



The Effect of Parenting Style on Scholastic Achievement of Secondary School Students: An Analytical Study

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1. Introduction

Every student is different from other student in many aspects like readiness, curiosity, interest and IQ. There are many factors which effect on scholastic achievement of the students. Family of the student is the first inspiration for the students. Family as well as parents are considered as an indispensable support system available to any child and seem to play a significant role in the development of the child. Although the significance of home environment in the developmental of the child cannot be ignored, yet the strongest factor influencing the development of the child is, the style used by parents for their child's rearing. In present study, the researcher had studied the effect of parenting style on scholastic achievement of students of secondary schools.

2. Parenting Style

Parenting style is how much responsiveness or independence someone is willing to grant for his/her child. It is that overall style or pattern of action towards kids. Although every parent is different, there are many commonalities between parenting styles. Learn about four types of parenting and where you might fit on the spectrum. One of the interesting things about being a parent is that there is great variation in how we raise our children. At the same time, there are many commonalities from one parent to another. In fact, there is enough similarity that researchers have tried to group parents into four common parenting styles.

3. Types of parenting style

Parenting style refers to the combination of strategies that you use to raise your children. The work of Diane Baumrind in the 1960s created one commonly-referenced categorization of parenting styles. The four Baumrind parenting styles have distinct names and characteristics:

1. Authoritarian or Disciplinarian
2. Permissive or Indulgent
3. Uninvolved
4. Authoritative

4. Characteristics of different parenting styles

1. Authoritarian Parenting

Authoritarian parents are often thought of as disciplinarians.

- They use a strict discipline style with little negotiation possible. Punishment is common.
- Communication is mostly one way: from parent to child. Rules usually are not explained.
- Parents with this style are typically less nurturing.
- Expectations are high with limited flexibility.

2. Permissive Parenting

Permissive or Indulgent parents mostly let their children do what they want, and offer limited guidance or direction. They are more like friends than parents.

- Their discipline style is the opposite of strict. They have limited or no rules and mostly let children figure problems out on their own.
- Communication is open but these parents let children decide for themselves rather than giving direction.
- Parents in this category tend to be warm and nurturing.
- Expectations are typically minimal or not set by these parents.

3.Uninvolved Parenting

Uninvolved parents give children a lot of freedom and generally stay out of their way. Some parents may make a conscious decision to parent in this way, while others are less interested in parenting or unsure of what to do.

- No particular discipline style is utilized. An uninvolved parent lets a child mostly do what he wants, probably out of a lack of information or caring.
- Communication is limited.
- This group of parents offers little nurturing.
- There are few or no expectations of children.

4.Authoritative Parenting

Authoritative parents are reasonable and nurturing, and set high, clear expectations. Children with parents who demonstrate this style tend to be self-disciplined and think for themselves. This style is thought to be most beneficial to children.

- Disciplinary rules are clear and the reasons behind them are explained.
- Communication is frequent and appropriate to the child's level of understanding.
- Authoritative parents are nurturing.
- Expectations and goals are high but stated clearly. Children may have input into goals.

5. Limitations of the study

- 1.The present research was performed on the students of standard 9.
- 2.The present study was performed on students of two different schools chosen from Ahmedabad city.

6. Objectives of the study

- 1.To study the effect of parenting style on scholastic achievement of students of standard 9.
- 2.To study the effect of parenting style on scholastic achievement of boys of standard 9.
- 3.To study the effect of parenting style on scholastic achievement of girls of standard 9.

7. Hypotheses of the study

Ho₁: There is no significant difference between mean scores of students of parents having authoritarian and authoritative parenting style.

Ho₂: There is no significant difference between mean scores of boys of parents having authoritarian and authoritative parenting style.

Ho₃: There is no significant difference between mean scores of girls of parents having authoritarian and authoritative parenting style.

8. Research tool

The researcher had constructed a Parenting Style Inventory having 40 items. Each item has three responses: agree, neutral and disagree. By this inventory two types of parenting style can be found. One is authoritarian and other is authoritative parenting style. Authoritarian parents are very strict and controlling while authoritative parents are warmer and more communicative towards their kids.

9. Research procedure

The Parenting Style Inventory was given to the students and their parents' parenting style was discovered. The researcher had chosen 200 students as a sample out of which 100 boys and 100 girls were chosen as a sample. The sample of the present study was as follows.

Table 1: Sample of the study

Parenting Style	Boys	Girls	Total
Authoritarian	33	54	87
Authoritative	67	46	113
Total	100	100	200

The Parenting Style Inventory was given to the 200 students of secondary schools selected from Ahmedabad city. The students were given 1 hour to complete this inventory. According to the scores of the inventory, the students were divided in to two different groups. One group was of the students whose parents treat them with authoritarian parenting style and another group was of the students whose parents treat them with authoritative parenting style.

To check the effect of parenting style on the scholastic achievement of the students, t-test between mean scores of scholastic achievement of students of authoritarian parents and authoritative parents had been performed. For scholastic achievement total 200 marks of four subjects: Mathematics, Science and Technology, English, Social Science had been considered.

10. Results of t test

Ho₁ There is no significant difference between mean scores of students of parents having authoritarian and authoritative parenting style

Table 2: Mean, SD, SED and t value of students of standard 9

Parenting Style	N	M	SD	SED	t-Value
Authoritarian	87	158.32	7.38	0.97	7.79
Authoritative	113	165.88	6.52		

In above table calculated t value is 7.79. For df=198 table t values are 1.97 and 2.60 at 0.05 and 0.01 levels respectively. Calculated t value is more than table t values at both the levels. Therefore, it is said that there is a significant difference between mean scores of Scholastic achievement of students of standard 9. Moreover, mean scores of students of authoritative parents is higher than that of authoritarian parents, it is said that authoritative parenting style is helpful to improve scholastic achievement of students.

Ho₂ There is no significant difference between mean scores of boys of parents having authoritarian and authoritative parenting style

Table 2: Mean, SD, SED and t value of boys of standard 9

Parenting Style	N	M	SD	SED	t-Value
Authoritarian	33	162.54	7.13	1.09	5.73
Authoritative	67	168.79	8.43		

In above table calculated t value is 5.73. For df=98 table t values are 1.98 and 2.63 at 0.05 and 0.01 levels respectively. Calculated t value is more than table t values at both the levels. Therefore, it is said that there is a significant difference between mean scores of Scholastic achievement of boys of standard 9. Moreover, mean scores of boys of authoritative parents is higher than that of authoritarian parents, it is said that authoritative parenting style is helpful to improve scholastic achievement of boys.

Ho₃ There is no significant difference between mean scores of girls of parents having authoritarian and authoritative parenting style

Table 3: Mean, SD, SED and t value of girls of standard 9

Parenting Style	N	M	SD	SED	t-Value
Authoritarian	54	156.27	7.18	0.94	4.63
Authoritative	46	160.62	6.41		

In above table calculated t value is 4.63. For df=98 table t values are 1.98 and 2.60 at 0.05 and 0.01 levels respectively. Calculated t value is more than table t values at both the levels. Therefore, it is said

that there is a significant difference between mean scores of Scholastic achievement of girls of standard 9. Moreover, mean scores of girls of authoritative parents is higher than that of authoritarian parents, it is said that authoritative parenting style is helpful to improve scholastic achievement of girls.

11. Findings

1. Authoritarian parenting style is helpful to improve scholastic achievement of students.
2. Authoritarian parenting style is helpful to improve scholastic achievement of boys.
3. Authoritarian parenting style is helpful to improve scholastic achievement of girls.

12. Conclusion

Peer group, family and parenting style are most important factors in development of students. Authoritarian parents are strict to their kids while authoritative parents are warm and supportive to their kids. In present study, the researcher had studied the effects of these two parenting style on scholastic achievement of student of standard 9. It was revealed that the students of authoritative parenting style have higher scholastic achievement than that of students of authoritarian parents.

References

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