

SEARCHING FOR THE ASSOCIATION BETWEEN AUTHORITATIVE PARENTING STYLE AND ACADEMIC PERFORMANCE OF ADOLESCENTS

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Abstract

The present study was carried out to investigate the influence of authoritative parenting style on adolescents' academic achievement. The sample of the study consisted of 134 high school students from classes 9 and 10 in Kamrup Metro (Guwahati city), Assam. The perceived parenting style scale developed by Divya and Manikandan (2013) was used to measure the perception of the children about their parent's behavior. The data that has been collected by the investigator from the high schools was statistically analyzed by using percentage analysis and chi-square test. The findings of the study reveal that influence of the parenting style on adolescent's academic achievement is not significant. It can be said that, there are other factors also which influence their academic performance as a whole like- their intelligence, study habit, environment, teaching style and method, culture, locality etc. On the premise of the research's findings and conclusions, recommendations were made, including the scheduling of Parents Teacher Meetings (PTMs), training for parents, and the provision of incentives and facilities to encourage families.

Key words: parenting style, authoritative, academic Performance, adolescent

Introduction

Every nation's foundation is built on education. Despite the fact that it seems like school quality is falling, some educators tend to blame families. The justification offered for this is that the family is the most fundamental and significant social structure. Children are more impacted by their families than by society or their peers. The family has a significant and positive impact on a child's primary behavioral tendencies, imagination, culture, social life, and moral values. One of the things affecting both the physical and mental health of children is the proper and balanced connection between parents and their offspring. Parenting style is one of the most important factors which play a major role in the holistic development of a child. Individual to individual parenting styles is different and it is a task which one has to enter with no formal training. So, it is an area

which needs to be researched upon very carefully, as it impacts child's overall development like anything else.

According to Darling and Steinberg (1993), a parent's parenting style is the combination of their attitude and behavior toward their children and the emotional and behavioural expression. Baumrind (1991) offered four parenting philosophies, each with a unique emphasis on responsiveness and demandingness. Among the four Parenting style the First style is - permissive; second - authoritarian; third - authoritative and fourth one is uninvolved. As a three-category structure, parenting styles have also been classified as authoritarian, authoritative, and permissive (Dornbusch, Ritter, Leiderman, Robert and Fraleigh,1997). The chief characteristic of Authoritarian Parenting style is rigidity. Normal characteristics of authoritarian parents include a one-way method of communication, lack of nurturing, high standards, and little room for compromise.

Parents who are permissive tend to be very loving, yet provide few guidelines and rules. These parents do not expect mature behavior from their children and often seem more like a friend than parental figure.

Parents who adopt uninvolved parenting approach are distant, unreachable, and unwelcoming. Children who experience this kind of parenting often lack confidence and self-worth, and they look to other.

Studies showed that parenting styles with high demands and low responsiveness resulted in children with low academic achievement, while parenting styles with high demands and low responsiveness resulted in the opposite.

Academic success is a performance outcome that shows how well a person has performed in relation to particular objectives that were the focus of activities in instructional environments, particularly in school, college, and university. Most cognitive objectives in school systems are either general (like critical thinking) or include the development of knowledge and understanding in a particular intellectual field. (e.g., numeracy, literacy, science, history).

From the above discussion, it is evident that a person's upbringing has a big influence on how they view the world and how they process information. According to Stevenson's (1998) research, various students have varying goals for their education. This suggests that a child's upbringing and the information accessible to them in the form of values and social norms can influence their attitude towards achieving academic success. The relationship between children's academic success and parenting style has recently received renewed interest as a result of recent advancements in the areas of parenting and family studies. The need for the research on children's academic achievement has increased as a result of these developments.

Here, in the present study an attempt was made to discuss mainly about authoritative parenting and its effect on adolescent's academic achievement.

Parents who are authoritative are supportive and frequently aware of their kids' requirements and also nurturing. They mentor their children through open and sincere conversations to instill principles and logic. Authoritative parents are warm and responsive to their child's emotional needs while holding the child to high standards/ They also establish strict boundaries for their kids. It's not always the simplest parenting approach to take on, but with time, it can help one and the child to form a strong, respectful, and caring bond.

Children reared in this manner are typically outgoing, enthusiastic, happy, independent, self-reliant, self-controlled, curious, cooperative, and goal-oriented.

Numerous child outcomes, including eating habits, substance use, psychological outcomes, and educational outcomes, have been found to be highly influenced by parenting styles. While results may differ across cultures and social groups in terms of how well children perform academically, authoritative parenting has typically been found to have the best results and encourage greater academic achievement, whereas neglectful parenting has consistently been linked with the worst results and lower grades.

The three constructs attitude, social norms, and self-efficacy all play a role in determining whether someone has the motivation and intent to carry out a particular behaviour. Because it has an effect on social-cognitive factors, parenting style can affect academic performance. For instance, a particular parenting approach might encourage favourable attitudes towards education or greater academic self-efficacy, which would then influence the intention to get good marks and consequently affect academic outcome. After decades of study, specialists in child development have concluded that the authoritative parenting approach is the most effective of the four. According to studies, children of authoritative parents tend to be: happy and content, independent, emotionally matured, socially competent, achieve higher academic success and have better mental health. Results of a different study titled "Effects of parenting style on children development" show that fathers and mothers who adopt an authoritative style have a good impact on their children's behavior and academic success (Talib, Mohamad, and Mamat, 2015). In addition, a different study on parenting style found that the permissive parenting style was negatively correlated with academic achievement in adolescents, while the authoritarian and authoritarian parenting styles were positively correlated with it (Tanvir, Khurram, Khizer, and Fayyaz, 2016). The most successful parenting style in terms of academic performance, according to the study's findings (David & Orluwene, 2020), was authoritative parenting, which was practiced by the students who performed the best. Another study indicated that the authoritative parenting style had a positive direct effect and the authoritarian parenting style had a negative direct effect on achievement motivation and academic self-efficacy (Moradian, J., Alipour, S., & Shehni Yailagh, M.; 2021). Another results showed that no correlation exists between authoritarian or authoritative parenting styles and student achievement. For members of southeast American Indian communities, these parenting styles do not appear to influence student achievement (Warren, J. M., & Locklear, L. A.;

2021). Nwune, Anidi, and Okwuduba (2021) found a correlation between parenting style and primary students' academic ability in mathematics. Results of a study showed a positive relation between authoritative parenting styles and children's school achievement, although the authoritarian style was associated with lower levels of school achievement (Tsela, D., Tsela, R. D., & López, I. G.; 2022). It was seen that, student coming from the authoritative parenting style had high performance than those coming from the authoritarian, permissive and neglectful parenting style. Students from neglectful parenting homes demonstrated low performance in school (Appiah, J. M.; 2022). Another study by Seet, Rabbani, Hosseinian, Latha and Mohan (2022) revealed that parental involvement 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's academic achievement is crucial for parents.

So, from these previous studies we can say that many studies have been conducted in different parts of the world. In this piece of work the investigators will discuss specifically about Authoritative parenting style and its impact on adolescents' academic achievement.

Need and significance of the study

The current research has contributed to our growing knowledge of how school students' academic performance is impacted by their parents' parenting behaviours. Even though there are many factors that affect a child's growth, parenting style has a significant impact. Because the interactions you have with your kid and the way you discipline them have an effect that lasts a lifetime, researchers say it's critical to make sure your parenting style supports healthy growth and development. Parenting style has a great role to play in the academic performance of a child. Also, authoritative parenting style is said to be the best way of parenting for the child's overall development. So, through this paper we can examine the impact of authoritative parenting style on child's academic achievement. This will help the parents to know their style of parenting and how these parenting styles influence children's academic performance. Through this study, we can bring awareness to the society that how important parenting style can be for a child's holistic growth.

Objective of the study

1. To see the influence of authoritative parenting style on the academic performance of adolescents.

Hypothesis of the study

H₀₁: There exists no significant association between Authoritative parenting style and adolescents' academic performance.

Methodology

Method

Descriptive survey method had been applied in the present study.

Population and sample

The population of the present study comprised of all the high school students of Kamrup metropolitan district of Assam, India, having authoritative parent. At first, parenting style questionnaire was provided to 223 students of class IX and X to know their parent's parenting

style. After that, by analyzing those questionnaires researcher came to know about how many students have authoritative parents. The total numbers of students who have authoritative parents were: 134 students (male - 64, female - 70) and the sample was selected from four different high schools in Kamrup Metropolitan District, Assam, India.

Sampling technique

Mixed sampling technique was used here in this present study. For selection of the schools convenient sampling technique has been used keeping in mind that different locations find its space in the selection process of school. Saturated sampling technique was used to select the students, from authoritative parents.

Study area

Four schools from Kamrup Metropolitan District of Assam were selected for the study. Those four schools were Gauhati university model high school (English section), Railway higher secondary school, Netaji Vidyapith railway H.S school, Tarun Ram Phukan Hindi high school.

Delimitation of the study

- Study was restricted to the Kamrup Metropolitan district, Assam.
- Study was limited to the four govt. high schools.
- Study was delimited to the adolescent students of classes IX and X.

Measures for collecting Data

(i) Demographic form

Participants' age, grade, gender, family structure, locality, and other demographic data have been collected using a demographic form.

(ii) Parenting style scale

The perceived parenting style scale developed by Divya and Manikandan (2013) measure the perception of the children about their parent's behavior. It measures perceived parenting style of the subject with regard to three dimensions such as authoritarian, authoritative and permissive. It consists of 30 items in which responses were elicited in a five-point Likert scale. Responses on the items are elicited in terms of 5-point Likert scale such as strongly agree (5) agree (4), neutral (3), disagree (2) and strongly disagree (1). All the items in the scale are worded positively and scored 5 to 1. All the three perceived parenting styles are scored separately. The participants are provided with a separate answer sheet which has columns to mark their responses. The participants could mark his or her responses for each item putting a tick mark (✓) in the corresponding space of each item.

(iii) Academic performance

The results of the students' previous class were used to evaluate their academic performance in the current study.

Procedure

After taking permission from the authority, students were approached. They were administered parenting style scale along with demographic information sheet Then the teachers were requested to submit the students' academic standing in the main subject areas of Math, English, general science, and social studies. These scores were combined and average was calculated to use it in the study.

Data analysis

Most of the children's responses to the questions were "always" except item no. 7, 19 and 22. In these three items, children's were asking about if their suggestions and ideas are considered or not, are they allowed to taking their own decisions or not, and if their opinions are considered in all important decisions related to home or not and their responses were "sometimes".

Table 1: Percentage analysis of academic achievement of students whose parents were found to be authoritative

Variable	High	Average	Low
Academic achievement of children	32 (23.88%)	53 (39.55%)	49 (36.57%)

Chi- square was used to test the hypothesis of the study.

H₀₁: There exists no significant association between Authoritative parenting style and adolescents' academic performance.

Table 2: χ^2 demonstrating the link between Authoritative parenting style and children's academic performance.

Variables	N	df	χ^2	Level of significance
Authoritative Parenting Style	134	2	5.56	0.05
Children's Academic performance	134			

Our calculated value of χ^2 i.e., 5.56 is smaller than that of the table value of χ^2 at 5% level of significance. Hence, it is not significant at 5% level. So, the null hypothesis can be accepted at 5% level. Therefore, it may be concluded that there was no connection between an authoritative parenting style and children's' academic success.

Table 3: χ^2 showing the association between the items of authoritative parenting style and academic performance

variables	N	Items	df	χ^2	LOS
	134	1	8	9.8	0.05

Authoritative parenting Style	4	28.43
	7	5.8
	10	7.33
	13	17.6
Academic Achievement of Children	16	16.52
	19	3.38
	22	7.44
	25	8.43
	28	11.58

LOS: Level of Significance

From the table 3, it is evident that χ^2 values in item 1, 7, 10, 19, 22, 25, 28 is not significant at 0.05 level of significance except the item 4, 13 and 16. In those seven questions they were asked about if their parents are capable of making them understood about “right” and “wrong”, if their suggestions and ideas are considered or not, are they have the freedom to discuss about anything or can take their own decisions or not, if their parents consider their opinions in all important decisions related to home or not and if their parents spent time with them or not etc. Hence, from the analysis it can be said that there is no association between these seven items of authoritative parenting style and academic performance of children.

And the other 3 items (4, 13 and 16) in which children were asked about if their parents congratulate them when they pass the exams or not, if parents blame them for minor things or issues and if they get love and care from parents or not. So, it is evident that χ^2 values in item 4, 13 and 16 are significant at 0.05 level of significance. Hence, from the analysis it can be said that there is an association between the three items of authoritative parenting style and academic performance of children.

Discussion

Though, some of the earlier researches proved that authoritative parenting style can improve children’s academic success, in this study, there is no harmony in the academic achievement of children whose parents were authoritative. Maximum children were showing average (53) academic achievement followed by low (49) and then high (32) in all the subjects. The hypothesis is accepted and it can be said that only parenting style cannot lead to the academic success of the children. There are other important factors which can impact children academic achievement. Children’s intelligence, study habit, health, school environment, overall home environment, locality, culture, teachers, their own interests- all these factors can be considered as the important factors which can affect children’s academic achievement as a whole. Not only parenting style can determine their academic success, there is so much more behind that. The study's findings showed no link between students' academic success and their parents' authoritativeness. The reviews done for this study have no consensus with the present study [Nyarko, K. (2011), Rego, T (2015) Watabe, A., & Hibbard, D. R. (2014)]. All these studies have shown positive correlation between authoritative parenting style and academic achievement.

The following result, in summary, indicates that parental authoritativeness in relation to their adolescent children's academic achievement is not important in most of the items (1, 7, 10, 19, 22, 25, and 28) and is significant in the three items (4, 13 and 16).

Limitation of the Study

The study's drawbacks were a smaller sample size, a smaller geographic scope, and the failure to compare the effectiveness of authoritative parenting with that of authoritarian and permissive parenting in terms of students' academic performance. Future research should therefore aim to determine the connection between authoritarian and permissive parenting styles and students' academic achievement, can make comparative studies among three parenting types on Childrens' achievement the effect of parenting philosophies on preteens and determine the parental involvement's mediating effect on different variables. The present study was conducted on students of Kamrup Metro district. It can be replicated in other regions of Assam or India, focusing on school students only. Similar study may be conducted at college level also. It can be replicated on large sample.

Recommendations

Parents should receive both direct and indirect parenting skills training in order to support their children's development, responsibility, and ultimately job path. Also, including the scheduling of Parents Teacher Meetings (PTMs), training for parents, and the provision of incentives and facilities to encourage families should be done.

Parents should engage with their kids more and express interest in what they're doing in school. The idea is that they ought to be more involved in their scholastic pursuits. In order to improve their children's educational outcomes, parents should be aware of the importance of reinforcement and motivation and implement those principles in a constructive manner, allow the child to take the lead, permitting to express his/her opinion

Because children come from different homes and have varying learning styles, teachers should use a variety of teaching techniques and curriculum design should suit the needs of students.

This will facilitate productive learning in the classroom.

Conclusions

Parents play a crucial part in recognizing and developing children's talents. It is advised that parents and kids have a close connection and share common ground. Therefore, it is advised that parents value the right ways to interact with their kids more, that they teach their kids about the importance of working for a legitimate company, and that the media and family education programmes place more emphasis on this crucial issue.

Though this study has demonstrated that there is no connection between authoritative parenting style and their children's academic success but according to some previous research studies[Seet, Rabbani, Hosseinian, Latha and Mohan (2022), Nwune, Anidi, and Okwuduba (2021), David & Orluwene, 2020, Ugwuanyi Okeke and Njeze (2020)], Authoritative parenting style is the most suitable parenting style for the holistic development of any children. That is why it is necessary for all the parents to be aware of this parenting style the most. Only then it will encourage all the

parents to raise their children accordingly by their nature, which will definitely help in the proper growth of children.

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Conflict of Interest

The present work is free from Conflict of Interest.

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