

A STUDY OF ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PARENTING STYLES

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ABSTRACT

Parenting style has proved a significant predictor of academic achievement of students. The type of parenting the child receives has a considerable impact on their growth. When it came to academic success, parenting style was proven to be very influential for secondary school students. It is essential that parents should be conscious of their responsibility in helping shape their children's daily lives. It was also discovered that students who saw their parents as democratically-oriented excelled in academics. It means, in order to better guide their children and parents must embrace a democratic parenting style and put it into practice every day. To effectively implement this strategy, parents should encourage their children to participate in activities that reflect their unique skills. Schools, and especially administrators, must learn the importance of right parenting style for the children.

Key Words : Parenting style, academic achievement, students, secondary school students etc.

INTRODUCTION

Family is the fundamental and important structure of the society that has an important role in one's life and in the society. The importance of the family as a social structure is something unmistakable. Although affected by society and peers, children are more influenced by the family. The influence of the family on the child and its role in the creativity, cultural, social and moral aspects are very important. Correct and balanced relationship between parents and their children is one of the factors influencing both their physical and mental health and serves multiple purposes such as Moral and psychological training identification, growth and development of children's talents, skills, familiarizing with the rules and norms of the society from the perspective of parents etc. Parents are also considered for two basic functions for family, i.e. socialization and prosperity of the child's personality. So, it seems that parents' parenting styles are likely to affect children's personality traits. Parenting styles can be defined as a set or a system of behavior that describes the parent-child interactions over a wide range of situations and creates the effective interaction atmosphere and plays an important role in children's psychopathology and growth.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance

elements such as test anxiety, environment, motivation and emotions require consideration when developing models of school are receiving money based on its student academic achievements. The key determinants of young ones academic achievement are central to personal development. Worldwide, academic achievement has been associated largely with progressive communities (Hoang, 2007). Students who have higher Academic Achievement are at an advantage in terms of positive outcomes such as joy, pride, happiness and success in their Endeavors (Elliot & Dweck, 2005). Similarly, having higher academic achievement has been associated with positive characteristics, including self-esteem, self-efficacy, and motivation (Elliot and Dweck, 2005). Conversely, lower academic achievement is linked to low levels of particular achievement goals (Boon, 2007). Academic success in terms of higher achievement has long been thought to be the path to a stable livelihood and a successful future (Boon, 2007) and relates to have high academic achievement in childhood (Kang, & Moore 2011). Although there are likely many factors that influence academic success such as peer relationships, school environments, parenting styles may be especially an important influence on academic success. Thus, parenting styles in different cultures may differentially impact children's academic achievement (Nyarko, 2011).

Parenting style is defined as a constellation of attitudes towards the child that are communicated to the child and that, taken together, create an emotional climate in which the parents' behaviours are expressed (Darling and Steinberg 1993). Parenting style captured two important elements of parenting: parental responsiveness and parental demandingness (Maccoby and Martin 1983). Parental responsiveness which is similar to parental warmth or supportiveness refers to "the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands" (Baumrind 1991). Parental demandingness which emphasized behavioural control refers to "the claims parents make on children to become integrated into the family as a whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind 1991). Parenting styles are categorized into authoritative, authoritarian and permissive based on the Baumrind's typology of parenting (1967, 1971). Authoritative parents are high in responsiveness and demandingness. They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Authoritarian parents are high in demandingness but low in responsiveness. These parents provide a well-ordered and structured environment with clearly stated rules (Darling 1999). They expect the children to obey the rules without explanation. Permissive parents are high in responsiveness but low in demandingness. They are lenient, non-directive and do not require mature behavior. Authoritarian parenting is a restrictive punitive style in which parents exhort the child to follow their directions and respect their work and efforts, place firm limits and controls on the child and allows little verbal exchange (Santrock, 2008). For example in a study Deslands et al. (1998) found that parental democratic support is a strong predictor of school achievement for both males and females. Jaynes (2007) meta analytical study also approved this strong positive association between parenting style (defined as supportive, helpful and maintaining an adequate level of discipline) and academic performance for secondary school students.

REVIEW OF RELATED STUDIES

Quineke Laksmi Azzala (2022) to determine the relationship between authoritative parenting style and self-efficacy with student mathematics learning achievement in Junior High School X Tegal. This research used quantitative methods. The subjects in this research were 330 Junior High School X Tegal students for the 2021/2022 school year. The sampling technique was the cluster random sampling technique. This research used two scales and a report on students' mathematics learning achievement. The authoritative parenting style's first scale consists of 17 items with a score of a reliability coefficient of 0,781. The second scale is the self-efficacy scale consists of 17 items with a score of a reliability coefficient of 0,749. This research used analysis regression and partial correlation technique for analyzing the data. The first hypothesis's result showed no relationship between authoritative parenting style and self-efficacy with students mathematics learning achievement, $R = 0,073$, $F = 0,864$, and $p = 0,422$ ($p > 0,05$), which means the hypothesis is not accepted. The second hypothesis showed that authoritative parenting style and students' mathematics learning achievement have no correlation, $r_{1-2} = 0,073$, $p = 0,190$ ($p > 0,05$), which means the hypothesis is not accepted. The third hypothesis showed that self-efficacy and students' mathematics learning achievement have no correlation, $r_{2-1} = -0,021$ and $p = 0,703$ ($p > 0,05$), which means the hypothesis is not accepted.

Tolenova, Lazzat (2022) to establish whether or not over parenting during school years has a negative impact on low academic achievement of first year undergraduate students. Overparenting involves the excessive amount of attention or parenting power used towards the children, as well as unnecessary levels of advice or direction given, decision making, controlling, guidance, and high levels of being involved in children's lives. Based on the previous research on excessive parenting techniques and their consequences, this parenting style was found to cause numerous negative traits of character in young adults, specifically as these adults just enter their university. Among some of those traits are such qualities as over-reliance, lack of self-discipline and self-trust, low coping skills, minimal ability to make one's own decisions, and many others. Participants of this study included 100 students from three different universities in three biggest cities across the country, namely, one university in the capital and two regional universities. A latent variables analysis depicted that there is a number of reasons why over parenting is being utilized in many families in Kazakhstan. For instance, the feeling of regret for lost opportunities that so many parents experience or the desire to compensate the lack of time spent together with their children by controlling the study process. For adult children, the consequences of this parenting style have proven to be more negative than positive, mainly such as over-reliance and lack of self-organization. These negative skills have shown to be one of the main causes of low academic achievements of first-year university students across the country.

Mian Mian Seet (2022) to see how parental participation affects the relationship between parenting styles and academic success in Malaysian primary school students. A quantitative technique was applied in this investigation. Private tuition centers in an urban area were used to recruit students. The information gathered for this investigation was numerically assessed and interpreted. Families are divided into four groups by the Parenting Style index: authoritative, authoritarian, permissive and indulgent. The relationship between parenting styles and academic success was studied using Pearson correlation coefficient matrix. It was discovered that it completely mediates the relationship between authoritative and authoritarian parenting styles and student academic attainment. The study's findings show that understanding and receiving

knowledge about how parenting styles and parental involvement affect children' academic achievement is crucial for parents.

Catarina Nunes (2023) explores the contribution of various drivers of attainment in secondary education in Portugal. We propose a model explaining the influence of students, teachers, and parents' traits on high school achievement, measured by the self-reported Math and Portuguese final grades of 220 students. Using PLS-SEM, we show that previous achievement predicts current achievement in both subjects; however, noteworthy differences were found. Portuguese grades are significantly better for students whose parents have post-secondary education and communicate higher expectations about their offspring's school careers. At the same time, Math achievement is influenced by students' perception of teachers' involvement but not by parents' expectations or education. Previous retention and receiving educational allowance impair Math achievement, but not Portuguese. Results and implications are discussed.

Ion Albulescu (2023) the importance of parenting styles for the necessary fulfilment of the developmental needs of children and eventually improving their quality of life is frequently treated in the literature. Despite there being many studies that examined the relationship of parenting styles and academic performance, there is a lack of measurement of the relationship in the Romanian sample. This study analyzed the relationship between parenting styles and academic performance, along with cognitive test anxiety as a mediating variable. In order to identify how assessment anxiety influences the relationship between parenting styles and academic performance, we conducted a study on a sample of 231 students from rural and urban backgrounds. A questionnaire-based survey (to measure anxiety and parenting style) and assessment tests were used. The undertaken study highlighted the existence of a negative correlation between the level of assessment anxiety and the level of academic performance of students. At the same time, we found that poor supervision on behalf of parents negatively correlates with students' performances in Romanian Language and Literature and in mathematics. On the other hand, the results of the mediation analysis show that assessment anxiety partially mediates only the negative relationship between poor supervision and school performance.

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METHOD AND PROCEDURE OF THE STUDY

The researcher has employed the descriptive survey method to investigate present problem.

OPERATIONAL DEFINITION OF KEY TERMS USED

Secondary school students: According to this research, secondary school Students means students studying in 10th class i.e. students of 14 to 15 years of age.

Academic Achievement: Academic achievement refers to the marks obtained in the December 2022 (Pre-board) Examinations of students studying at secondary level were considered as academic Achievement.

Parenting Style: The parenting style used to rear a child likely impact the child's future success in romantic, peer and parenting relationships.

OBJECTIVES

1. To study the Comparison of mean score of academic achievement in relation to gender.
2. To study the Comparison of mean score of academic achievement in relation to parenting style.
3. To study the Relationship between academic achievement and parenting style among secondary school students.

HYPOTHESES

H01- There exist no significant difference in academic achievement of male and female secondary school students.

H02- There exist no significant difference in academic achievement of secondary school students related to different parenting styles.

H03- There exist no significant relationship between Academic Achievement and Parenting Style of secondary school students.

DELIMITATION OF THE STUDY

- 1) The study is confined to secondary school students only.
- 2) The sample is restricted to 400 students only.
- 3) The study is confined to Jind district only.

USED VARIABLES

Variables are the condition or characteristics that the experimenter manipulate, control and observe. Two types of variables are used in this study:

➤ Independent Variable	Parenting Style
➤ Dependent Variable	Academic Achievement

POPULATION

All the students studying in secondary level classes from government and private secondary schools of Jind district affiliated to Central Board of Secondary Education, New Delhi and Haryana Board of School Education, Bhiwani were considered as the population for this research study.

SAMPLE AND SAMPLING TECHNIQUE

The sample was taken randomly of 400 students drawn from the government and private schools of Jind district. This includes both boys and girls. The sample is drawn from secondary school students or from 10th class only.

TOOLS USED

For the present study the Investigator will use following tools for collections of data

- Academic achievement of secondary students on the basis of IX class results.

- Parenting Styles Scale developed by Madhu Gupta and Dimple Mehtani (2017) was used to measure the parenting style.

COLLECTION OF DATA

After selecting tools, the researcher visited the selected schools district-wise after getting approval from the heads of the concerned schools. While offering the surveys, appropriate affinity was set up with the subjects. At that point, the motivation behind the survey was disclosed to them and confirmed and affirmed that the information provided by them will be kept confidential and will be used for academic purpose only.

STATISTICAL TECHNIQUES

Differential statistical techniques including ANOVA, ‘t’ - ratio, standard deviation, and mean were used. To measure the significant difference among groups, Karl’s Pearson’s Product Moment was employed to observe the relationship between independent and dependent variables. While Regression test was used to predict independent variables on a dependent variable by using the SPSS (Statistical Package for Social Sciences) software-20.0 version for determining the extent to which independent variable parenting style affected the academic achievement.

ANALYSIS AND INTERPRETATION OF DATA

Analysis is a mechanism which provides conclusions and proving the hypotheses of the research. It is the fact which fruitful for “categorizing, ordering, manipulating and summarizing” of data to acquire solutions to investigation queries and discover hidden meaning and inherent facts about the research. Analysis and interpretation of results is the supreme experienced mission in the research activity. The research analyst breaks down data into constitute parts to test research hypotheses. It is tough to describe raw data, one has to evaluate the data and then read between the lines the results of the analysis. The researcher has analyzed one by one with the help of computed data.

Table-1

Mean score, standard deviation and ‘t’ value of academic achievement of male and female secondary students.

Gender	N	Mean	SD	t-value
Male students	200	73.17	10.81	4.878**
Female students	200	78.43	10.80	4.878**

*Significant at 0.01 level

Above table indicates that the mean scores of male and female secondary school students on academic achievement are 73.17 and 78.43 respectively. The “t” value comes out to be (4.878) which is significant but 0.01 level concluding that male and female students are differ significantly on academic achievement. As a result, the null hypothesis, “There exists no significant difference in academic achievement of male and female secondary school students” is not retained. The higher mean score of female students shows that they performed better in Academics than their counterpart male students.

Table 2

Mean and standard deviation score and ‘t’ value of academic Achievement of secondary school students having Different types of parenting style

Types of parenting style	N	Mean	SD
Democratic Parenting Style	184	81.61	8.59
Autocratic Parenting Style	71	66.19	6.84
Permissive Parenting Style	82	79.00	10.47
Uninvolved Parenting Style	63	65.48	7.23
Total	400	75.80	11.10

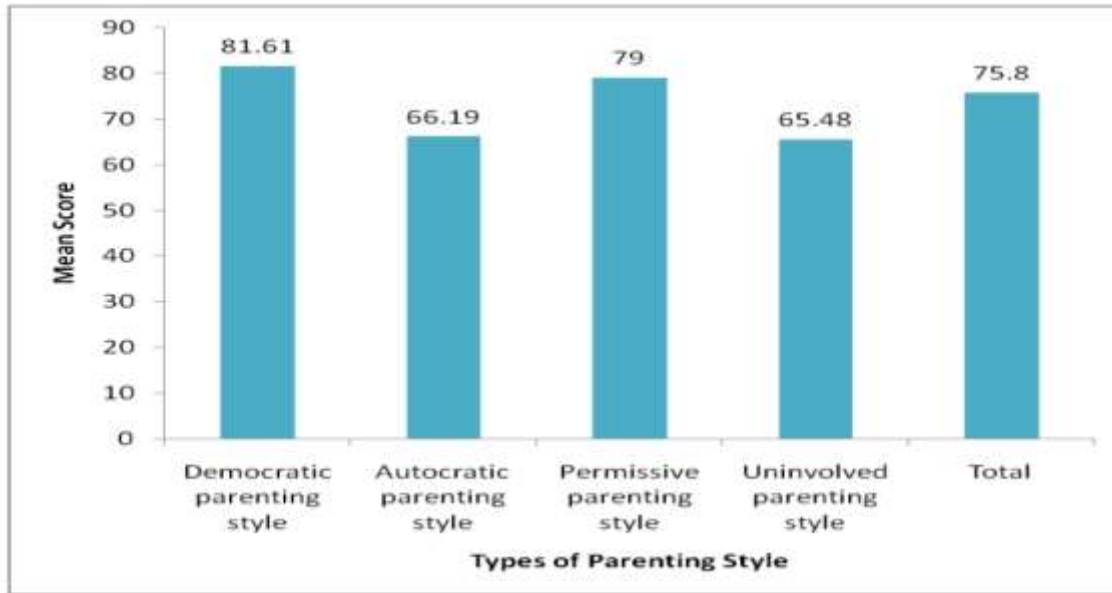


Fig. 1: Mean scores of academic achievement of secondary school Students having different types of parenting style

Table-3

ANOVA of academic achievement of secondary School students having different types of parenting style

It is apparent from table -3 that the F value (92.835) with df (396) is found Significant at .01

	“Sum of Squares”	Df	Mean Square	F	Sig.
Between Groups	20322.313	3	6774.104	92.835	.000
Within Groups	28895.924	396	72.970		
Total	49218.237	399			

level. It may also be seen that there is a considerable difference among students having different parenting styles. This suggests that different groups do not concern to the same population regarding their mean score. The mean Difference in “Academic Achievement” among the four

parenting style groups, i.e., Democratic, autocratic, permissive and uninvolved parenting style further analyzed by using post-hoc test and presented in Table 4

Table-04

Post hoc table for academic achievement of secondary School students having different types of parenting style

Subset for alpha = 0.05

TPS	N	1	2
Uninvolved Parenting Style	63	65.48	
Autocratic Parenting Style	71	66.19	
Permissive Parenting Style	82		79.00
Democratic Parenting Style	184		81.61
Sig.		.948	.196

It can be inferred from the post-hoc comparison that in terms of academic Achievement, the students having permissive and democratic parenting style differ Significantly with the students who have uninvolved and autocratic parenting style. The table further revealed that the students with permissive and democratic Parenting style performed better and had a better academic achievement scores than those students who have uninvolved and autocratic parenting style. Hence, it may be Concluded that parenting style of the students played a significantly role in academic Performance.

Table-5

Table showing the Significant Levels of Academic Achievement of Male and Female Secondary School Students in Concerned with different types of Parenting Styles

Variables	N	Democratic Parenting Style	Autocratic Parenting Style	Permissive Parenting Style	Uninvolved Parenting Style
Academic Achievement	400	.639**	-.638**	.523**	-.654**

*significant at 0.01 level

The above table illustrated “the relationship between academic achievement and Parenting style among secondary school students. It shows that ‘r’ value (0.639) is significant at 0.01 level of significance concluding that academic achievement and democratic parenting style had a significant and positive Relationship. The ‘r’ value (-0.638) between academic achievement and autocratic Parenting style is also significant and negatively related with academic achievement. While the ‘r’ value (0.523) between academic achievement and permissive parenting style is also significant and positively related with academic achievement. However, the ‘r’ Value (-0.654) between academic achievement and uninvolved parenting style is Significant and negatively related with academic achievement.” Hence the null hypothesis, “There exists no significant

relationship between Academic Achievement and Parenting Style of secondary school students.” is not retained. It may be concluded from the table that as increase in the score of Democratic and permissive parenting style, academic achievement of students also increases, while increase in autocratic and uninvolved parenting style, academic achievement of students decreases and vice-versa.

FINDINGS

In this section, the data has been processed, the results of which have been studied and discussed earlier, and now the findings have been isolated and discussed because of the sample size and techniques, these findings can be extrapolated to the point of representativeness. To illustrate how these findings are related to other empirical researches that have already been done in the area, the results are discussed in this part. As researchers dug further, some of the facts seen did not coincide with findings reported by other investigators, and explanations were sought to try to understand these inconsistencies. According to the investigator, as indicated in the study’s conclusions, several research suggestions and educational implications may be drawn from the findings. This section deals with the findings, conclusion, and debate, as well as educational and future research implications.

SUGGESTIONS FOR FURTHER RESEARCH

The present study has thrown some light and insight into the relationship between parenting style and academic achievement of secondary school students from different dimensions. Some broad suggestions on which further research studies can be conducted are given below:

- 1) The present investigation was carried out on 400 students, studying in secondary schools. Similar study can be carried out on a larger Sample to get better and more authentic results.
- 2) A similar study can be carried out upon the students of different age groups and different educational levels.
- 3) A comparative study of similar type may be carried out in different states to study certain regional variations.
- 4) The variables used in this study viz. academic achievement in relation to parenting style can be studied in relation to other variables like personality traits, self-concept, Creativity, home environment, achievement motivation, self-esteem, school environment, emotional intelligence, learning styles, social conformity etc.
- 5) Similar study can be done stream-wise and on students with different socio- economic status.
- 6) A comparative study of parenting style in relation to academic achievements can be done on semi-government, government and private school students.

CONCLUSION

Academic Achievement is important as it helps the students to understand the hierarchy based on it i.e. higher the achievement, more are the openings for the students and they can go for better streams and better jobs in all fields like science and technology, medicine, management, literature, education etc. As higher achievement is of paramount importance for progress and promotion in any field, students with higher level of achievement can have a better chance to get

jobs of higher level and the type of work that is given to them provides still better chance in their respective field.

To summarize, the present research presents a predictive instrument of academic achievement that can be utilized by parents, teachers, policy makers and guidance personnel for substantially enhancing academic performance of students, especially for those studying in secondary schools.

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