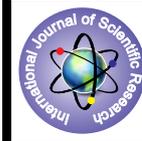


## Parenting styles on Academic Achievement of Adolescents



### Psychology

**KEYWORDS :** Academic achievement, Parenting styles, and Adolescents

**Shalini Aiyappa**

Assistant Professor & Research Scholar, Department of Psychology, St Aloysius College, Mangalore

**Dr. Balakrishna Acharya**

Professor, Department of Psychology, Surana College, Bangalore

### ABSTRACT

*The study examined the influence of parenting style on academic achievement of adolescents. The sample comprised of 973 Pre University college students ranging in age between 16-18 years studying in second year Pre University in Dakshina Kannada and Udupi districts of Karnataka. The participants were administered Buri's parenting style questionnaire (1991). Academic achievement was measured based on the grades obtained in the tenth grade public examination. Data was analyzed using descriptive statistics, correlation and backward regression analysis. The results of the study revealed that parenting style of both mother and father correlated with academic achievement. Backward regression analysis revealed authoritarian parenting style of father had a negative influence on academic achievement. In conclusion the more the fathers and mothers adopted an authoritarian style of parenting lower was the academic achievement of adolescents. Based on the findings it is suggested that parent education be incorporated in schools.*

### Introduction

Modern educational system places a lot of demand on student achievement. Successful navigation of Pre University depends on parental assistance. Especially now in the fast paced world it is important that parents make their children academically competent. The communication methods used by parents with their children play a vital role in their mental development and personal performance (Webster, 2002). Therefore if parents adopt the right style of bringing up children they could become academically competent.

The three styles authoritative, authoritarian and permissive styles conceptualized by Baumrind(1971)have implications for the development of cognitive and social competence. These three styles differ in the values, behaviors and standards that children are expected to adopt. In authoritarian style of parenting, parents expect children to comply with certain absolute set of standards. A second pattern is authoritative style where there is lot of respect, give and take and room for dialogue. A third pattern is permissive parenting style where parents accept and tolerate child's impulses, use little punishment, but the aspect of authority is absent.

Multitude of research studies in the west reveals a relationship between authoritative parenting style and academic achievement (Dornbusch et al.,1987; Lamborn et al., 1991; Steinberg et al.,1991;Steinberg et al.,1989) seen among both younger and older adolescents (Lamborn et al., 1991;Steinberg et al., 1989;across different conceptualizations and operationalizations of authoritative style (Dornbusch et al.,1987.,Lamborn et al., 1991; Steinberg et al., 1991) and generalizable across various ethnic, socio economic and family structure groups (Dornbusch et al., 1987; Steinberg et al., 1991).

The findings of the studies in the non western countries are mixed with Asian parents' scoring high on measures of authoritarian parental style and positively associated with student's academic achievement (Leung, Lau & Lam, 1998). But all the studies examined only children and not adolescence (Meilevsky, Schlechter, Netter & Keehn, 2006), was based on the findings of mothers parenting style (Lamb, 2000), and father's parenting style was not analysed (Simons & Conger, 2007). Although many studies have shown the relationship between parenting style and academic achievement, it has not taken into account cultural differences among Asians which may account for changes in parenting styles. Therefore the present study examined the parenting styles of Indian parents and the specific parenting style which has a positive impact on academic achievement of adolescents.

### Objectives

To find out the relationship between parenting style and academic achievement.

### Method

#### Participants

Participants included 973 pre university college students, ranging in ages between 16 and 18 years. The sample was selected by stratified random sampling from both private and government run pre university colleges in Dakshina Kannada and Udupi districts of Karnataka. They were made up of 52.3% males and 47.7% females drawn from Arts (24%), commerce (36.3%) and science (39.4 %) discipline of study. With respect to geographical background they were 53.9%urban and 46.1%rural. Therefore the sample was representative.

#### Materials

Parental authority questionnaire (PAQ) developed by Buri (1991) was used to measure the three parenting styles as perceived by the adolescents. It consisted of 30 items comprising of three styles authoritarian, authoritative and permissive parenting subscales of 10 items per subscale. Scores ranged from 10 to 50 on each variable with high scores showing greater degree of the parental style measured. Items were scored on a 5 point Likert type scale ranging from 1=strongly disagree to 5= strongly agree. The participants responded to the same statements separately for father and mother. The scale yielded six separate scores. Academic achievement was measured using self report grades obtained in the qualifying tenth grade examination results. Each student's total score was converted to percentage to record a single score.

#### Procedure

The participants responded to the questionnaire during their regular college hours for a period of two hours in the presence of the researcher. Before taking the test the participants were instructed by the researcher that their participation was voluntary and they had the right to withdraw from participating in the study. The participants filled out a personal data blank with demographic details such as age, sex, socio economic status, and, geographical area.

#### Results

Descriptive statistics and correlation analysis used to determine the relationship among the predictor variable parenting styles and the outcome variable academic achievement are shown in Table 1&2.

**Table 1**  
**Frequency and percentage of the three parenting styles of Father and mother**

Parenting styles	Parenting style –Father		Parenting style-Mother	
	Frequency	Percentage	Frequency	Percentage
Authoritarian	232	23.8	197	20.2

Authoritative	551	56.6	648	66.6
Permissive	58	6.0	50	5.1
Combination of all three styles NA	68	7.0	68	7.0
	64	6.6	10	1.1
Total	973	100.0	973	100.0

Note. NA= Not available (Either parent is dead or not living together).

An examination of the descriptive statistics showed majority of the fathers adopted authoritative style (56.6%) followed by authoritarian (23.8%). It could be observed that a very small percentage of fathers adopted the permissive style (6.0%). Remaining 7.0 percentages of fathers did not fit into any of the specific styles but adopted a combination of all the styles. Looking at the mothers parenting style most of the mothers adopted an authoritative style (66.6%) followed by authoritarian (20.2). Only a small percentage of mothers adopted a permissive style (5.1%). Remaining 7.0 percentages of mothers adopted a combination of all the styles. About 7.7 percentages of data was not available because some participants' parents were either dead or not living together. In summary both parents fathers and mothers predominantly used an authoritative style of parenting.

**Table 3**  
Regression analysis for parenting style and academic achievement

Model	Variables	R	R 2	Adjusted R2	Unstandardised Coefficients		Standardized Coefficients		t
					B	Std. Error	Beta		
3	(Constant)	423c	.179	.174	94.754	4.771			19.859
	Ps-F-AN				-.325	.111		-.139*	-2.925
	Ps-M-AN				-.595	.115		-.245**	-5.194
	Ps-M-AR				.406	.085		.150**	4.778
	Ps-M-P				-.442	.088		-.154**	-5.008

C.Predictors: (constant), Ps-M-P, Ps-F-AN Ps-M-AR, Ps-M-AN, \*\*p<0.01 \*p<0.05.

Note: Ps F=parenting style father  
Ps M=parenting style mother  
An=authoritarian  
Ar=authoritative  
P=permissive

Backward regressions were used to predict the most contributing parenting styles of fathers and mothers on the outcome variable. It identified the significant factors in the second stage. The results revealed fathers' and mothers' authoritarian parenting style as having a negative influence on academic achievement beta = -.139, p<0.05, beta = -.245, p<.001. While mothers permissive style had negative influence academic achievement beta = -.154, p<.001, mothers authoritative style had a positive influence on academic achievement of adolescents beta = .150, p <.001. The model shows the extent of influence at 17%. In conclusion the more the fathers and mothers adopted an authoritarian style of parenting lower was the academic achievement of adolescents.

**Discussion**

The results of this study confirm the previous findings of Carter & Welch (1981) that males and females differ in their parenting styles. Differences were found in the mothers and fathers' style of parenting. Consistent with the previous research mother's authoritative style had a significant influence on the academic achievement of adolescents. (Dornbusch, Ritter, Leiderman, Roberts & Farleigh, 1987; Steinberg, Mounst, Lamborn, & Dornbusch, 1991, Yunos & Talib, 2009). Parents who commend the efforts of the adolescents and instill confidence in them by fo-

**Table 2**  
Carl Pearson Correlation coefficient between predictor and outcome variables

Parenting styles	Parenting Styles	N	df	Academic achievement r value
Father	Authoritarian	973	971	-.334*
	Authoritative	973	971	.063
	Permissive	973	971	.138**
Mother	Authoritarian	973	971	-3.49**
	Authoritative	973	971	.109*
	Permissive	973	971	.133**

\*\*p<0.01 \*p<0.05

Several correlations were detected among the study variables. With regard to the correlations between parenting style of father, and academic achievement, Father's authoritarian style was significantly negatively correlated with academic achievement r(971)=-.334, p<0.01 and positively significantly correlated with permissive style r(971)=.138, p<0.01. No significant relationship was seen between father's authoritative style and academic achievement r(971)=.063, p>0.01. The correlations between parenting style of mother, and academic achievement showed mothers authoritarian style was significantly negatively correlated with academic achievement r(971)=-3.49 p<0.01 and positively significantly correlated with authoritative style r(971)=.109, p<0.01 and permissive style r(971)=.133 p<0.01.

ocusing on the potential, level of competency and interest allow them to make the right career choice and thereby enhance their academic skills. On the other hand parents who are controlling, imposing their views on them, over evaluating and expecting them to conform to set standards of behavior make them incompetent. Though Asian parents' very often scored high on measures of authoritarian parental style and had positive implications for academic achievement (Leung, Lau & Lam, 1998) the results of this study showed lower academic achievement among adolescents whose parents adopted authoritarian style (Chen, Dong, Zhon, 1997). The result does not support fathers' authoritative style as having a positive influence on academic achievement. However, it is interesting to note that mothers and fathers permissive style had a positive impact on academic achievement. This is contrary to literature that considers permissive style as less restrictive and making few demands for mature behavior but allow for considerable self regulation by the child (Baumrind, 1971). This trend towards permissive parenting reflects a change towards more autonomy and leniency in parenting. Future research is required in this direction.

**Conclusion and recommendation**

The findings of the present study have important implications for parents and educational institutions. Parents and schools should realize that academic achievement is affected by parenting styles, of which authoritative styles has more positive impact on academic achievement. At the school level parent education programs should be incorporated and parents and teachers should come together as collaborators in enhancing the academic achievement of adolescents.

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