

A Study of the Impact of Parenting Style on Academic Performance of Senior Secondary School Students

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Abstract

The present research aimed to explore how different parenting styles influence students' academic performance. To develop awareness and provide supportive strategies, it is important to examine how various parenting approaches affect children's behavior, participation, and overall performance in school. This study used a quantitative descriptive design, involving a sample of 80-100 students from five secondary schools. Parenting styles were measured using the Parenting Style Scale developed by Baumrind (1991) or Gafoor and Karukkan (2014). Data were analyzed using Pearson Product Moment Correlation for research questions and the t-test at 0.05 or 0.01 significance levels for hypothesis testing. The key findings indicated that the authoritarian (autocratic) parenting style positively influenced academic achievement, while the permissive parenting style showed a negative correlation with students' academic performance. Based on these results, it is recommended that parents be made aware of how their chosen parenting style can impact their children's educational outcomes.

Keywords- Parenting style, Democratic Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style, and Academic Performance

Introduction

Education today plays a vital role in shaping a nation's overall development by nurturing the cognitive, affective, and psychomotor domains of children. A strong focus on affective education contributes significantly to national progress. Students who perform well academically form an essential part of a country's growth and advancement. Moreover, the academic achievement of learners is greatly influenced by the educational policies implemented within the system.

The family serves as the first and most fundamental institution of society, playing a vital role in every individual's life. Parents hold significant influence over their children's academic success and overall development. Baumrind introduced one of the most well-known conceptual frameworks on parenting styles. In 1967, she proposed that the way children are raised under different parenting styles affects their social competence. Later, in 1971, Baumrind developed a theory explaining how parents respond to their children's needs for nurturance and how they address problems in distinct ways. This theory identifies three main parenting styles: authoritative, authoritarian, and permissive.



According to Spera (2005), a child's academic achievement may improve or decline depending on the parenting style adopted by the parents. Research findings indicate that permissive and neglectful parenting styles are negatively correlated with academic performance (Pasasirat et al., 2013; Rahimpour et al., 2015). Conversely, the authoritative parenting style has been consistently linked to higher academic achievement (Dehyadagary, Yaacob, Juhari & Talib, 2012; Turner, Chandler & Heffer, 2009; Walker & Macphee, 2011; Seth & Ghormode, 2013).

Parenting styles influence children's academic achievement in various ways. Throughout history, parents have continually sought the ideal approach to raising successful and well-adjusted children. Although every parent desires their child to excel academically, not all are equally successful in fostering such achievement. Darling and Steinberg define parenting style as "a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parents' behaviors are expressed." This highlights the crucial role of the home environment and parenting practices in shaping a child's academic success.

Hence, the present study aims to examine the impact of different parenting styles on students' academic performance.

Objectives of the study :

1. To study the impact of the **Authoritarian** parenting style on students' academic performance.
2. To study the impact of the **Democratic** parenting style on students' academic performance.
3. To study the impact of the **Authoritative** parenting style on students' academic performance.

4. To study the impact of the **Permissive** parenting style on students' academic performance.

Review of related literature

Seet *et al.* (2022) explored how parental involvement influences students' academic achievement in relation to different parenting styles using a sample of 159 students. Their findings revealed that the relationship between authoritarian and authoritative parenting styles and students' academic attainment was fully mediated, emphasizing that parents' understanding of parenting styles and involvement is crucial for students' success.

Nwune and Anidi (2021) examined the correlation between parenting styles and the academic achievement of 200 primary school students. Their study showed that pupils' academic performance was significantly related to the parenting style practiced by their

parents.

Kunjachan and Abraham (2020) found that effective parenting methods and healthy parent-child interactions play a vital role in children's development. Their results indicated that children raised by authoritative parents performed better academically than those raised under other parenting styles.

Obiunu (2018) investigated the influence of parenting styles on the academic performance of 120 secondary school students. The study revealed that the authoritarian parenting style had no significant relationship with students' academic performance, while the authoritative parenting style positively influenced students' academic success. The permissive style showed no noticeable effect.

Gupta and Mehtani (2017) analyzed the relationship between perceived parenting styles and academic achievement among 598 senior secondary school students. Their results indicated that students who viewed their parents as autocratic differed significantly in academic achievement compared to those who perceived their parents as democratic.

Radhika and Joseph (2013) examined the relationship between parenting styles and academic performance among 60 mothers of school-going children. The study found that children of authoritative parents showed better academic outcomes compared to those raised by neglectful parents.

Dehyadegari *et al.* (2012) investigated the relationship between parenting styles and academic achievement among high school adolescents. The results revealed a positive and significant correlation between authoritative parenting and academic success, whereas the permissive style was negatively correlated. The study concluded that adolescents' academic performance can be improved through positive parenting practices.

Discussion

Mian, Mohtaram, Simin, Ravindran, and Shanthi (2022) found that both authoritative and authoritarian parenting styles had a stronger mediating role in academic achievement compared to the permissive style, which showed minimal influence. Similarly, **Mohanan and George (2022)** examined parenting styles' effects on academic performance and school adjustment among high school students in Nagaland, India, highlighting the mediating roles of attachment, self-efficacy, and emotional regulation. **Nwune, Anidi, and Okwuduba (2021)** confirmed that parenting styles significantly affect primary pupils' academic achievement in mathematics. Consistent with this, **Kunjachan and Abraham (2020)** and **Yang and Zhao (2020)** found that children raised under the authoritative style demonstrated better academic performance, especially among those from disadvantaged backgrounds. **David, Perpetual, and Rebecca (2019)** reported a strong correlation between parenting styles and academic achievement. Similarly, Darko (2018) found that both authoritative and authoritarian styles had a positive and significant relationship with academic performance, while the permissive style correlated negatively. **Biirah and Anika (2018)** also observed a significant positive relationship between democratic and authoritarian parenting styles and students' academic achievement. **Morisol, Michaela, and Dennis (2018)** reported only a small positive difference between the levels of various parenting styles and students' performance. **Gupta and Mehtani (2017)** also found that parenting style and gender influenced academic achievement, but the type of school did not have a significant effect. **Diaconu-Gherasim and Mairean (2016)** discovered that parenting styles were significantly associated with adolescents' academic achievement and goal orientation. Similarly, Tanvir *et al.* (2016) reported that authoritative parenting had a stronger positive effect on students' academic achievement compared to authoritarian and permissive styles. **Borak et al. (2016)** also concluded that the authoritative style enhanced children's academic success. **Majumder (2015)** emphasized that authoritative parenting contributed most positively to children's academic performance compared to other styles, particularly when contrasted with uninvolved parenting. **Masud, Ahmad, and Fakhr (2014)** confirmed that authoritative parenting had the most significant impact on children's academic success. **Radhika and Joseph (2013)** again observed that children with authoritative parents achieved better academically, while **Huey, Sayler, and Rinn (2013)** found that students who experienced authoritative parenting showed improvements in their grade point averages. **Zakeri, Esfahani, and Razmjoe (2013)** identified that "acceptance-involvement" and "psychological autonomy-granting" dimensions of parenting were strong negative predictors of academic procrastination. **Dehyadegari, Yaacob, Juhari, and Talib (2012)** further found that authoritative parenting positively correlated with academic achievement, permissive parenting showed a negative relationship, and authoritarian parenting had no significant association. **Bakar et al. (2012)** reported that academic achievement was significantly linked to different parenting styles, while **Ishak, Low, and Lau (2011)** suggested that parenting styles had a moderating effect on academic performance. **Kordi and Baharudin (2010)** found that the authoritative parenting style most strongly influenced children's school achievement, and **Catherine and Lei (2010)** revealed that while authoritative parenting positively related to school success, authoritarian parenting showed a negative

association. **Lastly, Lola and Shrinidhi (2008)** demonstrated that both parenting styles and parents' educational background significantly affected students' academic achievement.

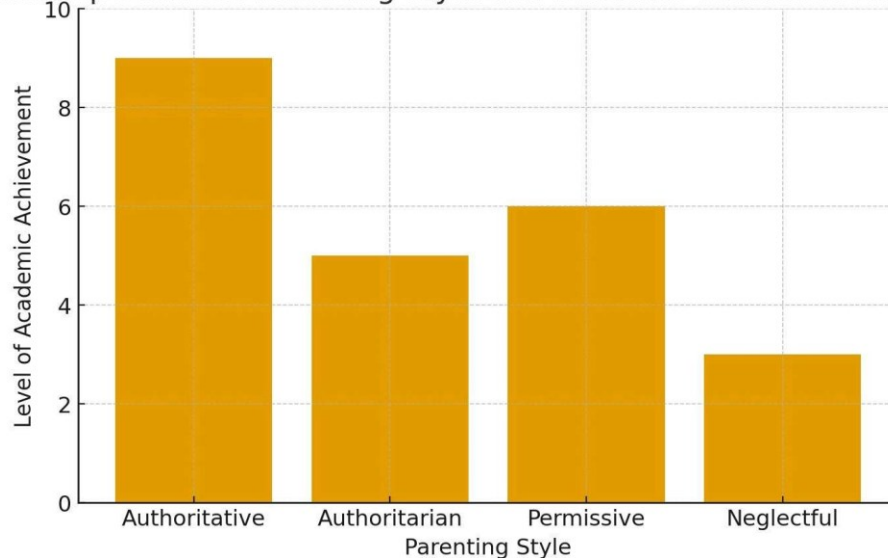
Results of the study

This review examined findings from 25 research articles that explored the influence of parenting styles on students' academic achievement. The overall analysis revealed a consistent relationship between parenting styles and academic performance.

Among the studies reviewed, one (Ariza, 2018) reported a slight positive difference between the levels of various parenting styles and students' academic performance. Another study (Obiunu, 2018) found that the authoritarian parenting style had no significant relationship with students' academic achievement. Several studies also indicated that the permissive parenting style tends to have a negative effect on students' academic outcomes.

Overall, the reviewed literature suggests that students are more likely to perform well academically when their parents are both supportive and appropriately demanding. Hence, the majority of studies concluded that parenting styles exert a positive and meaningful influence on students' academic achievement.

Relationship Between Parenting Style and Students' Academic Achievement



Conclusion

The primary objective of this study was to examine the impact of parenting styles on students' academic performance. As parenting styles vary, each one uniquely influences a child's growth and development. The degree of psychological control exercised by parents plays a crucial role in shaping children's social behavior and differentiating one parenting style from another.

Findings from the reviewed studies indicate that parenting styles significantly affect children's development, particularly in relation to their academic performance. Emphasis has been placed on the role of parenting in fostering educational progress and enhancing academic skills. The research clearly demonstrates a correlation between parenting styles and students' academic outcomes, suggesting that parents should adopt approaches that promote their children's social, ethical, and academic success.

Moreover, the analysis of these studies provides valuable insight for parents and educators in understanding which parenting practices most effectively support academic performance. For future research, it is recommended that scholars explore the cultural factors influencing the effectiveness of different parenting styles to gain a more comprehensive understanding of their role in child development.

References

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