



Impact of parental style on the academic competence of secondary school girls

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Abstract

The present study analyses the influence of parenting styles on secondary school girls' perceptions regarding academic and physical ability. Early adolescence is vital for human development, highlighted by rapid growth and identity formation impacted by parental interactions. Parenting styles covering diverse child-rearing practices are essential in developing a child's social, psychological, and educational development. This study analyses the link between parenting styles and kids' academic achievement, and general well-being. Using a purposeful random sample of 150 girls from different secondary schools, data were obtained using questionnaires measuring parenting methods and academic performance. Statistical evaluations, including correlation and Chi-square tests, indicated substantial connections between particular parenting styles and children's academic and physical education results. The results underline the significance of parental participation in building a supportive atmosphere that enriches kids' educational experiences and encourages a healthy, active lifestyle. The study's conclusions underscore the need for personalized parental education programs to enhance parenting habits and student outcomes in physical education and academics.

Keywords: Parental style, academic competence, secondary school girls

Introduction

Early adolescence is a unique and captivating period for human improvement. This extraordinary moment denotes the end of youth and the presentation into youthful adulthood. A child makes the change into a Grown-up. Numerous formative changes happen. Case in point, youthful youngsters encounter a period of faster development, second just to the outset (Carnegie Council on Adolescent Development, 1995-10-13 | UH-Mānoa Catalog for Archival Materials, n.d.) the parts of companions and family tackle new implications and intuition designs that modify (Gullotta *et al.*, 1999) ^[8]. Early youth is an exciting period in the human life compass with the more significant formative changes.

The establishment of the development of identity lies in the womb of the family which alludes to a gathering identified with blood or marriage constituted by a man, a lady and their socially perceived child in its minute and essential form (Harré & Lamb, 1983) ^[9] and serves as a compelling operator of socialization- a methodology of growing up and taking in the standards of society where a child secures a couple of workable presumption about the world and is well-suited to turn into an equipped and valuable individual from society. The adolescent uses his guardian to model his acclimation to life. A significant example is that once established at home, it can't be eradicated but altered or changed as the child grows up. Accordingly, the relationship between the people and the child is a focal figure in the social upliftment of the person. Individuals should create a friendly, upbeat, just, transparent and warm environment where a youngster can bloom in his particular covered possibilities.

Parenting as the style of child-rearing refers to a privilege or responsibility of mother and father, together or independently, to prepare the child for society and culture (Veenes, 1973) ^[15] which provides ample opportunity for a child to find roots. Continuity and a sense of belonging (Sirohi & Chauhan, 1991) ^[12] also serve as effective agents of socialization. Though parenting, as a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behaviour for socio-psychological researchers, how a child perceives his/her parenting always remain a neglected phase of researchers and should be deemed most important as he is the one whose process of socialization stands for furtherance (Bharadwaj, 1996) ^[4].

The idea of parenting styles was created by (Baumrind, 1967) ^[16] in the wake of leading a study on more than 100 preschool-age youngsters and distinguished four essential measurements of child rearing. These measurements were disciplinary strategies, communication styles, warmth and nurturance. Taking into account these four measurements, Baumrind recommended that the lion's share of child show one of three distinctive child rearing styles. These are legitimate, despot and tolerant childrearing styles. Further studies by (Maccoby and Martin, 1983) ^[17] in view of two noteworthy components of demandingness and responsiveness, which is adjustments of Baumrind's measurements of child rearing additionally, recommended the expansion of a fourth child rearing style. This is the Careless or Dismissing childrearing style. Parental responsiveness (Parental warmth or steadiness) alludes to the degree to which persons intentionally cultivate uniqueness, self-regulation, and self-attestation by being adjusted, steady, and passive to children exceptional needs

and requests.

The kind of child rearing style received, whether same or different by individuals, and consistency or irregularities in the implementation of the measurements of child rearing effects on the formative results of children and identity characteristics in life. Child rearing styles and procedures have reliably been demonstrated to identify with different results among children, for example, mental, passionate, social and identity improvement issues (Hostility), and additionally psychological advancement issues which may influence their academic implementation (Dornbusch *et al.*, 1987; Querido *et al.*, 2002; Turner, *et al.*, 2009) [18, 19, 20].

Parents through their child rearing styles have pivotal consequences for the academic achievement of their children at distinctive levels of training. To be effective in their advanced education and life, youths and youthful grown-ups need trusting, supporting, and minding associations with their families, particularly with their guardians. This is the motivation behind why a few specialists have recommended that the family reinforce the young people can acquire from their guardians is a vital protect for the duration of their lives, especially amid their move to college (Henton, Lamke, Murphy, & Haynes, 1980; Hoffman & Weiss, 1987; Rice, Cole, & Lapsley, 1990) [21, 22, 1]. Truth be told, other socialization operators (e.g., groups, associates, and schools) likewise assume a generous part in impacting the scholastic accomplishment of understudies at distinctive levels of training.

A parenting style is a psychological construct representing standard strategies parents use in child-rearing. The nature of child-rearing is more vital than the amount of time spent with the youngster. Case in point: a guardian can go through the whole evening with his or her child, yet the guardian may be taking part in an alternate action and not showing interest towards the child. Child-rearing styles represent how individuals react and have an interest in their youngsters. Child-rearing practices are particular practices, while child-rearing styles speak to more extensive examples of child-rearing practices. There are numerous varying hypotheses and feelings on the most ideal approaches to back children, and additionally, contrasting levels of time and exertion that individuals are willing to put youngsters experience diverse stages in life; in this manner, people make their child-rearing styles from a combine of elements that develop over the long run as youngsters start to add to their own particular identities.

Literature Review

Porumbu and Necşoi (2013) [10] reviewed the research literature on the relationship between parental involvement or attitude and children's academic achievement. The findings from this review highlight the importance of parental influence on children's academic achievement. They suggest that school authorities should relook their policies related to parental involvement and develop a strategy regarding education in which teachers and parents should have mutual responsibility for the outcomes of the children.

Fan & Zhang (2014) [7] explored the relationships between parenting styles and thinking styles after controlling for students, gender, and academic major and socio-economic status. Results indicated that the dimension of parental acceptance/involvement was positively related to students' creativity-generating styles. Moreover, the students who perceived their parents as using the neglectful parenting style had significantly lower scores in Type I thinking styles

than students who perceived their parents as using three parenting styles.

Ademola (2019) [2] investigated parenting styles' influence on students' academic achievement in Junior Secondary Schools in Ogun state, Nigeria. The study adopted a descriptive survey with the sample comprising three hundred and ninety (390) Junior Secondary Students III (JS3). The study showed a significant difference between students' academic achievement from democratic and autocratic parenting homes. Also, a considerable difference exists between the level of involvement of parents of male and girl's students in their education. The importance of parenting style in the achievement of students. This implies that school alone does not determine student achievement but a collaborative effort of home and school. Therefore, the study recommended, among others, that parents should make homes children-friendly and stop discriminating on sex grounds. The school management was also advised to involve parents and guardians in their wards' academic and moral development.

Material and Methods

Subject: The investigator used a purpose-built random sample strategy to obtain data for the current investigation. A total sample of 150 girl's students at various secondary school levels has been included in the current research.

Sr. No.	Name of School	No. of student
1.	Govt. High School Bure Wal Kpt.	25
2.	Govt. Sen. Sec School Mangupur, Kpt.	19
3.	Govt. High School Methan, Kpt.	31
4.	Govt. Sen. Sec School girls, Kpt.	56
5.	Govt. High School Shekupur, Kpt.	19
Total		150

Variables

After reviewing the existing literature and consulting an expert in the field, we were able to select the variables based on their practicality.

1. Parenting style.
2. Academic proficiency.

Data collection

A couple of sets of questionnaires were distributed to the athletes who took part in the research. The investigator used the following research tools to collect data:

1. A Scale developed by R.L. Bharadwaj *et al.* (1996) [4] was used to examine the parenting style.
2. The score/grade they obtained in the previous year's examination was taken to measure the student's academic proficiency.

Test Administration

The parenting scale can be administered to individuals or large groups, with subjects responding to the first 35 items based on the different modes of parenting from their mother and father separately. Items 36 to 40 are responded to base on the relationship between both parents. There shall be a rest of 5 minutes between recording responses for mother and father separately. Testers are advised to receive responses from the mother and father on separate scales for more objective results.

Scoring

The parenting scoring uses a five-point Likert scale, with specific items scored in reverse order. The raw scores for mothering and fathering are determined separately and then

transformed into 'Z' scores, with the total 'Z' scores for each parenting mode being treated as the parenting scores. Additionally, the 'Z' scores for marital conflict vs. marital adjustments are added only once, with other 'Z' scores obtained for seven parenting modes to determine the overall parenting score. To measure the academic proficiency of the students their obtained score/grade in previous year examination was taken.

Statistical Analysis

The data was analysed with the help of SPSS version 27, which was used for the study. To assess the effect of

parental style on academic performance, the Pearson Chi-square test was used to determine the influence of parental style on academic performance.

Ethical Considerations

The study obtained informed consent from all the participants, ensuring that their privacy and confidentiality were maintained.

Results

Table 1: Cross-tabulation of parenting styles and academic proficiency of girl's students

Models	Parenting styles		Academic Proficiency of the students			Chi-Square
			Poor (0-39%)	Average (40-64%)	Good (65-100%)	
A	Rejection	93	7	66	20	2.33
	Acceptance	57	1	43	13	
B	Carelessness	148	8	107	33	0.76
	Protection	2	0	2	0	
C	Neglect	149	9	107	33	14.09
	Indulgence	1	1	0	0	
D	Utopian Expectation	4	0	4	0	1.93
	Realism	146	9	98	39	
E	Lenient standard	148	9	107	32	0.98
	Moralism	2	0	1	1	
F	Freedom	146	9	104	33	1.59
	Discipline	4	0	4	0	
G	Faulty Role Expectation	148	9	106	33	0.79
	Realistic Role Expectation	2	0	2	0	
H	Marital Conflict	142	9	102	31	0.55
	Marital Adjustment	8	0	6	2	

Table 1. above, depicting a cross-tabulation of parenting styles and academic proficiency of girls students, shows that, In Rejection Vs Acceptance parenting style out of the total 150 students, the majority of the students (93) perceived rejection parenting style, in which (66) students have performed averagely with scores between (40-64%), followed by (20) students who performed good with scores between (65-100%) and the students who had poor academic proficiency were (7) with scores between (0-39%). In the acceptance parenting style, out of (57) students, (43) students performed averagely with scores between (40-64%), followed by (13) students who performed good with scores between (65-100%) and only one (1) student who had poor academic proficiency with scores between (0-39%). The Pearson Chi-square test of association result, as depicted in the above table, indicates an insignificant relationship between A-type parenting styles and academic performance of girls students, as the calculated value of ($\chi^2 = 2.33$) is less than the tabulated value of ($\chi^2 = 5.99$) at ($p < 0.05$).

In the Carelessness Vs. Protection parenting style out of the total 150 students, the majority of the students (148) perceived careless parenting style in which (107) students performed averagely with scores between (40-64%), followed by (33) students who performed good with scores between (65-100%) and the students who had poor academic proficiency were (8) with scores between (0-39%). In the protection parenting style, only (2) students have performed averagely with scores between (40 and 64%). The Pearson Chi-square test of association result, as depicted in the above table, indicates an insignificant relationship between B-type parenting styles and academic performance of girls students, as the calculated value of (χ^2

= 0.76) is less than the tabulated value of ($\chi^2 = 5.99$) at ($p < 0.05$).

In Neglect vs. Indulgence parenting style out of the total 150 students. The majority of the students (149) perceived a neglectful parenting style in which (107) students performed averagely with scores between (40-64%), followed by (33) students who performed well with scores between (65-100%), and the students who had poor academic proficiency were (8) with scores between (0-39%). In the indulgence parenting style, only (1) student has poor academic proficiency with scores between (0-39%) The Pearson Chi-square test of association result, as depicted in the above table, indicates a significant relationship between C-type parenting styles and academic performance of girls students, as the calculated value of ($\chi^2 = 14.09$), is more critical than tabulated value of ($\chi^2 = 5.99$) at ($p < 0.05$).

In Utopian Expectation Vs Realism parenting style out of the total 150 students, only (4) students have perceived utopian expectation parenting style who performed averagely with scores between (40-64%). However, the majority of students (146) perceived a realistic parenting style in which (98) students performed averagely with scores between (40-64%), followed by (39) students who performed well with scores between (65-100%) and the students who had poor academic proficiency were (9) with scores between (0-39%). The Pearson Chi-square test of association result, as depicted in the above table, indicates an insignificant relationship between D-type parenting styles and academic performance of girls students, as the calculated value of ($\chi^2 = 1.93$) is less than the tabulated value of ($\chi^2 = 5.99$) at ($p < 0.05$),

In Lenient Standard Vs. Moralism parenting style out of the total 150 students, the majority of the students (148) perceived a lenient standard parenting style, in which (107)

students performed averagely with scores between (40-64%), followed by (32) students who performed good with scores between (65-100%) and the students who had poor academic proficiency were (9) with scores between (0-39%). In the Moralism parenting style, only (1) student has performed averagely with scores between (40 and 64%) and one (1) student has good academic proficiency with scores between (65 and 100%). The Pearson Chi-square test of association result, as depicted in the above table, indicates an insignificant relationship between E-type parenting styles and academic performance of girls students, as the calculated value of ($\chi^2 = 0.98$) is less than the tabulated value of ($\chi^2 = 5.99$) at ($p < 0.05$).

In Freedom Vs. Discipline parenting style, out of the total 150 students, the majority of the students (146) perceived freedom parenting style in which (104) students performed averagely with scores between (40-64%), followed by (33) students who performed good with scores between (65-100%) and the students who had poor academic proficiency were (9) with scores between (0-39%). In the Discipline parenting style, only (4) students performed on average with scores between (40 and 64%). The Pearson Chi-square test of association result, as depicted in the above table, indicates an insignificant relationship between F-type parenting styles and academic performance of girls students, as the calculated value of ($\chi^2 = 1.59$). It is less than the tabulated value of ($\chi^2 = 5.99$) at ($p < 0.05$).

In Faulty Role Expectation Vs. Realistic Expectation parenting style out of the total 150 students, the majority of the students (148) perceived the Role Expectation parenting style in which (106) students performed averagely with scores between (40-64%), followed by (33) students who performed good with scores between (65-100%) and the students who had poor academic proficiency were (9) with scores between (0-39%). In the Realistic Expectation parenting style, only (2) students performed averagely with scores between (40-64%). The Pearson Chi-square test of association result, as depicted in the above table, indicates an insignificant relationship between G-type parenting styles and academic performance of girls students, as the calculated value of ($\chi^2 = 0.79$) is less than the tabulated value of ($\chi^2 = 5.99$) at ($p < 0.05$).

In Marital Conflict Vs. Marital Adjustment parenting style, out of the total 150 students, the majority of the students (142) perceived Marital conflict parenting style in which (102) students performed averagely with scores between (40-64%), followed by (31) students who performed good with scores between (65-100%). The students with poor academic proficiency were (9) with scores between (0-39%). In the Marital Adjustment parenting style, only (6) students have performed averagely with scores between (40-64%) and (2) students have good academic proficiency with scores between (65-100%). The Pearson Chi-square test of association result, as depicted in the above table, indicates an insignificant relationship between E-type parenting styles and academic performance of girls students, as the calculated value of ($\chi^2 = 0.55$) is less than the tabulated value of ($\chi^2 = 5.99$) at ($p < 0.05$).

Discussion of findings

The findings of the present study from Table 1. Revealed that the neglect Vs. Indulgence parenting style has shown a significant difference in the academic proficiency of the girls' students. It has also been found that all other parenting styles, such as Rejection Vs. Acceptance, Carelessness vs. Protection, Utopian Expectations vs. Realism, Lenient

Standards Vs. Moralism, Freedom Vs. Discipline, Faulty Role Expectations Vs. Realistic Role Expectations, Marital Conflict Vs. Marital Adjustment has shown an insignificant relationship with academic proficiency among girls students.

This study's findings and conclusion highlight that a significant difference existed between parenting style and students' Academic achievement. Academic achievement of students whose parents practice an authoritative parenting style is better than the authoritarian and permissive parenting style of the parents as cited authoritative parenting style highly endorses academic achievement. It is concluded that authoritative parents usually sustain their children, encourage them to do well in academics, and elucidate the education needed to develop into triumphant citizens. Therefore, offspring developing in an authoritative environment have better health and elevated accomplishments in curricular and co-curricular activities (Baumrind, 1991) [3]. A moderate and positive correlation was found between parenting style and students' academic achievement, as research has found a positive and strong relationship between parenting practices and school outcomes (Spera, 2005) [13].

Conclusions

A study has revealed that most secondary-level students encounter parenting styles such as rejection, carelessness, neglect, realism, lenient standards, freedom, faulty role expectations, and marital conflict. On the other hand, fewer students experience parenting styles such as acceptance, protection, indulgence, utopian expectations, moralism, discipline, realistic role expectations, and marital adjustment from their parents at home. A study has revealed that the majority of girl's secondary school students have reported experiencing parenting styles characterized by rejection, carelessness, neglect, realism, lenient standards, freedom, faulty role expectations, and marital conflict. On the other hand, few girls' students have reported experiencing parenting styles characterized by acceptance, protection, and indulgence. Utopian expectation, moralism, and discipline. Realistic role expectations and marital adjustment are influenced by parental upbringing. This demonstrates that in most situations, parents of both genders tend to follow the same parenting style. There was a weak positive correlation between parental style and attitude towards Physical Education among girl's pupils. There is a notable correlation between the Neglect vs Indulgence parenting styles and the academic success of girl's pupils. Alternatively, several forms of parenting styles include Rejection vs. Acceptance, Carelessness vs. Protection, Utopian Expectations vs. Realism and Lenient Standards vs. Moralism. There is no substantial association between concepts such as Freedom vs. Discipline, Faulty Role Expectations vs. Realistic Role Expectations, Marital Conflict vs. Marital adjustment and academic success among girl's students.

Recommendations

Teenage is the phase when pupils are studying in secondary schools. This is the age of stress and storms, and during this phase, people do not obey the rules and do not care about values. Thus, it is a critical and significant period when excellent parenting methods are essential. It is observed that parenting methods impact the pupils' academic competence. Researchers would like to propose the following ideas to make parenting more successful.

1. Parents who do not spend time with children provide money to them and believe that their kids will be protected, but on the contrary, children, it will badly affect pupils' attitudes. So, parents should spend meaningful time with their children.
2. Parents who experience Marital Conflicts should spend more time with their children. Their children are uncomfortable in social gatherings; parents should take them to public areas and with friends and relatives.
3. Parents should promote their children's abilities. They should not compare their child with others, so there should not be false expectations of youngsters.
4. Parents should spend appropriate time with their children, listen to their issues and doubts, provide complete attention to them to implant values.

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