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A Correlational Study of Parenting Style with Academic Achievement of 11th Standard Students of District Samba

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Abstract:

The term "Parents" refers to the individual(s) who give birth to and raise a child, while "Parenting Style" describes the combination of parenting methods you want to use when raising your kids. Parenting style is the manner in which parents discipline and control their offspring. The representation of a parent's demands and responses to their children is their parenting style. Parenting style describes the manner in which parents direct their kids and assist them in controlling their behaviour. It is a general method of child rising that parents employ to direct, restrain, and communicate with their kids. Parenting style are defined as behavioural patterns that are practiced by elementary caregivers when interacting with children. The purpose of the study is to examine the correlation of parenting style with academic achievement of students in relation to type of School. A total of 298 students which includes 125 students from Government and 173 students from private High/Higher Secondary Schools of District Samba were drawn by employing random sampling technique. The score of this study among students was assessed using "Parenting Style Scale" standardised tool developed in 2017 by Prof Dr. Madhu Gupta and Ms. Dimple Mehtani.

Keywords: Academic Achievement, Motivation, Parenting Style, School

Introduction:

Parents are the best role models for their children. Every word, gesture, and action has an impact. A parent has a bigger influence on a child than any other individual or outside source. Parenting style is one of several important elements that affect students' academic achievement. The goal of the current study is to better understand the connection between student academic accomplishment and parental parenting style.

Family is an environment where children acquire essential skills such as decision making, responsibility, and respect for others, and to begin their first education (Dill & Bulantekin, 2011). Parents raise their children using a variety of techniques (based on various attitudes and behaviours). Depending on a parent's social and psychological standing, personal traits, the traits of their children, and the behaviour shown by the child, a parent's attitude and behaviour may alter. All of the said factors influence how parents behave, which shapes their unique parenting style. (Chiew, 2011) Parenting styles become the main focus in the early phases of the 21st century. It is significant to society as it plays a pivotal role in the development of adolescents. Many types of researches have been conducted on the effect of parenting style on child.

Parenting style, on the other hand, describes the manner in which parents direct their kids and assist them in controlling their behaviour. It is a general method of child raising that parents employ to direct, restrain, and communicate with their kids. Parenting style are defined as behavioural patterns that are practiced by elementary caregivers when interacting with children. (Basharat, Azizi & Pourisharifi (2011). Additionally, parenting practises have a significant impact on children's development from all viewpoints, including social, emotional, and academic.

Significance of the Study

A parenting style is composed of several components that work together to create the emotional context in which parents express their child-rearing behaviours and activities. Parenting styles reflect parents' attitudes about discipline and parenting responsibilities, as well as the goals they establish for their children. Parenting styles can be defined by how parents' actions and activities affect the development of their children.

It is one of the current issues because some parents are overly strict. They push their demands on the children, and the youngsters do as they please. Some parents may not pay attention to their children, which causes them to engage in inappropriate activities, affecting their academic progress. In the Premise, the present study was designed to assess the Correlation study of Parenting style and Academic Achievement. Investigator want to know which parenting style is the best for academic achievement as well as holistic development of a child. Investigator chosen

this problem because it has been observed that different parenting style affect the academic achievement of the student and their respective career in a different way.

Noreen, Shahzadi & Malik (2022), Odongo et al.,(2016), Dehyadegar, Juhari and Yacoob, & Talib(2012), found that the Authoritative parenting Style has positive correlation with academic achievement. On the other hand Permissive parenting had negative relationship with academic achievement. Gupta et al., (2017) studied the main effect of parenting style and gender on the academic achievement of senior secondary school students was found to be significant. However, no significant effect of the type of school was reported in any of the studies. Last study found in 2022 but no latest work related to my variables found.

Objectives

The following objectives were framed for the present research study:

1. To study the relationship between different Parenting Styles and Academic Achievement of 11th standard students as below:
 - a. Democratic Parenting style and Academic Achievement
 - b. Autocratic Parenting style and Academic Achievement
 - c. Permissive Parenting style and Academic Achievement
 - d. Uninvolved Parenting style and Academic Achievement
2. To study the relationship between different Parenting Styles and Academic Achievement of 11th standard male students as below:
 - a. Democratic Parenting style and Academic Achievement
 - b. Autocratic Parenting style and Academic Achievement
 - c. Permissive Parenting style and Academic Achievement
 - d. Uninvolved Parenting style and Academic Achievement
3. To study the relationship between different Parenting Styles and Academic Achievement of 11th standard female students as below:
 - a. Democratic Parenting style and Academic Achievement
 - b. Autocratic Parenting style and Academic Achievement
 - c. Permissive Parenting style and Academic Achievement
 - d. Uninvolved Parenting style and Academic Achievement
4. To study the relationship between different Parenting Styles and Academic Achievement of 11th standard students studying in Private Schools as below:
 - a. Democratic Parenting style and Academic Achievement
 - b. Autocratic Parenting style and Academic Achievement
 - c. Permissive Parenting style and Academic Achievement

- d. Uninvolved Parenting style and Academic Achievement
- 5. To study the relationship between different Parenting Styles and Academic Achievement of 11th standard students studying in Govt. Schools as below:
 - a. Democratic Parenting style and Academic Achievement
 - b. Autocratic Parenting style and Academic Achievement
 - c. Permissive Parenting style and Academic Achievement
 - d. Uninvolved Parenting style and Academic Achievement
- 6. To suggest the implications on the basis of conclusions drawn.

Hypotheses

On the basis of above objectives, following hypotheses were formulated:

1. There will be no significant relationship between different Parenting Styles and Academic Achievement of 11th standard students as below:
 - a. Democratic Parenting style and Academic Achievement
 - b. Autocratic Parenting style and Academic Achievement
 - c. Permissive Parenting style and Academic Achievement
 - d. Uninvolved Parenting style and Academic Achievement
2. There will be no significant relationship between different Parenting Styles and Academic Achievement of 11th standard male students as below:
 - a. Democratic Parenting style and Academic Achievement
 - b. Autocratic Parenting style and Academic Achievement
 - c. Permissive Parenting style and Academic Achievement
 - d. Uninvolved Parenting style and Academic Achievement
3. There will be no significant relationship between different Parenting Styles and Academic Achievement of 11th standard female students as below:
 - a. Democratic Parenting style and Academic Achievement
 - b. Autocratic Parenting style and Academic Achievement
 - c. Permissive Parenting style and Academic Achievement
 - d. Uninvolved Parenting style and Academic Achievement
4. There will be no significant relationship between different Parenting Styles and Academic Achievement of 11th standard students studying in Private Schools as below:
 - e. Democratic Parenting style and Academic Achievement
 - f. Autocratic Parenting style and Academic Achievement
 - g. Permissive Parenting style and Academic Achievement
 - h. Uninvolved Parenting style and Academic Achievement

5. There will be no significant relationship between different Parenting Styles and Academic Achievement of 11th standard students studying in Govt. Schools as below:
- e. Democratic Parenting style and Academic Achievement
 - f. Autocratic Parenting style and Academic Achievement
 - g. Permissive Parenting style and Academic Achievement
 - h. Uninvolved Parenting style and Academic Achievement

Delimitations of the Study

The present study was conducted under the following delimitations:

1. It was confined to the use of Survey as a method of research.
2. The study was restricted to a randomly selected sample of 298 11th standard Students studying in Govt. and Private High/Higher Secondary Schools of District Samba (J&K).
3. The study was confined to the use of Academic Achievement and Parenting style as dependent and Gender and Type of School as independent variables.
4. It was confined to the use of Pearson Product Moment Co-efficient of Correlation as techniques for analysis and interpretation of data.

Method Used

Survey method under Descriptive method of research was used for the present study.

Population Used

In present investigations, the students studying in class 11th in Govt. and Private high/Higher Secondary Schools of District Samba.

Sampling

In the following study, researcher collected the data via simple random sampling with lottery method technique. The total sample of the students representing the population was 298 students of High/ Higher Secondary School Students.

Tool Used for Study

For the present study, the investigator used the standardized tool of parenting style Scale developed by Prof. (Dr.) Madhu Gupta & Ms. Dimple Mehtani in 2017

Analysis and Interpretation of Data

TESTING OF HYPOTHESIS 1(a)

The numerical information related to testing of hypothesis 1(a) is given in the table below:

Table: 1**Relationship between Parenting Style (Democratic) and Academic Achievement of 11th standard Students**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Democratic Parenting Style	298	296	0.030	Not Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it can be interpreted that there is no significant relationship between Parenting Style (Democratic) and Academic Achievement of 11th standard Students.

TESTING OF HYPOTHESIS 1(b):

The numerical information related to testing of hypothesis 1(b) is given in the table below:

Table: 2**Relationship between Parenting Style (Autocratic) and Academic Achievement of 11th standard students**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Autocratic Parenting Style	298	296	0.187**	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is noticeable that there is a positive and significant relationship between Parenting Style (Autocratic) and Academic Achievement of 11th standard Students.

TESTING OF HYPOTHESIS 1(c):

The numerical information related to testing of hypothesis 1(c) is given in the table below:

TABLE: 3**Relationship between Parenting Style (Permissive) and Academic Achievement of 11th standard Students**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Permissive Parenting Style	298	296	0.187**	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is clear that there is a positive and significant relationship between parenting style (Permissive) and Academic Achievement of 11th standard Students.

TESTING OF HYPOTHESIS 1(d):

The numerical information related to testing of hypothesis 1(d) is given in the table below:

TABLE: 4

Relationship between Parenting Style (Uninvolved) and Academic Achievement of 11th standard Students

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Uninvolved Parenting Style	298	296	0.01	Not Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it seems that there is no significant relationship between Parenting Style (Uninvolved) and Academic Achievement of 11th standard Students.

TESTING OF HYPOTHESIS 2(a):

The numerical information related to testing of hypothesis 2(a) is given in the table below:

TABLE: 5

Relationship between Parenting Style (Democratic) and Academic Achievement Male Students

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Democratic Parenting Style	298	296	-0.069	Not Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is visible that there is no significant relationship between Parenting Style (Democratic) and Academic Achievement of 11th standard Male Students.

TESTING OF HYPOTHESIS 2(b):

The numerical information related to testing of hypothesis 2(b) is given in the table below:

TABLE: 6**Relationship between Parenting Style (Autocratic) and Academic Achievement of Male Students**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Autocratic Parenting Style	298	296	-0.145*	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is a negative and significant relationship between parenting style (Autocratic) and Academic Achievement of 11th standard Male Students.

TESTING OF HYPOTHESIS 2(c):

The numerical information related to testing of hypothesis 2(c) is given in the table below:

TABLE: 7**Relationship between Parenting Style (Permissive) and Academic Achievement Male Students**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Permissive Parenting Style	298	296	0.246**	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is marked that there is a positive and significant relationship between Parenting Style (Permissive) and Academic Achievement of 11th standard Male students.

TESTING OF HYPOTHESIS 2(d):

The numerical information related to testing of hypothesis 2(d) is given in the table below:

TABLE: 8**Relationship between Parenting Style (Uninvolved) and Academic Achievement Male Students**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Uninvolved Parenting Style	298	296	0.161**	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is a positive and significant relationship between Parenting Style (Uninvolved) and Academic Achievement of 11th standard Male Students.

TESTING OF HYPOTHESIS 3(a):

The numerical information related to testing of hypothesis 3(a) is given in the table below:

TABLE: 9

Relationship between Parenting Style (Democratic) and Academic Achievement Female Students

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Democratic Parenting Style	298	296	0.122*	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is positive and significant relationship between Parenting Style (Democratic) and Academic Achievement of 11th standard Female Students.

TESTING OF HYPOTHESIS 3(b):

The numerical information related to testing of hypothesis 3(b) is given in the table below:

TABLE: 10

Relationship between Parenting Style (Autocratic) and Academic Achievement Female Students

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Autocratic Parenting Style	298	296	0.026	Not Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is no significant relationship between Parenting Style (Autocratic) and Academic Achievement of 11th standard Female Students.

TESTING OF HYPOTHESIS 3(c):

The numerical information related to testing of hypothesis 3(c) is given in the table below:

TABLE: 11**Relationship between Parenting Style (Permissive) and Academic Achievement Female Students**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Permissive Parenting Style	298	296	0.078	Not Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

.Hence, it is evident that there is no significant relationship between Parenting Style (Permissive) and Academic Achievement of 11th standard Female Students.

TESTING OF HYPOTHESIS 3(d):

The numerical information related to testing of hypothesis 3(c) is given in the table below:

TABLE: 12**Relationship between Parenting Style (Uninvolved) and Academic Achievement Female Students**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Uninvolved Parenting Style	298	296	-0.217**	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is negative and significant relationship between Parenting Style (Uninvolved) and Academic Achievement of 11th standard Female Students.

TESTING OF HYPOTHESIS 4(a):

The numerical information related to testing of hypothesis 4(a) is given in the table below:

TABLE: 13**Relationship between Parenting Style (Democratic) and Academic Achievement Private Schools**

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Democratic Parenting Style	298	296	0.153**	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it can be inferred that there is a positive and significant relationship between Parenting Style (Democratic) and Academic Achievement of 11th standard Students studying in Private Schools.

TESTING OF HYPOTHESIS 4(b):

The numerical information related to testing of hypothesis 4(b) is given in the table below:

TABLE: 14

Relationship between Parenting Style (Autocratic) and Academic Achievement Private Schools

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Autocratic Parenting Style	298	296	0.019	Not Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is no significant relationship between Parenting Style (Autocratic) and Academic Achievement of 11th standard Students studying in Private Schools.

TESTING OF HYPOTHESIS 4(c):

The numerical information related to testing of hypothesis 4(c) is given in the table below:

TABLE: 15

Relationship between Parenting Style (Permissive) and Academic Achievement Private Schools

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Permissive Parenting Style	298	296	0.138*	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is a positive and significant relationship between Parenting Style (Permissive) and Academic Achievement of 11th standard Students studying in Private Schools.

TESTING OF HYPOTHESIS 4(d):

The numerical information related to testing of hypothesis 4(d) is given in the table below:

TABLE: 16

Relationship between Parenting Style (Uninvolved) and Academic Achievement Private Schools

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Uninvolved Parenting Style	298	296	-0.009	Not Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is no significant relationship between Parenting Style (Uninvolved) and Academic Achievement of 11th standard Students studying in Private Schools.

TESTING OF HYPOTHESIS 5(a):

The numerical information related to testing of hypothesis 5(a) is given in the table below:

TABLE: 17

Relationship between Parenting Style (Democratic) and Academic Achievement Government Schools

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Democratic Parenting Style	298	296	0.102	Not Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there no significant relationship between Parenting Style (Democratic) and Academic Achievement of 11th standard Students studying in Government Schools.

TESTING OF HYPOTHESIS 5(b):

The numerical information related to testing of hypothesis 5(b) is given in the table below:

TABLE: 18

Relationship between Parenting Style (Autocratic) and Academic Achievement Government Schools

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Autocratic Parenting Style	298	296	-0.175**	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is a negative and significant relationship between Parenting Style (Autocratic) and Academic Achievement of 11th standard Students studying in Government Schools.

TESTING OF HYPOTHESIS 5(c):

The numerical information related to testing of hypothesis 5(c) is given in the table below:

TABLE: 19

Relationship between Parenting Style (Permissive) and Academic Achievement

Government Schools

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Permissive Parenting Style	298	296	0.171**	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is a positive and significant relationship between Parenting Style (Permissive) and Academic Achievement of 11th standard Students studying in Government Schools.

TESTING OF HYPOTHESIS 5(d):

The numerical information related to testing of hypothesis 5(d) is given in the table below:

TABLE: 20

Relationship between Parenting Style (Uninvolved) and Academic Achievement

Government Schools

S.No.	Variables	N	df (N-2)	Pearson's Coefficient of Correlation(r)	Results
1.	Uninvolved Parenting Style	298	296	0.146*	Significant
2.	Academic Achievement	298			

*Significant at 0.05 Level

**Significant at 0.01 Level

Hence, it is evident that there is a positive and significant relationship between Parenting Style (Uninvolved) and Academic Achievement of 11th standard Students studying in Government Schools.

CONCLUSION OF THE FINDINGS:

From the above findings it can be concluded that there is positive and significant relationship between Permissive (male students, those studying in private and Govt. schools) and Uninvolved (male students and those studying in Govt. schools), Democratic (female students and those

studying in private schools) and Autocratic and Permissive (in total) Parenting Styles with Academic Achievement. In case of the variables Autocratic (male students and those studying in Govt. schools), Uninvolved (female students) Parenting Styles with Academic Achievement; the relationship found negative and significant. Further, no significant relationship found between Democratic (male students and those studying in govt. schools), Uninvolved (private school students), Autocratic (those studying in private schools and female students), Permissive (female students) and Democratic and Uninvolved (in total) Parenting Styles with Academic Achievement of 11th standard Students of District Samba (J&K).

EDUCATIONAL IMPLICATIONS

The present study has implications for parents, teachers and educational administrators.

A. Implications for Parents:

1. Parents should make home children friendly and stop discriminating on sex ground.
2. Parents should provide a democratic atmosphere in the home which could provide children the opportunity to share their views on important matters.
3. Parent should encourage, support and monitor academic activities of children to improve their performance.
4. Parents be equipped with knowledge and skills appropriate to the needs and development of their adolescents children.

B. Implications for Teachers:

1. Teachers should employ different teaching methods because children come from different homes some are timid and some are hyperactive. This will help achieve healthy learning in classroom situations.
2. Teachers can directly help and enhance self-efficacy by interacting with adolescents.
3. Teachers need to employ such peer groups in order to facilitate interactions with adolescents in order to improve the academic performance.
4. Teachers can play an effective role in student's psychological development by maintaining and establishing instructive surroundings which focus on the educational and overall development of the students.
5. Teachers should be aware of the all three parenting styles in comparison with the environmental settings.

C. Implications for Educational Administrators

1. Administrators were also advised to involve parents and guardians in the academic and moral developments of their wards.
2. Administrators should encourage healthy school home relations.
3. Administrators should organise and training for parents to guide about various strategies which they should use for the child's development.

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