



The Social Science Review A Multidisciplinary Journal

(Open Access, Peer-Reviewed, Refereed, Bi-Monthly Journal)

www.tssreview.in

INFLUENCE OF PARENTING STYLE ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY LEVEL STUDENTS

Amit Kumar Roy¹ & Dr. Sanjib Kumar Roy²

¹*Assistant Professor, Magrahat College, North 24 Parganas, West Bengal, India*

²*Professor, Department of Education, Coochbehar Panchanan Barma University, Coochbehar, West Bengal, India*

Abstract

Diversity is one of the characteristics of human society and it is because of this diversity that different forms of human beings have appeared in society in different ways. Many people do not achieve goals in their life. Parents also belong to this category they have the same issue, and that is why they do not want to bring those difficulties to their children. Parents want their children to be able to move forward without being deprived of opportunities. Parents are always worried about their children's future. Maximum time children may not be able to produce the expected results or even be emotionally fluent. Whose responsibility is the parents or children behind this? This is where we say that just as parents play a role in the success of every student, so does the environment play a role in students' attitudes, students' intelligence, students' interests, and physical and mental development. But a lot has to be dependent.

Parenting style is the mental structure that represents the standard strategies that parents use to nurture them. The quality of parenting may be more necessary than spending time with the child. Parenting styles are a representation of how parents respond and make demands on their children. Parenting practices are specific behaviors, while parenting styles represent broad patterns of parenting practices. "Baumrind (1966) and Maccoby and Martin (1983)" developed four types of parenting styles: i) Authoritarian parenting, ii) Authoritative parenting, iii) permissive parenting, and iv) uninvolved parenting.

Academic achievement represents performance results, indicating that the person has achieved a specific goal. Which are achieved through activities, especially in schools, colleges, and universities.

Keywords: *Parenting style, Academic achievement, Higher secondary level students.*

Introduction

Parents are always worried about their children's future. They spend most of the day in a state of tension about the future of their children, they want to see their children reach a better place. Many parents think about the success of their children 24 hours a day. Many parents do not have success, so they do not want to bring those difficulties to their children. They want their children to be able to move forward without being deprived of opportunities. Such behavior by parents towards their children can often have an impact on their children's educational life and even their future life. Many children are born. They may not be

able to produce the expected results or even be emotionally fluent. Whose responsibility is the parents or children behind this?

This is where we say that just as parents play a role in the success of every student, so does the environment play a role in students' attitudes, students' intelligence, students' interests, and physical and mental development. But a lot has to be dependent. Many parents do not know so much that they want to force their children to do what they want, they never think that their children have an interest somewhere and they have their desires somewhere. Parents are the source of inspiration for children during their development process (Salasiah Khairollah, 2011).

Parenting Styles

Parenting style is the mental structure that represents the standard strategies that parents use to nurture them. The quality of parenting may be more necessary than spending time with the child. For example, a parent may spend the whole afternoon with his or her child, yet parents may engage in a different activity and not show enough interest in the child. Parenting styles are a representation of how parents respond and make demands on their children. Parenting practices are specific behaviors, while parenting styles represent broad patterns of parenting practices. There are different theories and opinions about the best way to raise children, as well as different levels of time and effort for parents willing to invest.

Children go through different stages of life so parents develop over time from a combination of their own parenting style factors as children begin to develop their own personalities. In infancy, parents try to adjust to a new way of life in terms of adaptation and bonding with their new baby. The developing psychologist distinguishes between the relationship between the child and the parent, which is ideally one of the attachments and refers to the relationship between the parent and the child as a bond. During adolescence, parents face new challenges, such as adolescents seeking and seeking independence.

Parenting is a bidirectional process that involves a complex interplay between evolutionary predispositions, and genetic and socio-cultural factors (Grusec, 2011). It's important to make sure your parenting style contributes to healthy growth and development because the way you interact with your child and how you discipline him or her will affect him or her throughout his or her life.

“Baumrind (1966) and Maccoby and Martin (1983)” developed four types of parenting styles: four types of parenting styles: i) Authoritarian parenting, ii) Authoritative parenting, iii) permissive parenting, and iv) uninvolved parenting.

1. Authoritarian parenting: This kind of parenting do not allow children to get involved in problem-solving or problem-solving. Instead, they make rules and apply the results with little consideration of the child's opinion. They can use punishment instead of punishment. So, instead of teaching a child how to make better choices, they invest in making children regret their mistakes. Children who grow up with strict authoritarian parents tend to follow the rules most of the time. However, their loyalty comes at a price. They can also be hostile or aggressive. Instead of thinking about how to do better in the future, they often focus on the anger they feel towards their parents.

2. Authoritative parenting: Authorized parents have rules and they use consequences but they also take into account their child's opinions. They legitimize their children's feelings and also make it clear that adults are ultimately in charge. Parents of authority invest time and energy in preventing behavior before their problems begin. They also use positive discipline techniques to reinforce good behavior, such as praise and reward systems. Children who grow up with authoritarian discipline tend to be happier and more successful. They are more likely to be good at making their own decisions and assessing security risks.

3. Permissive parenting: Permissive parents usually take on a friend role rather than a parental role. They are often encouraged to talk to their children about their problems but they usually do not make much effort to discourage bad choices or bad behavior. They may exhibit more behavioral problems because they do not appreciate authority and rules. They often have low self-esteem and can express a lot of grief. They are also at higher risk for health problems such as obesity, as permitted parents struggle to limit eating junk food. They are more likely to have tooth cavities because permitted parents often do not practice good habits, such as making sure a child brushes their teeth.

4. Uninvolved parenting: Uninvolved parents expect children to grow up on their own. They do not spend much time or energy meeting the basic needs of children. Uninvolved parents can neglect but it is not always intentional. A parent with mental health problems or substance abuse problems, for example, may not be able to take care of a child's physical or mental needs on an ad hoc basis. At other times and unresolved parents lack knowledge about child development. Sometimes they are simply overwhelmed by other problems like work, paying bills, and managing a family. They also show frequent behavioral problems and reduced happiness.

Academic Achievement: Academic achievement represents performance results, indicating that the person has achieved a specific goal. Which are achieved through activities, especially in schools, colleges, and universities. "A systematic procedure for determining the amount a student has learned through instructions" – **Gronlund**.

Significance of the study: The researcher wants to know by this research the contribution of parents in enhancing students' educational achievement. One of the aspects of this study is to find out how much the current style of parents affects the students or their children, how much they pay attention to their education and how much it can make them self-reliant.

Objectives of the study:

- To find out what type of parenting style is used by different parents.
- To find out the relationship between different parenting styles and Academic Achievement among higher Secondary level Students.
- To measure the relationship of differential parenting style towards girl students and boy students in higher Secondary level Students.
- To measure the difference between rural and urban parenting styles in connection with student academic achievement.

Research Hypothesis:

Researcher has raised the following Research Hypothesis for conducting current research –

H₀₁- There is no significant relationship between parenting style and academic achievement of higher secondary level students.

H₀₂- There is no significant relationship between Authoritarian parenting style and academic achievement of higher secondary level Students.

H₀₃- There is no significant relationship between Authoritative parenting style and the academic achievement of higher secondary level Students.

H₀₄- There is no significant relationship between Permissive parenting style and Academic Achievement of higher secondary school students.

H₀₅- There is no significant relationship between Uninvolved parenting style and academic achievement

Methodology of the study: The study was conducted through applying descriptive Survey method under the broad preview of quantitative research. The researcher collected data from three schools in the Jalpaiguri district for this study. Total 34 boys and 34 girls selected as samples from those schools.

Total no of students	GIRLS	BOYS
68	34	34
	Rural	Urban
	31	37

Tools: A standardized parenting tool used - APA-FFQ (Adolescent Parenting Attitude Four Factor Questionnaire developed by Shyny, T. Y.). Academic Achievement measured through the WBCHSE result.

Variable in the study: Parenting Styles (independent variable) and Academic Achievement (dependent variable).

Interpretations & Findings

The present research aimed to study the Influence of Parenting Styles on the Academic Achievement of Students. For this purpose, the relevant tools were constructed. Then the purpose of the study was explained to the subjects to establish a good rapport and confidentiality of information was assured. After establishing rapport with participants' instructions for each test were provided separately to them and they filled out the questionnaire according to the instructions within the specified timings. After that, the questionnaires were taken back for analysis. Here some data tables are given:

Table 1: Parenting style vs. Academic achievement

PARENTING STYLE	A+	A	B+	B	C	Total
A1-Authoritarian	02	08	01	06	00	17
A2- Authoritative	11	17	00	14	00	42
P- Permissive	01	5	01	02	00	09
U- Uninvolved	00	00	00	00	00	00
TOTAL	14	30	02	22	00	68

Table 2: Parenting style vs. boys and girls

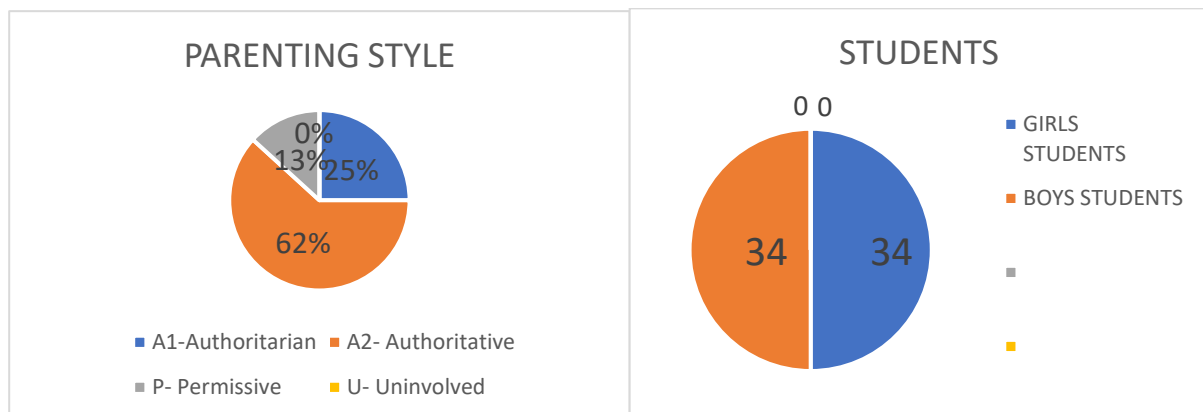
PARENTING STYLE	GIRLS	BOYS	TOTAL
A1-Authoritarian	10	7	17
A2- Authoritative	20	22	42
P- Permissive	4	5	9
U- Uninvolved	0	0	00
TOTAL	34	34	68

Table – 3.

			TOTAL	Parenting Style		SAA
Rural-	Girls	Boys	31	A1	7	2B
						5A
	16	15		A2	19	2A+
						10A
						7B
				P	5	1A+
						1A
						1B+
						2B
U	0	0				
Urban-	18	19	37	A1	10	2A+
						3A
						1B+
						4B
				A2	23	9A+
						7A
						7B
				P	4	4A
				U	0	0
				Total		

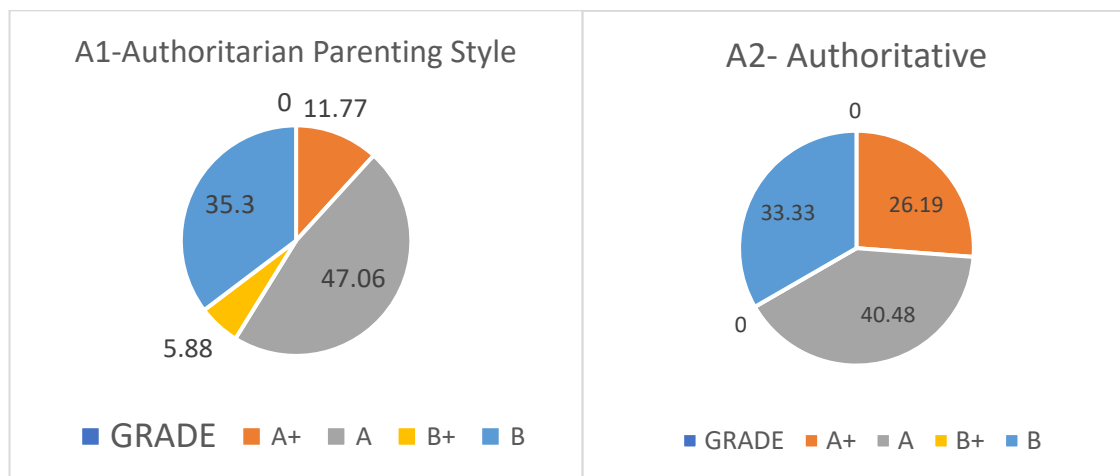
Analysis: Scoring for all the given tests was done as per the instructions provided in the scoring manuals of the tests. Statistical analysis was done based on current research objectives.

1. After Calculating the collected data by the researcher from all the students for this study, it was found that parents of a total of 68 students are mainly using A2- Authoritative parenting styles (62%) and the second most used A1-Authoritarian (25%) and the third most used is P- Permissive parenting styles (13%) and it is shown that large no of Parents who don't like to use the U- Uninvolved parenting style at all. The information was presented through Pie Chat

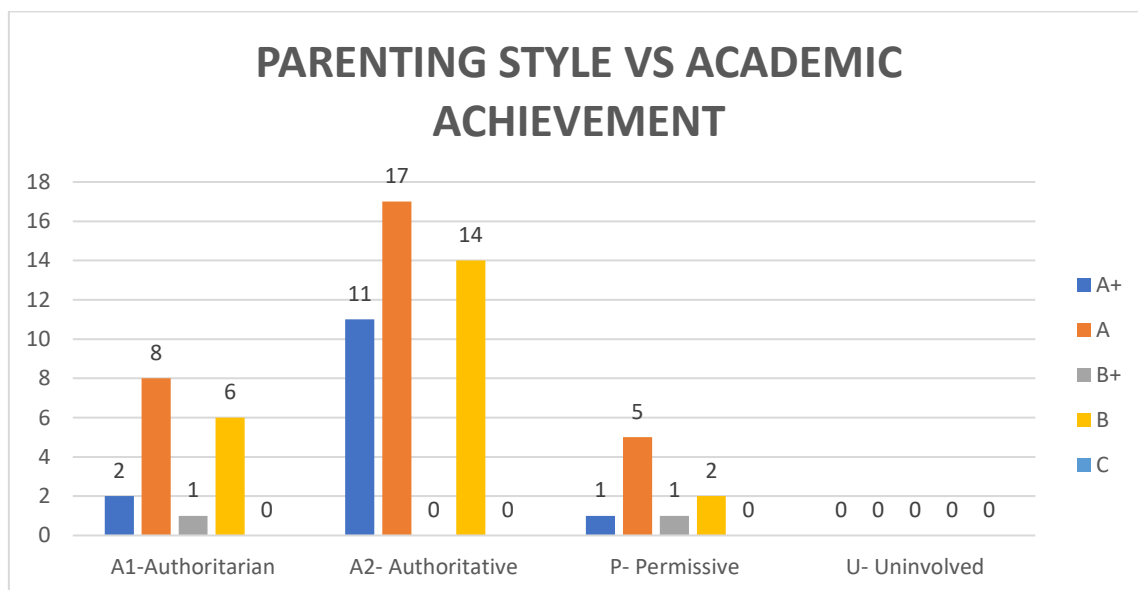


After analysis of data, it can be said that a maximum number of parents prefer A-2 Authoritative parenting styles more than other styles.

2. Calculated F value (3.287234) is greater than F Critical value (3.259167), therefore Null hypothesis is rejected. So, a significant relationship between parenting style and academic achievement of Higher **Secondary level Students has been found**. At least, one or two of the varieties are significantly different from each other. Parents who like to use the A1-Authoritarian style according to their child's opinion. The results obtained by the children of those parents are two students got an A +, eight students got an A, one student got a B +, and six students got a B. Out of a total of 17 students, Maximum got an A. A1-Authoritarian style has autocratic or dominance-type activity which's why its have below-average result.



Similarly, Parents who like to use A2- Authoritative style according to their child's opinion. The results obtained by the children of those parents are 11 students got A+, 17 students got A, and 14 students got B. Out of a total of 42 students maximum got an A. A2- Authoritative style is authoritative or *accepted as being a true or reliable* type of activity style which's why its have below excellent result.



Similarly, Parents who like to use P- Permissive parenting styles according to their child's opinion. The results obtained by the children of those parents are 1 student got A+, 5 students got A, 1 student got B+, 2 students got B. Out of a total of 9 students maximum got A.

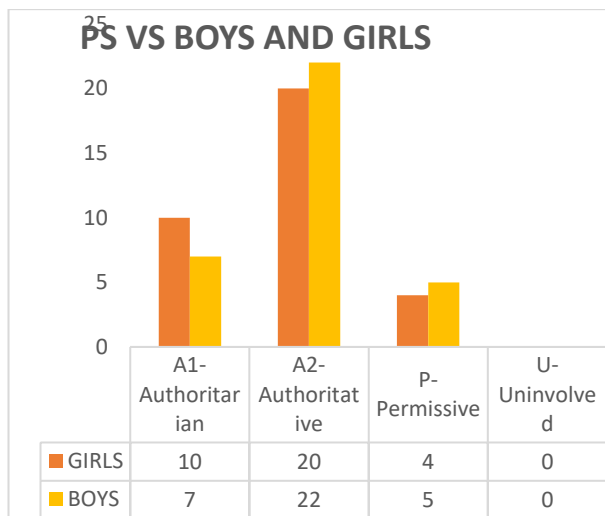
Authoritative parenting style is far better and more advanced for their students to do bright results in their exams. In this study, the results show that the parents who used an authoritative parenting style concerning other styles of their children are more advanced and better in their studies and academic results. So, based on the data researchers said that there is a relationship between academic achievement and parenting style.

- Based on the data derived from boys and girls, there are no significant differences found in parenting styles between boys and girls. F value (0.421566) is less than the F critical value (3.876924). So, the null hypothesis is not rejected.

ANOVA						
Source of Variation	SS	df	MS	F. value	P-value	F crit
Sample	17.50368	1	17.50368	0.421566	0.516721	3.876924

The data that the researcher got are- A total of 17 students A1-Authoritarian parenting style out of which 10 were girls' students and 7 were boys' students. Similarly, 20 female and 22 male students are among the 42 students A2- Authoritative Parenting style. The figure that emerges for P- Permissive parenting style is 4 female and 5 male students out of a total of 09. No significant differences in parenting styles were observed between boys and girls. However, no difference was observed between the parenting styles according to the rural and urban location of boys and girls.

Parenting style vs. boys and girls



RESIDENT	To.	PS	SAA
RURAL-	31	A1	7
		A2	19
		P	5
		U	0
URBAN-	37	A1	10
		A2	23
		P	4
		U	0
TOTAL	68		68

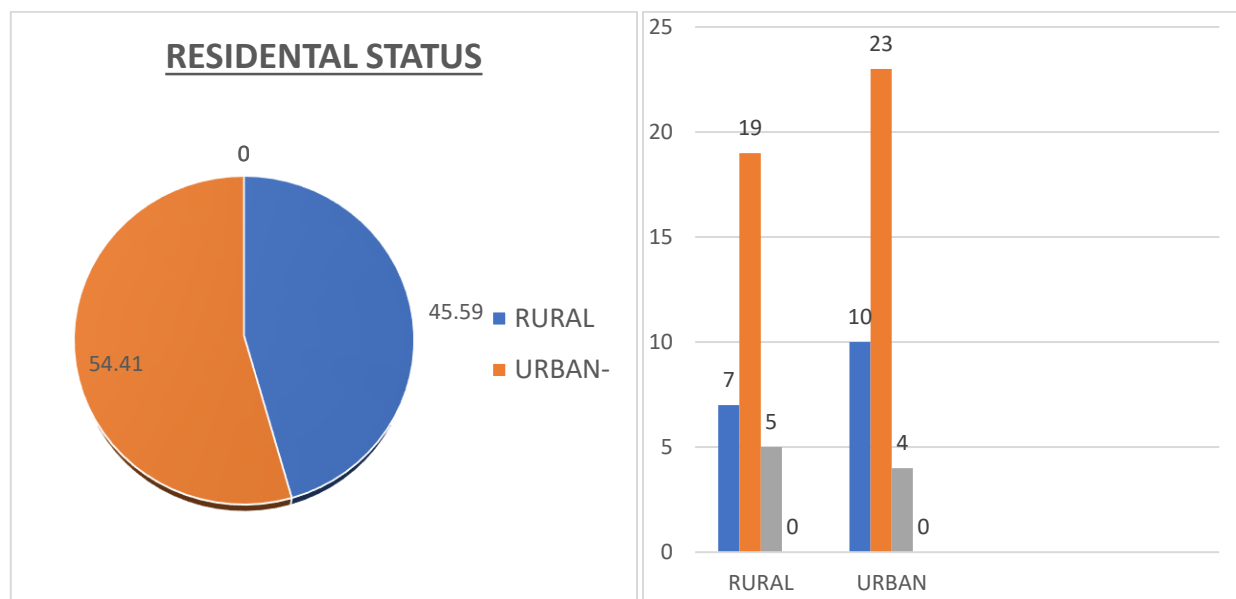
Among the students from whom the researcher took data for his study, 31 were students living in villages and 37 were students living in cities. Of 31 village students, 16 of the students were girl students and 15 were boy students. Similarly, out of 37 city students, 18 were girls and 19 were boys.

It was found that out of 31 students who came from villages, seven had A1-Authoritarianas their parenting style. Out of these seven students, two got B, and five got A in their secondary examinations. Similarly, out of 19 students whose parents used the A-2 Authoritative parenting style, two of them got A+, 10 got A, and seven got B, in their exams. There are also five students whose parents use the P- Permissive parenting style. Out of these 5, 1 is A+, 1 is A, 1 is B+, 2 is B.

Similarly, out of 37 students who lived in cities, 10 had A1-Authoritarian as their parenting style. Out of these 10 students, 2 got A+, 3 got A, 1 got B+, and 4 got B in their secondary examinations. Also, out of

23 students whose parents used the A2- Authoritative parenting style, 9 of them got A+, 7 got A, and 7 got B, in their secondary exams. There are also 4 students whose parents use the P- Permissive parenting style. Out of these 4, all students got A's in their secondary exams.

Parents from both rural and urban areas gave more importance to Authoritative parenting styles for both boys and girls and the results were reflected in their children's results. Similarly, no differences were observed between parenting styles according to village and city. Most of the parents in rural and urban prefer this style authoritative parenting style. Also, no significant difference was found in student performance with rural and urban and boys and girls and parenting styles.



Conclusion: Every student is unique with their own tendencies, their own characteristics, and their own needs. Just as different objects have different shapes, every student can shape into different shapes, all they need is the right environment. Therefore, if every child gets a proper environment, proper education, and the necessary education facilities, then they can rise to the top in the open sky of this world. Parental style is one of the many factors that influence the academic performance of students.

The researcher wanted to know through this research influence of parenting style on the student's academic achievement. He used standardized tools and methods for this study, and based on the results obtained through this study, he concluded that the students have better academic results with the help of an authoritative parenting style.

He also stated that the authoritative parenting style as parenting style is preferred by both students and parents. The authoritative parenting style is used and considered by most parents for independent spirit and friendly relations.

The researcher has been able to highlight through his research that there is no difference in the parenting style of students according to their rural and urban location. The only difference observed was that parents in both rural and urban areas placed more importance on the Authoritative parenting style. However, in some cases, the educational performance of the children whose parents are using A Authoritarian and Permissive parenting styles is much lower than that of the Authoritative parenting style, so where can it be said that all the parents will proceed with friendly discussion with their students, i.e., the authoritative style can provide a positive vibe for boys and girls both for their upcoming future.

Several de limitations of this study the researcher noticed firstly the study was done with a limited sample. The small size is a big factor so, due to lack of time the researcher could not properly collect data from a large sample. The researcher used purposive sampling. Also, the students' academic achievement is done only based on secondary examination results.

References:

1. Abar, B., Carter, K. L., & Winsler, A. (2009). The effects of maternal parenting style and religious commitment on self-regulation, academic achievement, and risk behavior among African-American parochial college students. *Journal of Adolescence*, 32(2), 259-273.
2. Belsky, J., Jaffee, S. R., Sligo, J., Woodward, L., & Silva, P. A. (2005). Intergenerational transmission of warm-sensitive-stimulating parenting: A prospective study of mothers and fathers of 3-year-olds. *Child Development*, 76(2), 384-396.
3. Belsky, J., Robins, E., & Gamble, W. (1984). The determinants of parental competence: Toward a contextual theory. *Beyond the dyad*, 251-279
4. Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior, *Child Development*, 37, 4, 887-907
5. Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.
6. Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, 4(1, Pt. 2), 1-103
7. Gronlund, N. E. (1998). *Assessment of student achievement*. Allyn & Bacon Publishing, Longwood Division, 160 Gould Street, Needham Heights, MA 02194-2310; tele.
8. Hong, O. S., Long, C. S., & Rahman, R. H. A. (2015). An analysis on the relationship between parenting styles and self-esteem of students of a university in Malaysia: a case study. *Mediterranean Journal of Social Sciences*, 6(4), 300.
9. Joshi, A., Otto, A. L., Ferris, J. C., & Regan, P. C. (2003). Parenting styles and academic achievement in college students. *Psychological Reports*, 93(3), 823-828.
10. Khairollah, S. B. (2011). Parenting style that influenced the formation of the student Islamic personality. *Unpublished Bachelor*.
11. Olivari, M. G., Tagliabue, S., & Confalonieri, E. (2013). Parenting style and dimensions questionnaire: A review of reliability and validity. *Marriage & Family Review*, 49(6), 465-490.
12. Shumow, L., Vandell, D. L., & Posner, J. K. (1998). Harsh, firm, and permissive parenting in low-income families: Relations to children's academic achievement and behavioral adjustment. *Journal of Family Issues*, 19(5), 483-507.