

## Academic Achievement and Parenting Style

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### Abstract

The purpose of this study was to investigate the hypothesis that there is a correlation between the parenting styles that adolescents are exposed to and their academic achievement. In addition, the purpose of the study was to evaluate the impact that the gender of teenagers had on their academic performance. The sample included two hundred young people who were enrolled in academic programs ranging from intermediate to post-graduate levels in the Darbhanga district of Bihar, India. The participants were chosen through the use of a sample strategy known as purposive-cum-incident sampling. The researchers determined the academic accomplishment of the individuals by totalling up all of the marks they had received over the previous three years. The Adolescent Parenting Attitude Four Factor Questionnaire was utilised to assess the various parenting approaches by adolescents. On this scale, which was designed by Shyny (2017), four different parenting styles are measured. One of the findings of the study was that there was no significant correlation between the parenting styles that adolescents were exposed to and their academic success. A further observation was that there was no discernible impact of gender on the academic performance of teenagers.

**Keywords:** Academic achievement, Parenting style, Gender, and Adolescents

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Parents put all their hope, energy, and resources into their children when they are young so that they might grow up to be contributing members of society. Highlighting conformity as a process of internalising societal norms and values, this is a universal explanation. As a result, a person's typical social conduct is a reflection of character development that happens concurrently with personality development.

Parenting styles are the most influential factors in children's growth and academic achievement, among many others. Academic achievement is defined as the result of one's efforts in the intellectual realm covered in formal education. Academic achievement is the most crucial condition for personal and societal well-being since it reflects one's level of intellectual education.

At every stage of life, academic success is paramount. During this time of self-discovery, known as adolescence, academic achievement is considered pivotal since it dictates the rest of a person's life trajectory (Boon, 2007). The Greek philosopher Plato defined academic accomplishment as the degree to which a student completes the tasks assigned to them in a structured classroom environment as a result of following a prescribed curriculum. Academic accomplishment is a measure of a student's mastery of course material across all academic disciplines. Academic achievement research has mostly focused on the student's development and the personal, institutional, and organisational aspects of success, as well as the social connection interactions that influence and facilitate academic success (Crites, 2005). We can all agree that academic success is crucial to a student's development and future success in life, yet there was a time when that belief held sway. As markers of students' well-being and psychological development, researchers and policymakers are increasingly looking to social and emotional elements, along with their linkages, (Frydenberg, Martin & Collie, 2017; Moore, Mok, Chan & Lai, 2006). Thus, the success that teenagers have in school is a strong indicator of their future success in the workforce, their social standing, and their general health and

happiness (Creed et al., 2007, Sijtsema et al., 2014). Therefore, many aspects of academic achievement have not yet been thoroughly investigated.

### Parenting Style

Each parent has a unique approach to raising their children, which is reflected in their parenting style, a psychological construct. According to Darling & Steinberg (2017) and Steinberg et al., (1993), parents' actions and attitudes towards their children, as well as the emotional environment in which these behaviours are shown, make up parenting.

The purpose of parenting is to guide children towards socially desirable behaviours, environmental adaptation, and self-actualization by controlling their growth and development. To put it another way, parenting is a form of socialisation in which parents instil in their children, teenagers, and young adults a set of culturally and socially fascinating behaviours that will help them become contributing members of society and competent adults.

The three-parental-styles model was extended using the two-dimensional framework by Maccoby and Martin (1983). They developed two variants of Baumrind's lenient parenting approach. Styles of parenting that are characterised by a lack of involvement or by being overly permissive are sometimes called indulgent or uninvolved parenting. Two aspects of parenting conduct and style are used to classify parenting styles:

- A. Demandingness: This pertains to the degree to which parents exert control over their child's actions or insist on their maturity.
- B. Responsiveness: - This relates to how understanding and accommodating parents are of their children's emotional and developmental requirements.

### Types of Parenting styles:

a. Authoritative – Here, balance is made by the parents between structure and independence, and is considered to be one of the most beneficial parenting styles. Clear expectations from

children, supportive disciplines, healthy communication, emotional support, independence, and attentiveness are some of the features of this parenting style. Confidence, responsibility, self-regulation, better social outcomes, emotional health, higher self-esteem, and high academic achievement are the outcomes in the children.

b. Authoritarian - Authoritarian parenting is a parenting style that involves strict rules, high expectations, and little room for negotiation or open communication. It is characterised by strict rules, harsh punishments, one-way communication, less nurturing and more controlling.

c. Permissive - Permissive parenting is a type of parenting style characterized by low demands with high responsiveness. Permissive parents tend to be very loving, yet provide few guidelines and rules. These parents do not expect mature behaviour from their children and often seem more like friends than parental figures.

These parents tend to be the polar opposite of the so-called "helicopter parents." Instead of hovering over their children's every move, permissive parents are incredibly lax and rarely make or enforce any type of rules or structure. Their motto is often simply that "kids will be kids." While they are usually warm and loving, they make little or no attempt to control or discipline their kids.

Because there are few rules, expectations, and demands, children raised by permissive parents tend to struggle with self-regulation and self-control.

d. Neglectful - Uninvolved parenting, also known as neglectful or indifferent parenting, provides low parental support, attention, and control.<sup>1</sup> Uninvolved parents do not focus on their children's emotional needs, ignore their child completely, or encourage a "tough" attitude. Over time, children learn they cannot go to their parents for emotional support.

Uninvolved parents don't set rules, expectations, or limits and enable problematic behaviour from their adult children. Children receive little structure or guidance, which can cause problems in environments that demand rule-following, like school or work.

Uninvolved or neglectful parenting can range from a lack of interest to significant child neglect. Mild forms involve little effort into their parenting and focusing more on other areas of life. In extreme cases, uninvolved parents overlook bare necessities such as food, water, shelter, and love.

According to Darling (1999) and Darling and Steinberg (1993), parenting is a multi-faceted phenomenon including several distinct attitudes and practices that impact the results for children. Utti (2006) defines parenting as an act of bearing children, which includes the responsibilities of teaching, caring for, and disciplining infants. The way parents raise their children also has a significant impact on how well they do in school (Shute et al., 2011). Researchers have attempted to explain the impact of parenting styles on the unique developmental outcomes for children and youth in several empirical investigations. However, the current investigation sought to replicate these findings by examining the direct correlation between parenting style and academic achievement.

Parental style and academic accomplishment have been the subject of several studies. In the Indian setting, however, research involving adolescents is few. Adolescents from Darbhanga, Bihar are studied to determine the impact of parenting style on their academic performance.

The present study has been undertaken to answer the following question:

- (i) Is there any significant relationship between parenting style and adolescents' academic achievement?
- (ii) Does the sex of the adolescents play any role in their academic achievement?

Based on the facts gathered in reviewing the related literature, the following hypotheses have been formulated:

- (i) There will be a significant association between parenting style and academic achievement.
- (ii) The sex of the adolescents will significantly affect their academic achievement.

## Methodology

### Sample

The study was conducted on 200 adolescents residing in Darbhanga, Bihar. The sample were students of intermediate, graduation or post-graduation. The sample was selected using the purposive-cum-incident sampling technique, and the participants were contacted in their leisure periods. The average age of the participants was 22.8, whereas, their median age was 23. The standard deviation of the sample is 1.765. -0.003 and 0.227 were the kurtosis and skewness of the sample indicating that the sample was normally distributed. After obtaining their written consent to participate in the study, they were handed a questionnaire. The questionnaire consisted of a psychological scale named Adolescent Parenting Attitude Four Factor Questionnaire for measuring the parenting styles adopted by adolescents' respective parents and a personal data questionnaire for recording other relevant details.

Adolescent Parenting Attitude Four Factor Questionnaire: This scale measures the parenting styles of the parents. It was developed by Shyny (2017) based on the theory of Baumrind (1967). It has forty items and assesses the four types of parenting styles such as a. authoritarian parenting style, b. authoritative parenting style, c. permissive parenting style, and d. uninvolved parenting style. The scale has satisfactory validity and reliability.

The academic achievement of the participants was measured as the total of the scores obtained in the last three examinations. This was recorded in the personal data questionnaire.

### Statistical tools

Product moment correlation ( $r$ ) was used in the study to measure the correlations between academic achievement and parenting style. Student t-ratio was employed in measuring the significance of the mean difference between the two groups, in other words measuring the effect of gender on academic achievement.

## Result and discussion

### Parenting style and Academic achievement

The first research question was regarding the relationship between participants' academic achievement and the parenting styles they were subjected to. We used the product-moment correlation to assess the connection between parenting styles and academic achievement. The correlation was measured in respect of all types of parenting styles with academic achievement. Four correlations were calculated. Correlation between authoritarian parenting style and academic achievement, between authoritative parenting style and academic achievement, between permissive parenting style and academic achievement and the correlation between uninvolved parenting style and academic achievement. All correlation coefficients are displayed in Table 1.

Table 1: Showing the coefficients of correlation between academic achievement and parenting style

		AS
Authoritarian	Pearson Correlation	-.073
	Sig. (1-tailed)	.153
	N	200
Authoritative	Pearson Correlation	-.022
	Sig. (1-tailed)	.380
	N	200
Permissive	Pearson Correlation	.032
	Sig. (1-tailed)	.329
	N	200
Uninvolved	Pearson Correlation	-.100
	Sig. (1-tailed)	.079
	N	200
**. Correlation is significant at the 0.01 level (1-tailed).		

The table above illustrates the correlation between subjective academic achievement and different parenting styles. -0.073, -0.022, 0.032 and -0.01 are the correlation coefficients of academic achievement with authoritarian, authoritative, permissive and uninvolved parenting styles. All parenting styles are negatively associated with academic achievement excluding permissive ones. A permissive parenting style is positively correlated with academic achievement. The academic achievement of adolescents is increased/decreased if the parenting styles, they are subjected to are authoritarian, authoritative, or uninvolved ones and they are decreased/increased or vice-versa. On the contrary, permissive parenting styles and academic styles will go together in the same direction. If one increases/decreases, the other will also increase/decrease. However, nothing can be said firmly regarding the association between any parenting style and academic achievement because none of the correlations are statistically significant. Therefore, the first hypothesis, *'there will be a significant association between parenting style and academic achievement'*, is not accepted.

In line with our findings, Pinquart, (2016) also has reported that academic achievement and parenting styles are not very much associated with each other. However, the result of this study does not match with the reported findings of Masud et al., (2015). Hence, further study in the Indian context is necessary.

#### Sex and Academic Achievement

For determining the role of sex on academic achievement, a t-test was calculated. The first question was about the difference between businessmen and professionals based on their locus of control. For this purpose, mean scores of locus of control for both groups of businessmen and professionals were calculated, and then the t-test was also measured so that the difference of their mean can be tested to see if it is significant or not. Table 1 contains the resulting data.



Table 2: Difference between boys and girls in academic achievement

Group Statistics									
	Adolescents (Boys/Girls)	N	Mean	Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2- tailed)
Academic achievement	Boys	52	186.19	2.59	18.28	2.53	0.93	198	.35
	Girls	148	183.6		16.93	1.39			

Table 2 above clearly shows that the mean values of academic achievement for boys and girls are 186.29 and 183.6 respectively. The value of academic achievement is higher in boys than in girls and the difference is 2.59. While 18.28 and 2.53 are the standard deviation and standard error of the mean, respectively, for boys. The standard deviation and the standard error of the mean for girls are 16.93 and 1.39. The t-ratio and df for the data are 0.93 and 198 which tells that the difference between the means of boys and girls on account of their academic achievement is statistically not significant. In other words, there is no significant difference between boys and girls on account of their academic achievement. Accordingly, the second hypothesis, '*the sex of the adolescents will significantly affect their academic achievement*', is not accepted.

## Conclusion

The study revealed that the academic achievement of adolescents and the parenting styles they are subjected to are (statistically) not correlated. However, authoritative, authoritarian, and uninvolved parenting styles are found to be positively associated with academic achievement. Whereas, the permissive parenting style is negatively related to academic achievement. As far as the effect of the sex of the adolescents on their academic achievement is concerned, again no significant difference was observed between boys students and girls students in terms of their academic achievement.

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