Style	Minimum	Maximum	Mean	Std. Deviation
Authoritarian	1.00	5.00	3.1280	.83487
Authoritative	2.00	5.00	3.1020	.77525
Permissive	1.00	5.00	3.1260	.87616

Table 1 illustrates that the parenting style supposed by students for authoritarian (Mean = 3.12, S.D= 0.83), the observation for authoritative (Mean = 3.10, S.D= 0.77), and the perception for permissive (Mean = 3.12, S.D= 0.87) as estimated through the standard descriptive statistics. According to Birisci, Metin, and Karakas (2009), arrays of arrangement with the attributions on the investigation was resolute by means of the (n-1)/n method and after design the interval width of the range between 1 through 5 was designed as 0.8. As such, the interval width of 1-1.80 presented very low level, the 1.81-2.60 interval presented low level, the 2.61-3.40 interval presented medium level, the 3.41-4.20 interval presented high level and the 4.21-5.00 interval presented very high level. Respondent had medium level of arrangement with the items that defined authoritarian, authoritative and permissive parenting styles. The mean scores for the authoritarian, authoritative and permissive (M=3.0) specifies that students had medium level of arrangement with the survey items that represented authoritarian, authoritative and permissive.

**The Relationships Between Parenting Styles and Truancy**

To adopt whether there is a significant relationship between parenting styles and truancy, Pearson Coefficient of Correlation was removed, and the significance of the relation has been confirmed. The correlations were constructed on the scores of 500 students, along with an evaluation within the total score of two supposed parenting styles and truancy score. The results of analyses are presented in Table 2.

**Table 2.** Correlation Between Sources of Parenting Style and Truancy

Sources	M	SD	1	2	3
Authoritarian	3.12	0.83	-	0.564**	0.493**
Authoritative	3.10	0.77	0.564**	-	0.487**
Permissive	3.12	0.87	0.493**	0.487**	-

\*\* p < .001

Table 2 indicates that there was a significant positive relation between parenting styles and truancy (p < 0.05). As expected all the sources were significantly correlated among themselves (Table 2). When truancy was the dependent variable, all two hypothesized sources were significant predictors of parenting style on truancy.

Beforehand showing multiple regression analysis, there were some conventions that had been taken into consideration such as deficiency of multicollinearity, normality, linearity, homoscedasticity, influential opinions and outliers, and individuality of participants' scores (Steven, 1990).

Multicollinearity is a significant postulation of multiple regressions. Multicollinearity postulation was confirmed by investigative the simple correlations between the designated independent variables and the dependent variable, and by investigative the variance inflation factors (VIF) for the independent variables (Steven, 1990). Table 3 showed the result of multicollinearity.

**Table 3.** Collinearity Statistics

Parenting Style	Collinearity Statistics		Finding
	Tolerance	VIF	
Authoritarian	0.620	1.614	No-Multicolinearity
Authoritative	0.624	1.602	No-Multicolinearity
Permissive	0.693	1.443	No-Multicolinearity

A multiple regression analysis was shown to detect the best interpreters of dependent variable and to demonstrate the percentage of variance in the dependent variable (truancy) described by the selected independent variables (authoritarian, authoritative, and permissive). The immediate of the multiple regression results are existing in Table 5 and 6.

For the purpose of validating the regression model can be known from the F-value ratio which should be above the threshold level 1, and the probability of a significant probability ( $p < 0.05$ ) in the regression analysis. Based on table 5 the model shows that the F-ratio is 292.349 and it is significant at the probability level  $p = 0.000$ . This shows that this model has been confirmed as a reflection of the actual population, and proves that authoritarian, authoritative, and permissive parenting styles are all influential to the school truancy.

According to the ratio of coefficient of determination ( $R^2$ ) of 0.637 shows that 63.7 percent of school truancy can be explained by parenting styles. In other words, the authoritarian (X1), authoritative (X2) and permissive (X3) have contribution to the school truancy (Y) is 63.7%, while the rest is 36.3%. That is to say, school truancy in high school students in Malang is influenced by other factors not studied in this study too.

In addition to this, table 4 shows that the three variables can significantly predict parenting styles in performing school truancy among high school students in Malang City Indonesia.

**Table 4.** Standard Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.799	0.639	0.637	0.81952

**Table 5.** ANOVA: Regression Significance

Model	Sum of Squares	df	Mean Square	F	Sig.	Finding
Regression	589.034	3	196.345	292.349	0.000	Significant
Residual	333.111	496	0.672			
Total	922.152	499				

$N = 500, p < 0.05$

The standardized regression coefficients (Beta), gave a suggestion of the influence of separately independent variable in forecasting the dependent variable (Aron, Aron, & Coups, 2005). Table 6 demonstrates the significance for p value for separately independent variable represented an amount of the significance of this variable in expecting the independent variable.

**Table 6.** Regression Coefficients of Standard Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Finding
	B	Std. Error	Beta			
(Constant)	-2.182	0.173		-12.620	0.000	
AUTHORITARIAN	0.501	0.056	0.308	8.973	0.000	Significant
AUTHORITATIVE	0.470	0.060	0.267	7.822	0.000	Significant
PERMISSIVE	0.614	0.050	0.396	12.213	0.000	Significant

N = 500, p < 0.05

To control the best interpreters among the independent variables in expecting the dependent variables, standardized regression coefficients (Beta) and partial correlation coefficients were used. The results of the analysis are as followed. Permissive style has the highest value for Beta and partial correlation coefficient. Permissive style variable is the best predictor of dependent variable that has the most significant influence in expecting of school truancy, whereas Authoritarian and Authoritative style has the lowest value of Beta and partial correlation coefficient in this study.

In addition, table 6 demonstrates that the authoritarian parent care style has an influence on performing school truancy, with beta weight ( $\beta$ ) 0.308 at  $p < 0.05$  ( $t = 8.973$ ). While the authoritative parent' care style has lower influence on performing school truancy, with beta weight ( $\beta$ ) 0.267 at  $p < 0.05$  ( $t = 7.822$ ), and the permissive parent care style has the highest influence on performing school truancy, with ( $\beta$ ) 0.396 at  $p < 0.05$  ( $t = 12.213$ ).

Permissive parent care style seem to have contributed much higher than the authoritarian and authoritative parent care styles in clarifying changes in school truancy patterns, demonstrated by the highest standard regression coefficient of 0.396 for permissive, 0.308 for authoritarian and the 0.267 for authoritative standard regression coefficient respectively in this analysis.

The authoritarian parent care style is the parent care style that strictly regulates personality change. Dominant parents will cause children to grow up passively and are more likely to avoid school and life challenges or vice versa, becoming aggressive individuals and demanding high expectations to others (Bezrukova & Samoylova, 2015). The results of regression analysis that has been done in this study proved that authoritarian care style significantly have a positive role to explain the truancy of the school. The findings of the relationship between parent care styles and school truancy have shown that parenting styles are one of the influential factors in aggravating the school truancy symptoms.

According to Bandura (1977), a person observes the behavior of others and will keep the information or behavior depicted and so on, will apply copiously the action in their own behavior. The theory when applied to the style of care of the authoritarian paternal father will show a less satisfactory impression because the maternal father is a real example in shaping the character and behavior of children or students. If the father/ mother educates the hard way, the character of the children is likely to become aggressive and difficult to be guided or molded along the path of growth and maturity. It becomes the cause for students resorting to school truancy.

In addition, authoritarian parental care characteristics have high discipline standards but low sense of warmth and security in the family. Stating that authoritarianism purports high discipline values, maturity and control but low in terms of warmth and communication. Such a characteristic style of development is one of the factors that cause students to go through school trends because they feel stressed and less secure (Cherry, 2012). Therefore, authoritarian parent care has a strong criticism under Bandura's social learning theory, the parental stance in educating the children will be kept and imitated by children who lead to be school truancy (Bandura, 1977).

The results of this research support the study conducted by the previous researcher, stating that the authoritarian parenting style has a significant positive influence on school truancy (Kariuki et al., 2014; Osagie-Obazee & Eduwen, 2016; Salikin et al., 2016).

Meanwhile, the authoritative style (democracy) was found to be the most dominant for parenting styles applied by parents of respondents in raising their children. It also shows that parents have shown high involvement in the daily activities of their children at school. The results of the regression analysis that have been done in this study proved that authoritative care style significantly has a positive role to explain the truancy of the school. The findings of the relationship between parent care styles and school truancy have shown that parent authoritative care style is one of the influential factors in curbing the school truancy symptoms.

According to Bandura, individual behavior has an influence on society (Bandura, 1977). The way parents deal the children in educating also seem to influence the students as students are part of the community. The authoritative nursing (democracy) is considered as the ideal parenting style to make students who are firm and self-sufficient because in this style of care the students have been educated by parents facilitate them to learn the making of their own decisions with due consideration of pros and cons. This is in line with Baumrind's view that authoritative care is a parenting style that teaches children to interact with others and is able to make their own decisions based on parental consideration (Baumrind, 1971).

Additionally, authoritative parenting styles also have high discipline and control as well as affection and interaction between parents and children (Cherry, 2012). With the authoritative parent care, students are found to be easy to express themselves and still have the control and affection of their mannered parents. When a student feels comfortable with the parent' care, then such behavioral behaviors like truancy will not happen. The result further reinforced with a study stating that one of the factors that made the rogue student in the school is the parenting style (Lastar & Rathakrishnan, 2014).

The results of this research support the study conducted by the previous researchers stating that authoritative parent caring style has a significant positive influence on the truancy (Claes et al., 2009; Cynthia, 2013; Trishala & Kiran, 2015).

Meanwhile, in permissive parenting style, mother and father did not interfere in the life of their children. These children usually have low self-esteem, immature and alienated in the family too. The results of regression analysis that has been done in this study proved that permissive nursing style significantly have a positive role to explain the truancy of the school. The findings of the relationship between parent care styles and school truancy has shown that

the permissive parenting style is one of the influential factors in elevating the truancy of the school among the children of the permissive parenting families.

According to Bandura, individual, environmental and behavioral factors have a major impact on one's future (Bandura, 1997; Bandura & Cervone, 1986). In addition, the permissive parenting style has the impression that affects the behavior of children as they grow to become adults. In this case, the permissive parenting style of care that has the characteristic in which the children are given full freedom to make their own decisions but are low with the value of discipline and the value of control thus have a very strong influence on the behavior of children when they are matured (Igbo & Ihejiene, 2014). This is in line with the study in which the finding states that students who tend to be pampered and parents who do not want to interfere in their children's lives will be more likely to commit crimes. This is because of the lack of supervision and control of the parents whereas children in adolescence often have great curiosity and are easily influenced by peers, accessible media for acquiring sensitive, volatile and vulnerable information and poor environmental conditions. Therefore, the permissive parenting style (spatially freewheeling but lowly controlled) in accordance with the theory Bandura that has a three-way relationship model (individual, environment and behavior) has a very strong influence on students who have truancy of school (Bandura & Cervone, 1986). In addition, the literacy approach may be used to minimize school truancy. As stated by Rahmawati, Yahiji, Mahfud, Alfin, and Koiri (2018) that the Chinese way of life has a significant influence on behavior.

The results of this research support the study conducted by the previous researchers who also found that the permissive parenting style has a significant positive influence on the school truancy issue.

## **Conclusion**

The findings of this study indicate that school truancy among senior high school students is significantly influenced by parenting styles, highlighting the important role of family environments in shaping adolescent behavior. School truancy, as a common form of juvenile delinquency, is often associated with family, peer, and environmental factors. Appropriate parenting practices can help reduce students' tendency to engage in truancy, particularly during adolescence, a developmental stage characterized by identity formation and vulnerability to external influences. The study focused on senior high school students aged 12–20 years, corresponding to Erikson's stage of Identity versus Role Confusion, where individuals actively seek and develop their identities. Future research is recommended to broaden the sample by including junior high school students, employ mixed-method approaches combining quantitative and qualitative data, and examine additional variables such as family attitudes, school climate, socioeconomic conditions, and students' mental health to provide a more comprehensive understanding of factors contributing to school truancy.

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