



A STUDY ON PARENTING STYLES AND STUDY HABITS FOR SECONDARY SCHOOL STUDENTS

Shreyashi Dey ¹ & Dr. Sumana Samanta Naskar ² 

RESEARCH ARTICLE



Author Details: ¹ M.Ed. Student, Department of Teacher Education, Baba Saheb Ambedkar Education University (Erstwhile WBUTTEPA), Kolkata, India; ² Assistant Professor, Department of Teacher Education, Baba Saheb Ambedkar Education University (Erstwhile WBUTTEPA), Kolkata, India.

Corresponding Author:
Dr. Sumana Samanta Naskar

Abstract

The present study investigates the relationship between parenting styles and study habits among secondary school students. The data has been collected from 256 secondary school students in the district of Nadia in West Bengal by using a simple random sampling technique. Parenting styles were classified into four categories: Authoritarian (Power-asserting disciplinarians), Authoritative (Warm-giving protectors), Permissive (Lenient freedom givers), and Uninvolved (Selfish autonomy givers). The result of the study indicated that there is no significant difference in parenting styles concerning gender but a significant difference in relation to locale. However, there is no significant difference in study habits concerning both gender and locale. In the correlation analysis, it was found that authoritarian parenting style is negatively correlated with study habits, indicating that stricter parenting is associated with less effective study habits. Conversely, authoritative parenting style shows a positive correlation with study habits, suggesting that a more supportive and warm parenting approach is linked to better study habits.

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Introduction

Every family, parents and kids, are different from others, and what works best for one may not work for another, so it's important for parents to find what works best for them and their children. Home is a child's primary source of learning encouragement and support. However, parental influences are often overlooked when discussing a child's academic performance. A child's development, including their study habits, can be significantly impacted by a parent's parenting style, which is defined as the manner in which they raise and interact with their children. Students' attitudes toward learning, academic motivation, and the formation of effective study habits can all be influenced by parents' support and interactions with their kids. Parenting styles vary, including authoritative, authoritarian, permissive, and uninvolved parenting. Each style has its own set of characteristics and can lead to different outcomes for children. On the other hand, study habits refer to the ways in which a person approaches studying and learning, and these habits can also have a significant impact on a child's academic success.

Study habits are crucial for academic achievement in secondary school and beyond. It refers to the routines, attitudes, and behaviours that students exhibit while preparing for exams and completing assignments. Good study habits can greatly impact a student's grades, confidence, and overall academic success. Study habits play a critical role in academic achievement for secondary school students. By developing good study habits, students can improve their grades, time management, test performance, confidence, organization, and study skills, leading to a successful academic career. Students can improve their preparation for college or university, time management skills, learning and adaptation skills, critical thinking and problem-solving skills, organisational skills, and career opportunities, leading to a successful and fulfilling future.

Two critical elements that can have a significant impact on secondary school students' academic progress are their study habits and parenting style. Students who go from primary to secondary school have more demanding academic requirements and growing responsibility. The effects of parenting style and study habits may become even more noticeable at this point. Different parenting philosophies, including authoritarian, permissive, authoritative and uninvolved ones, can promote various learning attitudes, study habits and have an impact on a student's drive, self-assurance, and work ethic.

The study of parenting styles and their effect on students' study habits has been a topic of interest in the fields of psychology and education. The focus on this aspect of parenting study habits has particular significance as secondary school students are at a crucial stage in their academic and personal development. The concept of parenting style has been defined by numerous researchers, with Baumrind's (1971) typology, which includes authoritarian, permissive, and authoritative parenting styles, being the most widely accepted. Authoritarian parenting is characterised by strict rules, high expectations, and limited warmth and responsiveness, while permissive parenting is characterised by low control, high warmth, and little structure or discipline. Authoritative parenting is characterised by warmth and support combined with structure and expectations. Studies have shown that different parenting styles can have different impacts on a child's academic performance. Authoritarian parenting has been linked to decreased motivation and increased stress and anxiety, while permissive parenting has been linked to decreased motivation, low self-esteem, and poor academic performance. Authoritative parenting, on the other hand, has been linked to increased motivation, better academic performance, and higher self-esteem. The emphasis on study habits among secondary school students is especially important because this is the stage of education when students begin to gain academic independence and take more responsibility for their own learning. As students transition from primary to secondary school, they face new academic challenges and increased responsibilities. It is during this time that the impact of parenting style and study habits can become even more pronounced.

Parenting Styles: Parenting style is a set of behaviours, attitudes, and practices used by parents to raise their children. Parenting styles fall into four categories: authoritarian, authoritative, permissive, and uninvolved. Authoritarian or power asserting parenting is marked by high levels of control and low levels of warmth. Authoritative or warm giving protectors parenting is characterized by high levels of warmth and support combined with high expectations for child behaviour. Permissive or lenient freedom givers parenting involves low levels of control and high levels of warmth. Uninvolved or selfish autonomy givers parenting is characterized by low levels of both warmth and control.

Study Habits: Study habits are the ways in which an individual approaches and carries out the process of studying and learning. This can include things such as time management, concentration techniques, and note-taking strategies. Good study habits help an individual to effectively use their time and resources to retain information and improve their performance in school or other educational settings. Here study habit has these components-Concentration, Remembering, Organizing time, Studying a chapter, Listening and taking notes, Taking tests, Motivation.

Turner, E., Chandler, M., & Heffer, R. (2009) studied the influence of parenting styles, achievement motivation, and self-efficacy on academic performance in college students. It was found that authoritative parenting continues to influence the academic performance of college students, and intrinsic motivation and self-efficacy predicted academic performance. Watabe, A. & Hibbard, D. (2011) examined the influence of parenting on academic achievement among elementary school children in the United States and Japan based on Baumrind's parenting typology. Olaniyi, Elizabeth. (2015) investigated into influence of neighbourhood and parenting style on study habit among adolescents in Ibadan North Local Government Area of Oyo State, Nigeria. It showed that students' study habit is correlated with neighbourhood; and parenting styles, independent variables when pulled together have significant contribution to students' study habit and each of the independent variables made a significant contribution to the prediction of students' study habit. Vitamog, Aurelia. (2018) explored the parenting styles of mothers and study habits of students as the basis for improving students' academic performance. It revealed that a great majority of the mothers practised the educational form of parenting with their children. It came out that neglect, as another form of parenting style, has an inversely significant relationship to the students' study habits. Imran, M.J, kakar, k. & Yousuf, M. (2020) conducted the study to assess the effect of parenting styles on the academic performance of disabled students in Quetta, Pakistan. The relationship between authoritative parenting style and academic performance was found to be positive, whereas the correlation between authoritarian and permissive parenting styles and academic performance was negatively associated. Naite, Ibrahima. (2021) explored the impact of parental involvement on the academic achievement of students at Crescent International School in Bangkok, Thailand and to determine whether the demographic variable of parents has an effect on their involvement in their children's education. It indicated that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education. Hsieh, Manying. (2022) examined the relationships among home-based parental involvement, study habits, and academic achievement using structural equation mode. The results showed that two major psychological constructs of home-based parental involvement, involvement and monitoring behaviours, were significantly correlated with academic achievement. Seet, M., Rabbani, M., Hosseinian, S., Latha, R., & Bavani, S. (2022) observed how parental participation affects the relationship between parenting styles and academic success in Malaysian primary school students. It was discovered that it completely mediates the relationship between authoritative and authoritarian parenting styles and student academic attainment. Kaur, M. & Kaur, P. (2013) studied the effect of parental education on the achievement, study habits and inferiority of children, 100 children (50 children of high educated parents and 50 children of low educated parents) were taken. Findings revealed that children of high educated parents were high in achievement motivation, good in study habits and low on inferiority complex as compared to children of low educated parents. Chowdhury, S. & Ghose, A. (2014) investigated the effects of patterns of parenting on the study habits of adolescents. This investigation was conducted to find out the different patterns of parenting influence and study habits. The results indicated that there is a strong relationship between sagacious

studying and good study habits. Vijayalakshmi, K. & Muniappan, K. (2016) the relationship between parental involvement and achievement of secondary school students in social science. It was revealed that parental involvement of the students was average in the majority of the students (62%). Achievement of students in social studies was also found to be average in more than half of the students (57%). Rapheal, J. & Paul, V.K. (2018) studied parental educational involvement on the educational stress levels of school going adolescents of Kerala. Three Likert scales, namely, Parental Involvement Questionnaire, Perceived Parental Autonomy Support Scale, and Educational Stress Scale for Adolescents were used for data collection. It revealed a significant negative association between various indicators of parental educational involvement and educational stress of adolescents. Kumari, Suman. (2018) explored the effect of parental pressure and its dimension (parental control, parental expectation and parental dominating behaviour) on study habits of senior secondary students. Multistage random sampling was used to collect the 640 sample from Haridwar district in Uttarakhand. The study revealed that study habits of male students is not affected by parental pressure, whereas study habits of female student is negatively affected by Parental control and parental dominating behaviour. Thakre, N. & Shet, C. (2020) explored the impact of a father's parenting style on adolescents' study habits and achievement motivation. It revealed that study habits and achievement motivation among adolescents were higher when the parenting style was authoritative as compared to authoritarian and permissive parenting styles. Yadav, R. & Kumari, R. (2020) found out the relationship between study habits and parent-child relation among higher secondary school students. The study found that students having competent, affectionate and strict parent were possessing better study habits in comparison to students having aggressive parent. Mohanan, D. S. A. & George, P. (2022). examined the mediating effects of adolescent attachment, emotional regulation and academic self-efficacy between parenting styles, academic achievement, and school adjustment among high school students in Nagaland, India. The results revealed that authoritarian parenting style had direct correlation with academic achievement and that authoritarian and permissive parenting styles had indirectly effects on school adjustment mediated by adolescent attachment and emotional regulation.

After reviewing the related literature, it can be concluded that parenting styles and study habits play a significant role in a student academic success and over all well-being. It is evident that there is very little research on parenting style and study habits together for secondary school students, particularly in west Bengal, India. Thus, it becomes quite conspicuous that still much remains to be done in this regard which warrants that the present study to be conducted. The study is first of its kind and search is expected to fill the gap in this regard.

Objectives of the study

O₁: To study the parenting styles (Category wise: Authoritarian, Authoritative, Permissive, Uninvolved) for secondary school students on the basis of gender.

O₂: To study the parenting styles (Category wise: Authoritarian, Authoritative, Permissive Uninvolved) for secondary school students on the basis of locale.

O₃: To study the level of study habits (Dimension wise Concentration, Remembering, Organizing time, Studying a chapter, Listening and taking notes, Taking tests, Motivation) of secondary school students on the basis of gender.

O₄: To study the level of study habits (Dimension wise Concentration, Remembering, Organizing time, Studying a chapter, Listening and taking notes, Taking tests, Motivation) of secondary school students on the basis of locale.

O₅: To study the relationship between parenting styles (Category wise: Authoritarian, Authoritative, Permissive, Uninvolved) and the study habits of secondary school students.

Hypotheses of the study

H₀1.1: There is no significant difference between male and female secondary school students with respect to their perceived authoritarian parenting style.

H₀1.2: There is no significant difference between male and female secondary school students with respect to their perceived authoritative parenting style.

H₀1.3: There is no significant difference between male and female secondary school students with respect to their perceived permissive parenting style.

H₀1.4: There is no significant difference between male and female secondary school students with respect to their perceived uninvolved parenting style.

H₀2.1: There is no significant difference between rural and urban secondary school students with respect to their perceived authoritarian parenting style.

H₀2.2: There is no significant difference between rural and urban secondary school students with respect to their perceived authoritative parenting style.

H₀2.3: There is no significant difference between rural and urban secondary school students with respect to their perceived permissive parenting style.

H₀2.4: There is no significant difference between rural and urban secondary school students with respect to their perceived uninvolved parenting style.

H₀3: There is no significant difference in the level of study habits (Dimension wise Concentration, Remembering, Organizing time, Studying a chapter, Listening and taking notes, Taking tests, Motivation) between male and female secondary school students.

- H₀3.1:** There is no significant difference in concentration levels between male and female secondary school students.
- H₀3.2:** There is no significant difference in remembering abilities between male and female secondary school students.
- H₀3.3:** There is no significant difference in Organizing time skills between male and female secondary school students.
- H₀3.4:** There is no significant difference in Studying a chapter effectiveness between male and female secondary school students.
- H₀3.5:** There is no significant difference in Listening and taking notes ability between male and female secondary school students.
- H₀3.6:** There is no significant difference in taking tests performance between male and female secondary school students.
- H₀3.7:** There is no significant difference in Motivation levels between male and female secondary school students.
- H₀4:** There is no significant difference in the level of study habits (Dimension wise Concentration, Remembering, Organizing time, Studying a chapter, Listening and taking notes, Taking tests, Motivation) between rural and urban secondary school students.
- H₀4.1:** There is no significant difference in concentration levels between rural and urban secondary school students.
- H₀4.2:** There is no significant difference in remembering abilities between rural and urban secondary school students.
- H₀4.3:** There is no significant difference in Organizing time skills between rural and urban secondary school students.
- H₀4.4:** There is no significant difference in Studying a chapter effectiveness between rural and urban secondary school students.
- H₀4.5:** There is no significant difference in Listening and taking notes ability between rural and urban secondary school students.
- H₀4.6:** There is no significant difference in taking tests performance between rural and female secondary school students.
- H₀4.7:** There is no significant difference in Motivation levels between rural and urban secondary school students.
- H₀5.1:** There is no significant relationship between perceived authoritarian parenting style and study habits for secondary school students.
- H₀5.2:** There is no significant relationship between perceived authoritative parenting style and study habits for secondary school students.
- H₀5.3:** There is no significant relationship between perceived permissive parenting style and study habits for secondary school students.
- H₀5.4:** There is no significant relationship between perceived uninvolved parenting style and study habits for secondary school students.

Significance of the study

Parenting style and study habits have been identified as two critical elements that significantly impact students' educational outcomes. However, while there is a considerable body of research dedicated to each of these areas individually, a noticeable gap exists in the literature when it comes to understanding the direct relationship between parenting style and study habits among secondary school students. The research gap lies in the lack of comprehensive exploration into how distinct parenting styles directly influence the study habits of secondary school students. By investigating how different parenting styles shape study habits, this study can provide insights into the complex interplay between parental influence and student learning. This study will provide a comprehensive analysis of how different parenting styles directly impact the study habit of secondary school students. This information can be used to create educational programs and interventions that help students achieve their full potential. By doing this study parents, teacher and educational professionals can work together to create a supportive and effective learning environment. This can help students develop the necessary skills, habits and attitude for success in secondary school and beyond. Moreover, this study can improve students' academic performance, increase their confidence and motivation and help them become lifelong learners. The study has the potential to positively impact the educational outcomes and overall well-being of secondary school student.

Type of the Research: Quantitative research technique has been used here. It is systematic research of phenomena that involves collecting measurable data and applying statistical, mathematical, or computational methods. It is basically a descriptive survey type of the research followed by correlation research type.

Sample & Sampling technique: The sample represents a small proportion of the target population. 256 secondary school students with one of their parents were taken as samples from the population through random sampling technique. At first five schools were randomly selected from the district of Nadia in the state of West Bengal.

Variables: Major Variables: In this present study, two major variables were taken which are parenting styles and study habits. **Categorical Variables:** In this present study, two categorical variables were taken which are gender and locale.

Tools: In this study, two scales are used for data collection. All these two scales were developed and standardized by the researcher and the supervisor of the researcher. The scales are as follows:

- Parenting Style Four Factor Questionnaire (Google Source: www.ijedr.org)
- Study Habit Scale (Google Source: <https://people.engr.tamu.edu>)

Description about the two scales

Description about Parenting Style Four Factor Questionnaire

The Parenting Style Four-Factor Questionnaire was developed by Dr. T.Y. Shyny and this scale was developed in an Indian socio-cultural context. It was mainly constructed as a tool for measuring the parenting styles of adolescent parents. This tool was designed to measure different parenting styles based on four categories: 1. Authoritarian (A₁) or power-asserting disciplinarians; 2. Authoritative (A₂) or warm-giving protectors; 3. Permissive (P) or lenient freedom givers; and 4. Uninvolved (U) or selfish autonomy givers. It consisted of 32 items rated on a five-point Likert scale ranging from 1 to 5 (1 means - Never, 2 means - Rarely, 3 means - Sometime, 4 means - Most of the time/frequently and 5 means - All of the time/always). There were no negative items.

Table 1.: Reliability Statistics of Parenting Style Four Factor Questionnaire

Cronbach's Alpha	N of Items
0.743	32

Description of the Study Habit scale

This scale was developed by Texas A&M University. The purpose of this scale is to help the researchers in getting information regarding how well a student study. It consists of 50 items. In this study the internal consistency result of Study Habit Scale is (Cronbach's Alpha) 0.794 that indicates the scale is reliable as considered for Social Science research.

Table 2: Reliability Statistics Study Habit Scale

Cronbach's Alpha	N of Items
0.793	50

Normality Test of the Data Set

Normality Test of Parenting Styles with Respect to Gender

Table 3.:Descriptive Statistics of Parenting Style with Respect to Gender				
Gender		Statistic	Std. Error	
Parenting Style	Female	Mean	88.11	0.987
		Median	87	.....
		Std. Deviation	11.719	.....
		Skewness	0.519	0.204
		Kurtosis	0.267	0.406
	Male	Mean	91.16	1.152
		Median	88	.....
		Std. Deviation	12.355	.....
		Skewness	0.682	0.226
		Kurtosis	0.236	0.447

From the above Table 3. showed for female data that the co-efficient of ZSk 2.544 and the co-efficient of ZKu 0.657. Both these values were under the range of ± 3 and fulfil the assumptions of normality (Tabachnick & Fidell, 2007). In case of male the study showed that the co-efficient of ZSk 3.01 and the co-efficient of ZKu 0.52. Both these values were under the range of ± 3 and fulfil the assumptions of normality (Tabachnick & Fidell, 2007). Hence the score distribution of Parenting Style with respect to Gender(both male and female) was normal in nature.

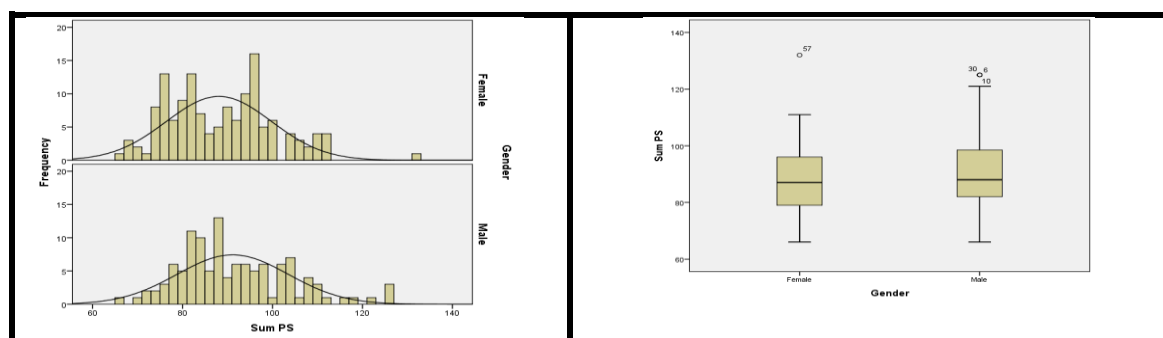


Fig. 1: Histogram and Box plot of Parenting Style with respect to Gender

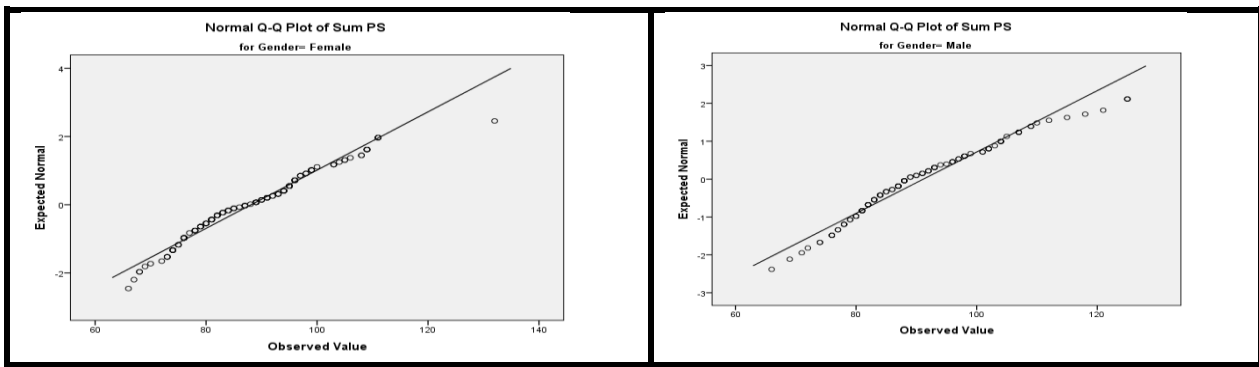


Fig 2: Q-Q plot of Parenting Style with respect to Gender

It was observed from the above graphical representation of descriptive statistics of Parenting Style with respect to gender that:

- Histogram indicated that data can be considered as normally distributed. (Fig.1)
- Q-Q plot indicated that the distribution of score was on straight line. (Fig 2)

From the above graphical representation, it was concluded that nature of score distribution of Parenting Style was normal in nature. So parametric statistics can be used for analysis of data.

Normality Test of Study Habits with Respect to Gender

Table 4: Descriptive Statistics of Study Habit with Respect to Gender				
Gender		Statistic		Std. Error
Study Habit	Female	Mean	34.48	0.543
		Median	35	.....
		Std. Deviation	6.445	.....
		Skewness	-0.313	0.204
		Kurtosis	-0.21	0.406
	Male	Mean	33.77	0.583
		Median	34	.....
		Std. Deviation	6.255	.....
		Skewness	-0.215	0.226
		Kurtosis	-0.265	0.447

From the above Table 4 showed that for female the co-efficient of ZSk -1.53 and the co-efficient of ZKu -0.517. Both these values were under the range of ± 3 and fulfil the assumptions of normality (Tabachnick & Fidell, 2007). In case of male the study showed that the co-efficient of ZSk -0.951 and the co-efficient of ZKu -0.592 (As per the assumption of Tabachnick & Fidell, 2007). Both these values were under the range of ± 3 and fulfil the assumptions of normality (Tabachnick & Fidell, 2007). Hence the score distribution of Study Habit with respect to Gender was normal in nature.

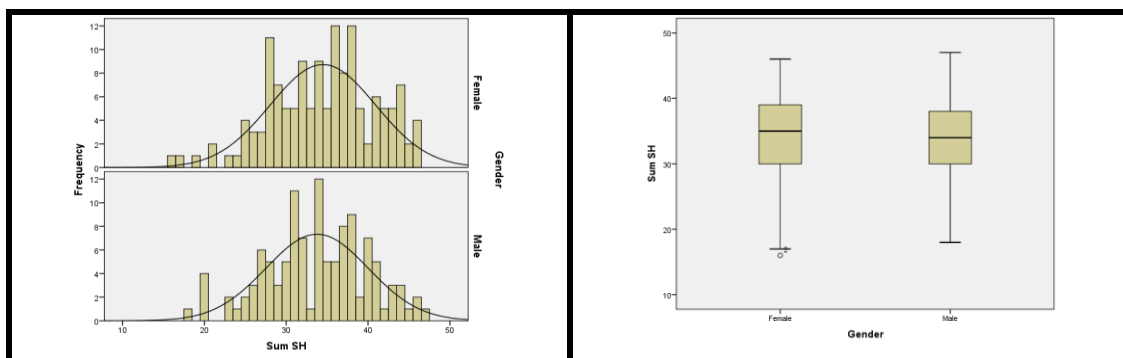


Fig. 3: Histograms and Box plot of Study Habit with Respect to Gender

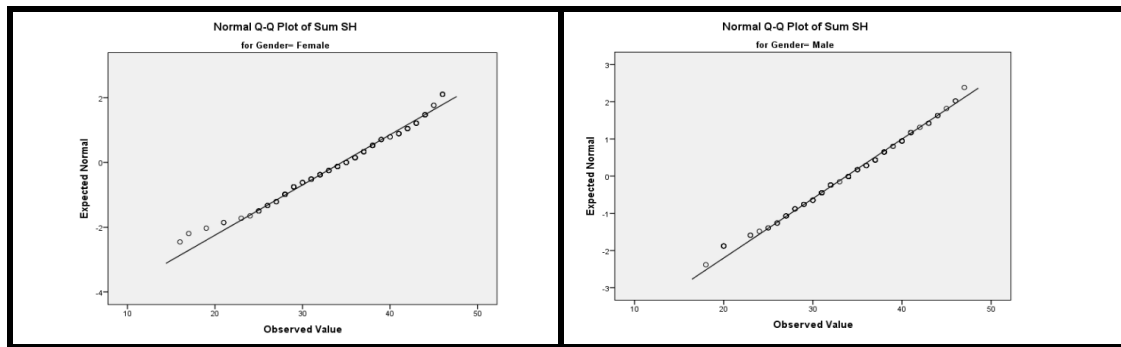


Fig 4: Q-Q Plot of Study Habit with Respect to Gender

It was observed from the above graphical representation of descriptive statistics of Study Habit with respect to gender that:

- Histogram indicated that data can be considered as normally distributed. (Fig.3)
- Q-Q plot indicated that the distribution of score was on straight line. (Fig.4)

From the above graphical representation, it was concluded that nature of score distribution of Study Habit was normal in nature. So parametric statistics can be used for analysis of data.

Normality Test of Parenting Styles with Respect to Locale

Table 5: Descriptive Statistics of Parenting Style with Respect to Locale				
Locale			Statistic	Std. Error
Parenting Style	Rural	Mean	86.15	0.758
		Median	85	.....
		Std. Deviation	9.438	.....
		Skewness	0.295	0.195
		Kurtosis	-0.101	0.387
	Urban	Mean	94.57	1.377
		Median	96	.....
		Std. Deviation	13.844	.....
		Skewness	0.255	0.24
		Kurtosis	-0.397	0.476

From the above Table 5 showed that for rural the co-efficient of ZSk -1.51 and the co-efficient of ZKu -0.260 (As per the assumption of Tabachnick & Fidell, 2007). Both these values were under the range of ± 3 and fulfil the assumptions of normality (Tabachnick & Fidell, 2007). In case of Urban the study showed that the co-efficient of ZSk 1.06 and the co-efficient of ZKu 0.834 (As per the assumption of Tabachnick & Fidell, 2007). Both these values were under the range of ± 3 and fulfil the assumptions of normality (Tabachnick & Fidell, 2007). Hence the score distribution of Parenting Style with respect to Locale was normal in nature.

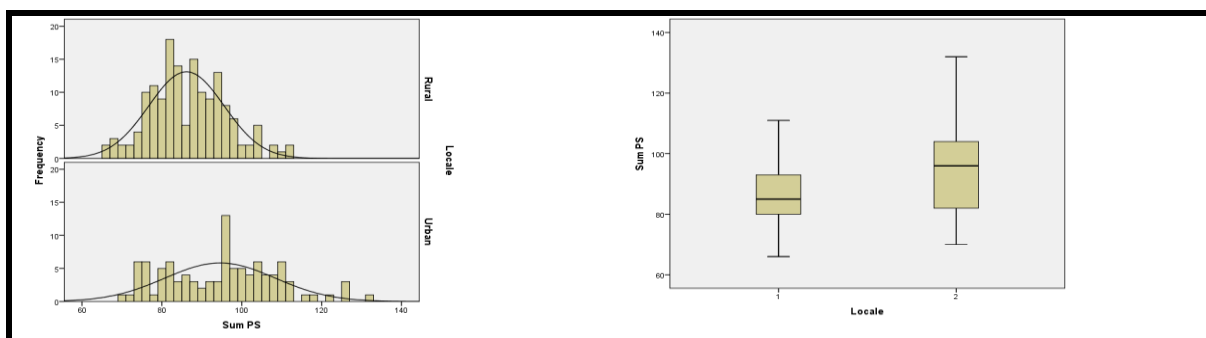


Fig 5: Histograms and Box plot of Parenting Style with Respect to Locale

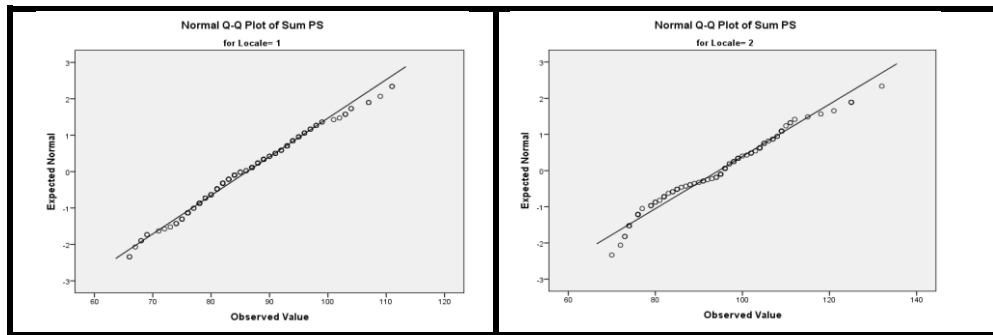


Fig 6: Q-Q Plot of Parenting Style with Respect to Local

It was observed from the above graphical representation of descriptive statistics of Parenting Style with respect to Locale that:

- Histogram indicated that data can be considered as normally distributed. (Fig.5)
- Q-Q plot indicated that the distribution of score was on straight line. (Fig.6)

From the above graphical representation, it was concluded that nature of score distribution of Parenting Style was normal in nature. So parametric statistics can be used for analysis of data.

Normality Test of Study Habits with respect to Locale

Table 6.: Descriptive Statistics of Study Habit with Respect to Locale				
Locale			Statistic	Std. Error
Study Habit	Rural	Mean	34.57	0.488
		Median	35	.....
		Std. Deviation	6.074	.....
		Skewness	-0.237	0.195
		Kurtosis	-0.169	0.387
	Urban	Mean	33.53	0.672
		Median	34	.....
		Std. Deviation	6.752	.....
		Skewness	-0.246	0.24
		Kurtosis	-0.414	0.476

From the above Table 6 for rural the study showed that the co-efficient of ZSk -1.21 and the co-efficient of ZKu -0.436. Both these values were under the range of ± 3 and fulfil the assumptions of normality (Tabachnick & Fidell, 2007). In case of Urban the study showed that the co-efficient of ZSk -1.025 and the co-efficient of ZKu -1.725 (As per the assumption of Tabachnick & Fidell, 2007). Both these values were under the range of ± 3 and fulfil the assumptions of normality (Tabachnick & Fidell, 2007). Hence the score distribution of Study Habit with respect to Locale was normal in nature.

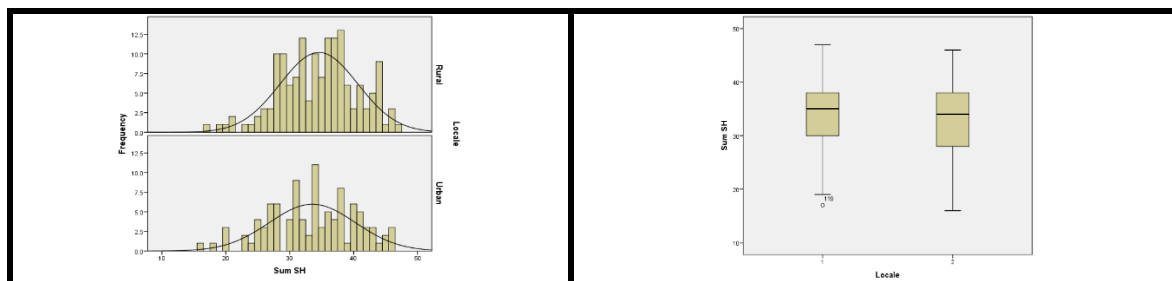


Fig 7: Histograms and Box plot of Study Habit with Respect to Locale

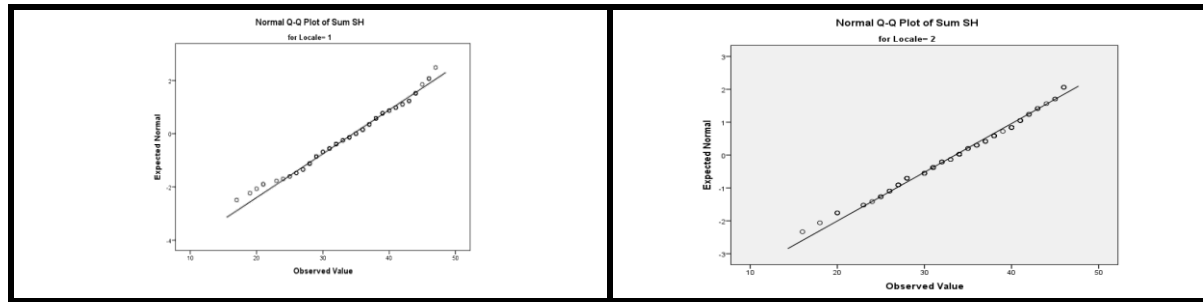


Fig 8: Q-Q plot of Study Habit with Respect to Locale

It was observed from the above graphical representation of descriptive statistics of Study Habit with respect to Locale that:

- Histogram indicated that data can be considered as normally distributed. (Fig.7)
- Q-Q plot indicated that the distribution of score was on straight line. (Fig.8)

Analysis, Interpretation and Discussion

Testing of $H_{01.1}$:

Table 7: Group Statistics of Authoritarian (A_1) Parenting Style with Respect to Gender					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Authoritarian (A_1)	Female	141	22.82	4.642	0.391
	Male	115	23.57	5.032	0.469

Table 8: Independent Sample Test Between Groups (Male and Female)										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Authoritarian (A_1)	Equal variances assumed	0.1	0.754	-1.24	254	0.216	-0.751	0.606	-1.944	0.442

Table 8 shows significance value is 0.216 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the $H_{01.1}$ is not rejected. It is concluded that there is no significant difference in the perceived authoritarian parenting style among secondary school students concerning gender. It is possible that because authoritative parents typically apply similar rules and expectations to all their children, regardless of their gender. They value individuality and encourage independence and autonomy for both male and female.

Testing of $H_{01.2}$

Table 9: Group Statistics of Authoritative (A_2) Parenting Style with Respect to Gender					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Authoritative (A_2)	Female	141	26.46	6.439	0.542
	Male	115	27.92	6.344	0.592

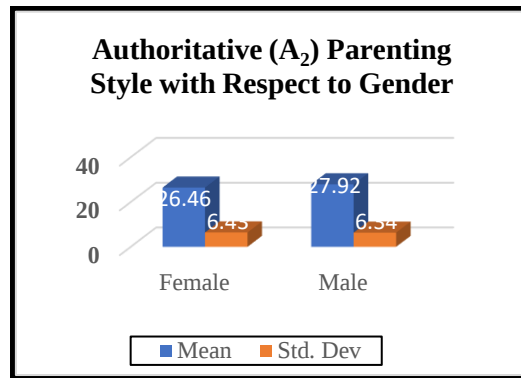


Fig. 9: Bar diagram of Authoritative(A₂) Parenting Style with Respect to Gender

Table 10: Independent Sample Test Between Groups (Male and Female)										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Authoritative	Equal variances assumed	1.470	0.226	-1.817	254	0.070	-1.461	0.804	-3.044	0.122

Table 10 shows significance value is 0.070 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the $H_{01.2}$ is not rejected. It is concluded that there is no significant difference in the perceived authoritative parenting style among secondary school students concerning gender. It is possible that because society's ideas about gender have been changing, parents are treating their children more equally and not making many differences based on whether they are a boy or a girl. In simpler terms, strict parenting doesn't vary much based on a child's gender, and parents may be trying to treat all their children fairly.

Testing of $H_{01.3}$

Table 11: Group Statistics of Permissive Parenting Style with Respect to Gender					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Permissive	Female	141	21.59	4.994	0.421
	Male	115	22.50	5.225	0.487

Table 12: Independent Sample Test Between Groups (Male and Female)										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper

Permissive	Equal variances assumed	0.954	0.330	-1.429	254	0.154	-0.916	0.641	-2.178	0.346
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Table 12 shows its associated significance value is 0.154 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the $H_{01.3}$ is not rejected. It is concluded that there is no significant difference in the perceived permissive parenting style among secondary school students concerning gender. Permissive parents often prioritize emotional support and independence for their children, aiming to create a warm and open environment where their kids feel comfortable expressing themselves and making choices. These parenting traits are typically not influenced by the child's gender, as permissive parents tend to value the individuality and autonomy of each child, irrespective of whether they are a boy or a girl.

Testing of $H_{01.4}$

Table 13: Group Statistics of Uninvolved Parenting Style with Respect to Gender					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Uninvolved (Un)	Female	141	17.23	4.664	0.393
	Male	115	17.16	4.526	0.422

Table 14: Independent Sample Test Between Groups (Male and Female)										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Uninvolved	Equal variances assumed	1.260	0.263	0.134	254	0.893	0.078	0.578	-1.061	1.216

From the above Table 14 shows significance value is 0.893 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the $H_{01.4}$ is not rejected. It is concluded that there is no significant difference in the perceived Uninvolved parenting style among secondary school students concerning gender. Uninvolved parenting means that parents are not very involved in their child's life. When it comes to whether the child is a male or a female, uninvolved parents usually treat them the same way – with neglect and a lack of emotional care.

Table 15: Group Statistics of Authoritarian(A1) Parenting Style with Respect to Locale					
Locale		N	Mean	Std. Deviation	Std. Error Mean
Authoritarian (A ₁)	Rural	155	22.89	4.432	0.356
	Urban	101	23.57	5.370	0.534

Testing of $H_{02.1}$

Table 16: Independent Sample Test Between Groups (Rural and Urban)		
	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Authoritarian (A ₁)	Equal variances assumed	2.645	0.105	-1.10	254	0.269	-0.683	0.616	-1.898	0.530

Table 16 shows significance value is 0.269 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the $H_{02.1}$ is not rejected. It is concluded that there is no significant difference in the perceived authoritarian parenting style among secondary school students based on locale. Result observed may be as because of parenting styles are more closely related to individual family dynamics and values, than they are to geographical location. Authoritarian parenting, characterized by strict rules, high expectations, and limited emotional expression, can be found in both rural and urban areas.

Testing of $H_{02.2}$:

Table 17: Group Statistics of Authoritative (A ₂) Parenting Style with Respect to Locale					
Locale		N	Mean	Std. Deviation	Std. Error Mean
Authoritative (A ₂)	Rural	155	25.84	5.911	0.474
	Urban	101	29.06	6.716	0.668

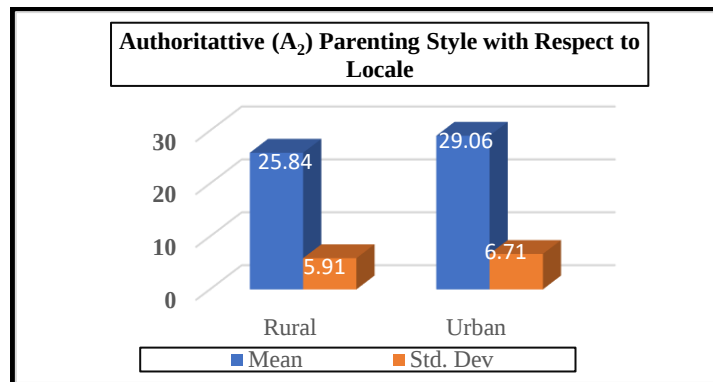


Fig. 10: Bar diagram of Authoritative (A₂) Parenting Style with Respect to Locale

Table 18: Independent Sample Test Between Groups (Rural and Urban)										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Authoritative (A ₂)	Equal variances assumed	0.168	0.683	-4.040	254	.000	-3.224	0.798	-4.795	-1.652

From the Table 18 shows associated significance value is significance value is 0.00 ($p < 0.05$). Hence t is significant at 0.05 level and therefore the $H_{02.1}$ is rejected. It is concluded that there is a significant difference in the perceived authoritative

parenting style among secondary school students based on locale. Both rural and urban areas have their own set of practices and ideas concerning child rearing. These differences affect how parents in these areas use authoritative parenting, which includes not only being caring but also establishing rules.

Testing of $H_{02.3}$:

Table 19: Group Statistics of Permissive Parenting Style with Respect to Locale					
Locale		N	Mean	Std. Deviation	Std. Error Mean
Permissive	Rural	155	21.28	5.080	0.408
	Urban	101	23.09	4.980	0.495

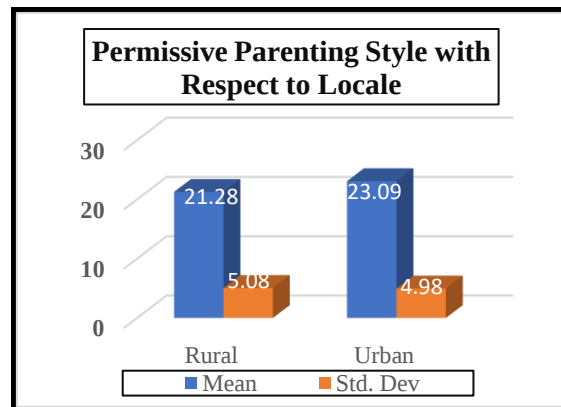


Fig. 11: Bar diagram of Permissive Parenting Style with Respect to Locale

Table 20: Independent Sample Test Between Groups (Rural and Urban)										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Permissive	Equal variances assumed	1.013	0.315	-2.815	254	0.05	-1.815	0.644	-3.084	-0.545

Table 20 shows significance value is 0.05 ($p \leq 0.05$). Hence t is significant at 0.05 level and therefore the $H_{02.3}$ is rejected. It is concluded that there is a significant difference in the perceived permissive (P) parenting style among secondary school students based on locale. The study found that urban parents are more permissive than rural parents. Urban parents may appear more permissive than rural parents due to cultural norms, socioeconomic factors, access to resources, peer influence, and parental employment. However, individual family dynamics can vary widely within both urban and rural areas.

Testing of $H_{02.4}$:

Table 21: Group Statistics of Uninvolved Parenting Style with Respect to Locale					
Locale		N	Mean	Std. Deviation	Std. Error Mean
Uninvolved (Un)	Rural	155	16.13	3.549	0.285
	Urban	101	18.83	5.473	0.544

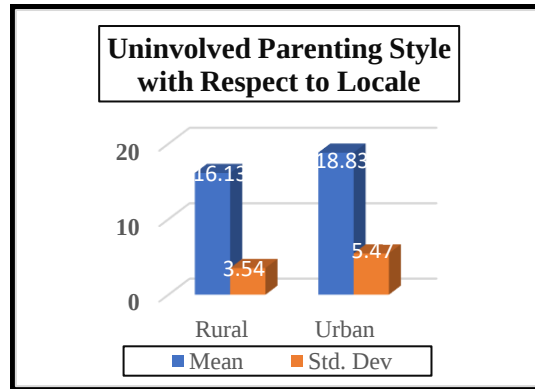


Fig.12: Bar diagram of Uninvolved Parenting Style with Respect to Locale

Table 22: Independent Sample Test Between Groups (Rural and Urban)										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Uninvolved	Equal variances assumed	30.216	0.124	-2.815	254	0.05	-2.696	0.644	-3.084	-0.545

From the above Table 22 shows significance value is 0.05 ($p \leq 0.05$). Hence t is significant at 0.05 level and therefore the H_0 is rejected. It is concluded that there is a significant difference in the uninvolved parenting style among secondary school students based on locale. The study found that urban parents are more uninvolved than rural parents. Urban areas often have a wider range of socioeconomic backgrounds. While some urban parents may have the resources and opportunities for involvement, others may face economic challenges or demanding work schedules that limit their availability.

Testing of H_0 3:

H_0 3: There is no significant difference in the level of study habits (Dimension wise Concentration, Remembering, Organizing time, Studying a chapter, Listening and taking notes, Taking tests, Motivation) between male and female secondary school students.

Table 23: Group Statistics of Study Habits with Respect to Gender					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Study Habits	Female	141	34.48	6.445	0.543
	Male	115	33.77	6.255	0.583

Table 24: Independent Sample Test Between Groups (Male and Female)									
		Levene's Test for Equality of Variances			t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									lower	upper
Study Habits	Equal variances assumed	0.206	0.650	0.886	254	0.376	0.708	0.799	-0.865	2.282

The Table 24 significance value is 0.376 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the H_03 is not rejected. It is concluded that there is no significant difference in the level of study habits among secondary school students based on gender. With regard to gender, the study reveals that There are no significant differences in the study habits of male and female secondary school students, both overall and in each specific dimension (such as concentration, remembering, organizing time, studying a chapter, listening and taking notes, taking tests and motivation). It indicates that the study habit of the students does not vary across gender.

Testing of Hypotheses from $H_03.1$ to $H_03.7$ (Dimension wise Analysis with Respect to Gender):

Table 25: Group Statistics of Study Habits (Dimension wise) with Respect to Gender						
Gender			N	Mean	Std. Deviation	Std. Error
Study Habits	Concentration <u>$H_03.1$</u>	Female	141	4.723	1.404	0.118
		Male	115	4.756	1.328	0.123
	Remembering <u>$H_03.2$</u>	Female	141	4.595	1.276	0.107
		Male	115	4.313	1.252	0.116
	Organizing time <u>$H_03.3$</u>	Female	141	4.546	1.583	0.133
		Male	115	4.539	1.568	0.146
	Studying a chapter <u>$H_03.4$</u>	Female	141	4.723	1.630	0.137
		Male	115	4.556	1.364	0.127
	Listening and taking notes <u>$H_03.5$</u>	Female	141	4.361	1.050	0.088
		Male	115	4.243	1.104	0.103
	Taking tests <u>$H_03.6$</u>	Female	141	4.659	1.423	0.119
		Male	115	4.721	1.423	0.132
	Motivation <u>$H_03.7$</u>	Female	141	7.815	1.290	0.108
		Male	115	7.565	1.257	0.117

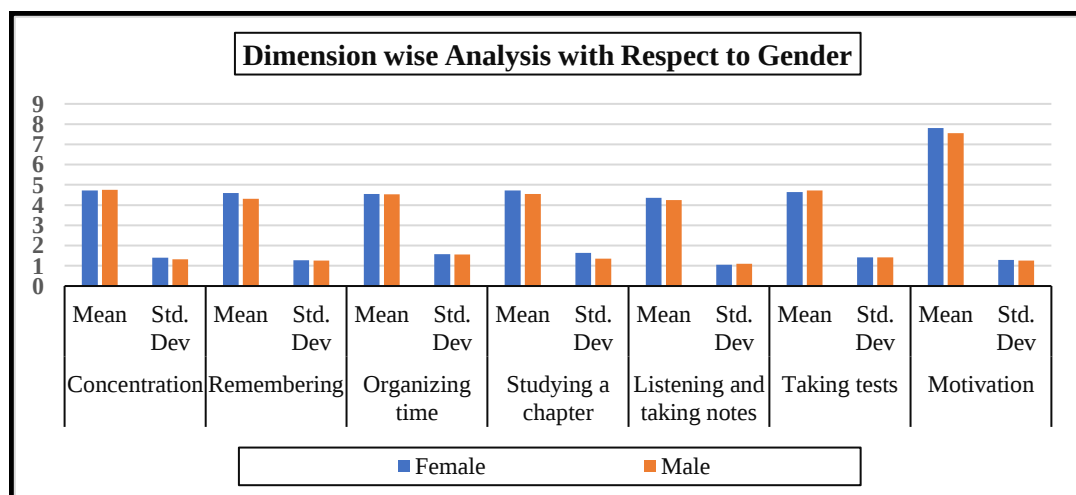


Fig.13: Bar diagram of Study Habits (Dimension wise) with Respect to Gender

Table 26: Independent Sample Test (Dimension wise) Between Groups (Male and Female)		
Gender	Levene's Test for	t-test for Equality of Means

			Equality of Variances								
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Study Habits	Concentration	Equal variances assumed	0.690	0.407	-0.192	254	0.848	-0.331	0.172	-0.372	0.306
	Remembering	Equal variances assumed	0.084	0.773	1.778	254	0.077	0.282	0.158	-0.030	0.595
	Organizing time	Equal variances assumed	0.071	0.790	0.035	254	0.972	0.006	0.198	-0.383	0.397
	Studying a chapter	Equal variances assumed	1.648	0.200	0.875	254	0.382	0.166	0.190	-0.208	0.542
	Listening and taking notes	Equal variances assumed	0.049	0.824	0.875	254	0.382	0.118	0.135	-0.147	0.384
	Taking tests	Equal variances assumed	0.004	0.947	-0.348	254	0.728	-0.062	0.178	-0.414	0.290
	Motivation	Equal variances assumed	0.117	0.732	1.562	254	0.120	0.250	0.160	-0.065	0.565

Status of Dimension wise Analysis with Respect to Gender:

Table 27: Status of Dimension wise Analysis with Respect to Gender			
Hypothesis No	t-value	Sig. (2-tailed)	Status of Hypothesis
Ho3.1	-0.192	0.848	Accepted
Ho3.2	1.778	0.077	Accepted
Ho3.3	0.035	0.972	Accepted
Ho3.4	0.875	0.382	Accepted
Ho3.5	0.875	0.382	Accepted
Ho3.6	-0.348	0.728	Accepted
Ho3.7	1.562	0.12	Accepted

In significance values are 0.848, 0.077, 0.972, 0.382, 0.382, 0.728, 0.12 ($p > 0.05$). Hence, it can be concluded that the t-values are not significant at the 0.05 level for all dimensions. This suggests that the mean difference in the level of study habits across

all dimensions between male and female groups is not statistically significant, and therefore, all hypotheses ($H_{03.1}$ - $H_{03.7}$) are accepted.

Testing of H_{04} :

H_{04} : There is no significant difference in the level of study habits (Dimension wise Concentration, Remembering, Organizing time, Studying a chapter, Listening and taking notes, Taking tests, Motivation) between rural and urban secondary school students.

Table 28: Group Statistics of Study Habits with Respect to Locale					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Study Habits	Rural	155	34.57	6.074	0.487
	Urban	101	33.53	6.752	0.671

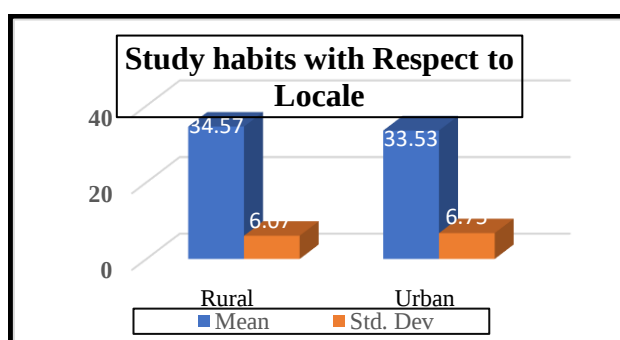


Fig. 14: Bar diagram of Study Habits with Respect to Locale

Table 29: Independent Sample Test Between Groups (Rural and Urban)										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Study Habits	Equal variances assumed	1.493	0.223	1.280	254	0.202	1.039	0.811	-0.559	2.638

The Table 29 shows significance value is 0.202 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the H_{04} is not rejected. It is concluded that there is no significant difference in the level of study habits among secondary school students based on locale.

Testing Hypotheses $H_{04.1}$ to $H_{04.7}$ (Dimension wise Analysis with Respect to Locale):

Table 30: Group Statistics of Study Habits (Dimension wise) with Respect to Locale						
Locale			N	Mean	Std. Deviation	Std. Error
Study Habits	Concentration $H_{04.1}$	Rural	155	4.690	1.398	0.112
		Urban	101	4.811	1.324	0.131
	Remembering	Rural	155	4.503	1.234	0.099

	H04. 2	Urban	101	4.415	1.328	0.132
	Organizing time H04. 3	Rural	155	4.541	1.546	0.124
		Urban	101	4.544	1.621	0.161
	Studying a chapter H04. 4	Rural	155	4.761	1.520	0.122
		Urban	101	4.475	1.500	0.149
	Listening and taking notes (H04. 5)	Rural	155	4.464	1.039	0.083
		Urban	101	4.069	1.088	0.108
	Taking tests H04. 6	Rural	155	4.754	1.340	0.107
		Urban	101	4.584	1.537	0.153
	Motivation H04. 7	Rural	155	7.806	1.294	0.104
		Urban	101	7.544	1.245	0.123

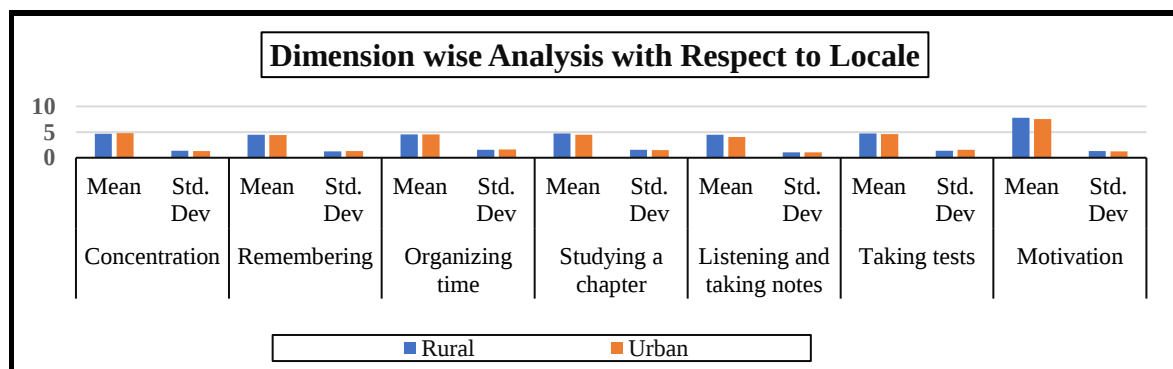


Fig.15: Bar diagram of Dimension wise Analysis with Respect to Locale

Table 31: Independent Sample Test (Dimension wise) Between Groups (Rural and Urban)

Locale			Levene's Test for Equality of Variances			t-test for Equality of Means					
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Study Habits	Concentration	Equal variances assumed	0.770	0.381	-0.694	254	0.488	-0.121	0.175	-0.466	0.223
	Remembering	Equal variances assumed	1.235	0.267	0.537	254	0.592	0.087	0.162	-0.233	0.407
	Organizing time	Equal variances assumed	0.824	0.365	-0.013	254	0.990	-0.002	0.201	-0.399	0.394
	Studying a chapter	Equal variances assumed	0.134	0.714	1.479	254	0.14	0.286	0.193	-0.094	0.667

	ng a chapte r	varianc es assume s				1					
	Listeni ng and taking notes	Equal varianc es assume s	0.730	0.394	2.917	254	0.00 4	0.395	0.135	0.128	0.662
	Taking tests	Equal varianc es assume s	2.026	0.156	0.939	254	0.34 9	0.170	0.181	-0.187	0.528
	Motiva tion	Equal varianc es assume s	0.066	0.797	1.606	254	0.11 0	0.261	0.163	-0.059	0.583

Status of Dimension wise Analysis with Respect to Locale:

Table 32: Status of Dimension wise Analysis with Respect to Locale			
Hypothesis No	t-value	Sig. (2-tailed)	Status of Hypothesis
Ho4.1	-0.694	0.488	Accepted
Ho4.2	0.537	0.592	Accepted
Ho4.3	-0.013	0.99	Accepted
Ho4.4	1.479	0.141	Accepted
Ho4.5	2.917	0.004	Rejected
Ho4.6	0.939	0.349	Accepted
Ho4.7	1.606	0.11	Accepted

From Table 32, the status of dimension-wise analysis with respect to locale is displayed. All the significance values (p-values) are greater than 0.05 for all dimensions except the listening and taking notes dimension, where the significance value is less than 0.05. Therefore, it can be concluded that the values are not statistically significant at the 0.05 level for all other dimensions except 'listening and taking notes'. This suggests that the mean difference in the level of study habits across all other dimensions, except listening and taking notes between rural and urban groups is not statistically significant. With regard to locale, the study reveals that, when it comes to study habits, there isn't a substantial difference between secondary school students from rural and urban areas across several dimensions like concentration, remembering, organizing time, studying a chapter, listening and taking notes, taking tests and motivation. However, there's a significant difference when it comes to listening and taking notes. This means that rural and urban students have distinct ways of paying attention and jotting down information during their studies.

Testing of Ho5.1:

Table 33: Correlation between Authoritarian (A1) Parenting style and Study habits			
Correlations		Authoritarian	Study habits
Authoritarian	Pearson Correlation	1	-.145
	Sig. (2-tailed)		0.02
	N	256	256
Study habits	Pearson Correlation	-.145*	1

	Sig. (2-tailed)	0.02	
	N	256	256

Table 33 Pearson correlation is -0.145 which indicates a weak negative correlation between authoritarian parenting style and study habits. In other words, as the authoritarian parenting style tends to increase, there is a slight tendency for study habits to decrease, though the relationship is not very strong. The two tailed significance value is 0.02 ($p < 0.05$) that means this correlation is statistically significant at the 0.05 significance level. Therefore, $H_{05.1}$ is rejected and alternative hypothesis is accepted. The study brings out that there is a weak negative correlation between authoritarian parenting style and study habits. It means that as the level of authoritarian parenting increases, the quality of study habits tends to decrease slightly, but this relationship is not very strong. However, there is a slight tendency for authoritarian parenting to be associated with somewhat less effective study habits.

Testing of $H_{05.2}$:

Table 34: Correlation between Authoritative Parenting style and Study habits			
Correlations		Authoritative	Study habits
Authoritative	Pearson Correlation	1	.275
	Sig. (2-tailed)		0.00
	N	256	256
Study habits	Pearson Correlation	.275	1
	Sig. (2-tailed)	0.00	
	N	256	256

In Table 34 the first value is the value of Pearson's r -i.e., the correlation of coefficient (0.275). Pearson's r varies between +1 and -1, where +1 is a perfect positive correlation and -1 is a negative correlation. 0 means there is no linear correlation. But in Table 4.28 Pearson correlation is 0.275 which indicates a definite positive correlation between authoritative parenting style and study habits. This means that as authoritative parenting style increases, there is a tendency for study habits to improve. The two tailed significance value is 0.00 ($p < 0.05$) that means this correlation is statistically significant at the 0.05 significance level. Therefore, $H_{05.2}$ is rejected and alternative hypothesis is accepted. The study unfolds that there is a definite positive correlation between authoritative parenting style and study habits. It means that as the level of authoritative parenting increases, the quality of study habits also increases significantly. It indicates that this parenting style can positively influence how well secondary school students approach their studies.

Testing of $H_{05.3}$:

Table 35: Correlation between Permissive Parenting style and Study habits			
Correlations		Permissive	Study habits
Permissive	Pearson Correlation	1	.012
	Sig. (2-tailed)		.846
	N	256	256
Study habits	Pearson Correlation	.012	1
	Sig. (2-tailed)	.846	
	N	256	256

In Table 35 the first value is the value of Pearson's r -i.e., the correlation of coefficient (0.012). Pearson's r varies between +1 and -1, where +1 is a perfect positive correlation and -1 is a negative correlation. 0 means there is no linear correlation. Pearson correlation is 0.012 which indicates a very weak positive correlation between permissive parenting style and study habits. The two tailed significance value is 0.846 ($p > 0.05$) that means this correlation is not statistically significant at the 0.05 significance level. Therefore, $H_{05.3}$ is not rejected. The study reveals that there is a very weak positive correlation between permissive parenting style and study habits, with a correlation coefficient of 0.012, but the two-tailed significance value of 0.846 ($p > 0.05$) is quite high. It means the observed correlation between permissive parenting and study habits is not statistically significant. Therefore, the study does not provide strong evidence to support a significant connection between permissive parenting and study habits.

Testing of H₀5.4:

Table 36: Correlation between Uninvolved Parenting style and Study habits			
Correlations		Uninvolved	Study habits
Uninvolved	Pearson Correlation	1	-.003
	Sig. (2-tailed)		.967
	N	256	256
Study Habits	Pearson Correlation	-.003	1
	Sig. (2-tailed)	.967	
	N	256	256

In Table 36 the first value is the value of Pearson's r-i.e., the correlation of coefficient (-.003). Pearson's r varies between +1 and -1, where +1 is a perfect positive correlation and -1 is a negative correlation. 0 means there is no linear correlation. Pearson correlation is -.003 which indicates a very weak negative correlation between uninvolved parenting style and study habits. The two tailed significance value is 0.967 ($p > 0.05$) that means this correlation is not statistically significant at the 0.05 significance level. Therefore, H₀5.4 is not rejected. The study reveals that there is a very weak negative correlation between uninvolved parenting style and study habits, with a correlation coefficient of -.003, but the two-tailed significance value of 0.967 ($p > 0.05$) is quite high. It means that the observed correlation between uninvolved parenting and study habits is not statistically significant. Therefore, the study does not provide strong evidence to support a connection between uninvolved parenting and study habit.

Conclusion of the study

In this goal-oriented education system, this study holds profound importance and significance. By understanding the relationship between parenting styles and the study habits of high school students, this research sheds light on a critical aspect of academic development. The significance of this study lies in its revelation that the way parents nurture and guide their children at home can exert a substantial influence on their study behaviours. Notably, the study reveals the positive impact of authoritative parenting, characterized by a supportive yet rule-setting approach, on the cultivation of effective study habits. Conversely, it highlights the potential drawbacks associated with authoritarian, permissive, and uninvolved parenting styles, which may hinder the development of strong study skills. Such insights are invaluable for educators, parents, and policymakers, as they provide a more nuanced understanding of the factors shaping students' learning experiences. In conclusion, it becomes evident that this study serves as a stepping stone for further research and practical applications in education.

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