

The impact of the perception of parental rearing attitudes on the school failure

Vaz Rebelo, Piedade¹

The present study is centred on the problematic of the school failure and looks for the development of an interactionist framework for the relationship between the perception of parental attitudes toward rearing and school failure.

Aiming a precise analysis of that relationship, several variables were considered together with the dichotomic variable PE, which represents the presence/absence of failure during the individual scholar life till adolescence. Those variables represent the perception of parental rearing attitudes (acceptance, control and permissiveness), the family's socio-demographic status (family socioeconomic status, parental education level), the family structure (parents' conjugal situation, birth order, family size, maternal employment) and the subject's personality, IQ and gender.

The logistic regression technique was applied to a sample of 2440 Portuguese adolescents attending the 9th school grade, in order to find a regression model relating those variables with PE. In particular, confounding effects were recurrently analysed during the search for the best fitting uni- and multivariate models. In this way it was evinced the direct influence of the socioeconomic status and IQ in the school failure, as well as the adjustment of the effects of the variables concerning the family structure, mainly the parents' conjugal situation and the maternal employment, the parental level of education and the perception of parental control by the socioeconomic status. It was also detected that the subject's IQ adjusts the effect of the parental rearing attitudes and of the subject's personality characteristics. The influence of these last on the school failure is mainly carried out by the way of the IQ and of the parental rearing attitudes.

In this research it is also shown that the perception of the parental rearing attitudes has direct and indirect influence on the school failure, inter-crossing family social variables and subject variables. The influence of these variables also depends on the gender.

¹ Assistant Professor, Teacher Training at the Faculty of Science and Technology of the University of Coimbra.

Mathematics Department, Lg. D. Dinis, 3000 Coimbra, Portugal

Email: pvaz@mat.uc.pt