



Parenting Styles and Their Impact on Performance in Languages of Children at High School Level

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ABSTRACT

Educational performance gets affected by a number of factors such as intelligence, achievement, motivation, home environment, school environment, interest and resources. The most significant influence on child is his or her parents. Psychologists and educationists are of the opinion that child rearing practices have the direct bearing on the educational performance of children. In this competitive era, where every parent expects that his child should do well at school, it is necessary to understand how different parenting styles determine the child's educational performance at school.

This study has tried to fill in this gap between parenting styles and their impact on performance in Languages at high school level. It would be beyond the scope of this study to examine the impact of parenting styles on other important subjects such as Social science, Mathematics and Science. The term performance in Languages used in this study refers to the cumulative performance in English, Hindi and Marathi/Sanskrit.

Keywords : Performance in Languages, Authoritative parenting style, Authoritarian parenting style, Indulgent parenting style and Neglectful parenting style.

1.1 Introduction :-

In A.D. 175 the Greek physician Galen ¹described a familiar approach to parenting: "The normal child is healthy in every way. His manners need no correcting...So, when they cry or scream or are upset, we should understand that it means something is disturbing them, and we must try to discover what they need and give it to them" One of the best known theories of parenting style was developed by Diana Baumrind.² She proposed that parents fall into one of three categories: *authoritarian* (telling their children exactly what to do), *authoritative* (the parent is demanding and responsive), *indulgent* (allowing their children to do whatever they wish). The theory was later extended to include *negligent* parents (disregarding the children, and focusing on other interests).

This study is concerned to explore the relationship between parenting styles and performance in Languages of children at high school level. The term performance in Languages refers to cumulative performance of students in English, Hindi and any optional Language like Marathi or Sanskrit.

1.2 Review of Literature:- The online survey of Literature has shown that various studies have been conducted to find out the impact of parenting styles on educational performance of students at different levels. No particular study has dealt with impact of parenting styles exclusively on the performance in Languages. Following few studies present the impact of parenting styles on educational performance at high school level.

1. Awujo, G.³(2006) Relationship between Child Rearing Pattern and Secondary School Students Study Habits, Journal of Sustainable Development in Africa Volume:8 Issue:2 Period: Summer Nigeria DaBu subjects: Education and Oral Traditions Peoples of Africa (Ethnic Groups) Link: http://jsdafrica.com/Jsda/Summer_2006/PDF/ARC_RelationChildRearing-Pattern_SecondarySchoolHabit.pdf

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4. Valerie J. Shute, Eric G. Hansen, Jody S. Underwood, and Rim Razzouk ⁶(2011)

A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement, Department of Educational Psychology and Learning Systems, Florida State University, Tallahassee, FL 32306, USA, ²Research and Development, Educational Testing Service, Princeton, NJ 08541, USA, ³Intelligent Automation, Inc., Rockville, MD 20855, USA

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5. Sharon E. Paulson ⁷(1994) Relations of parenting style and parental involvement with ninth-grade students' achievement Ball State University

6..Esther Ho Sui-Chu & J. Douglas Willms⁸ (April 1995) Effects of Parental Involvement on Eighth-Grade Achievement University of British Columbia & University of New Brunswick

This paper was prepared for the annual meeting of the American Educational Research Association. San Francisco.

7..Mkumbwa A.⁹ (2012) Parenthood And Academic Performance :Influence Of Single Parenthood On Academic Performance Of Secondary School Students Lap Lambert academic publishing <https://www.lap-publishing.com/>

8. Elias.H and Yee .H.T¹⁰ (2009) Relationship between Perceived Paternal and Maternal Parenting Styles and Student Academic Achievement in Selected Secondary Schools

Faculty of Educational Studies University Putra Malaysia European Journal of Social Sciences – Volume 9, Number 2

1.3 Methodology :-

• Statement of the problem:-

Parenting styles and their impact on Learning of Languages of children at high school level.

• Hypothesis:-

1. There is correlation between a particular parenting style and students' performance in Languages at high school level.
2. Students with Authoritative parenting style perform better at high school level in performance in Languages than the students with other parenting styles.
3. Students with Authoritarian parenting style perform better than the students with Indulgent or Neglectful parenting styles but they are not as good as students with Authoritative parenting style in the performance in Languages.
5. Students with Neglectful parenting styles show poor performance in performance in Languages at high school level.
10. Girls are more influenced by the parenting styles than

those of boys in performance in Languages

11. Students from Urban areas are more influenced by the parenting style than those from rural areas in performance in Languages
12. Parenting styles have almost equal impact on the performance in Languages of C.B.S.E and STATE students.

• Sample:-

The sample for this study comprised one thousand students drawn from 20 schools from Nagpur. 10 schools were located in urban area and the remaining 10 in rural. The ratio of male and female students and that of C.B.S.E and State was equal. The data was collected by using random sampling method. 50 students were taken from each school. All the students included in the sample were of 10th standard.

• **Tools used for data collection :-** The study was conducted to find linkages between various parenting styles and performance in Languages of students in Nagpur at high school level. Keeping in view the objective of the study, Children's Perception of Parenting Scale (CPPS) Hindi Version was administered to 1000 students included in the sample to find out the parenting styles of every student.

Children's Perception of Parenting Scale is developed by Dr. Anand Pyari, Dr. Raj Kumari Kalra and Poonam Bhasin¹¹ from Agra in 1985.

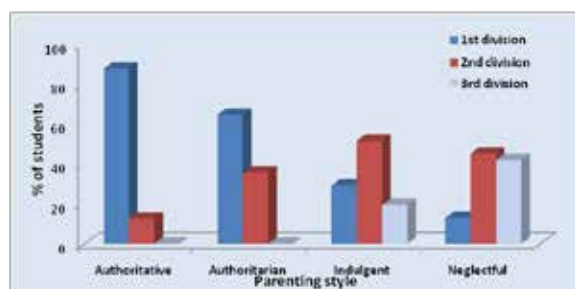
• **Procedure:-** The Marks acquired by students in Languages for all the three years {VIII,IX,X

(pre-board)} were averaged. Then by applying between factorial design (ANOVA) the impact of every parenting style was seen on performance in Languages.

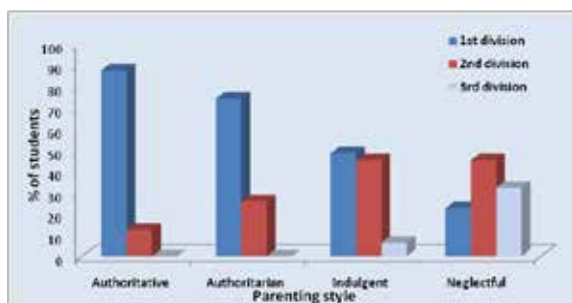
Results :- The impact of four parenting styles namely. Authoritative, Authoritarian, Indulgent and Neglectful was considered on the performance in Languages at high school level.

Table 1: Parenting Style and Academic Achievement by Rural CBSE students in Performance in Languages

Language	Parenting style				
Rural CBSE	Authoritative	Authoritarian	Indulgent	Neglectful	Total
Boys					
1 st division	28(87.5%)	20(64.51%)	9(29.03%)	4(12.90%)	61(48.8%)
2 nd division	4(12.5%)	11(35.48%)	16(51.61%)	14(45.16%)	45(36%)
3 rd division	(0%)	(0%)	6(19.35%)	13(41.93%)	19(15.2%)
All	32(100%)	31(100%)	31(100%)	31(100%)	125(100%)
Girls					
1 st division	28(87.5%)	23(74.19%)	15(48.38%)	7(22.58%)	73(58.4%)
2 nd division	4(12.5%)	8(25.80%)	14(45.16%)	14(45.16%)	40(32%)
3 rd division	(0%)	(0%)	2(6.45%)	10(32.25%)	12(9.6%)
All	32(100%)	31(100%)	31(100%)	31(100%)	125(100%)
Combined					
1 st division	56(87.5%)	43(69.35%)	24(38.70%)	11(17.74%)	134(53.6%)
2 nd division	8(12.5%)	19(30.64%)	30(48.38%)	28(45.16%)	85(34%)
3 rd division	(0%)	(0%)	8(12.90%)	23(37.09%)	31(12.4%)
All	64(100%)	62(100%)	62(100%)	62(100%)	250(100%)



Male

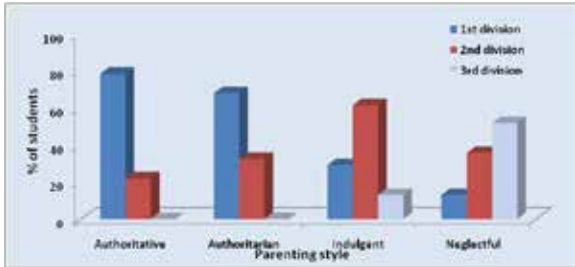


Female

The higher number of students of Rural CBSE having Authoritative parenting style is in the first division followed by Authoritarian followed by Indulgent and Neglectful. These results show that students with Authoritative parenting style perform better at high school level in Languages than the students with other parenting styles. Students with Authoritarian parenting style perform better than the students with Indulgent or neglectful parenting styles but they are not as good as students with Authoritative parenting style. The similar trend is seen in boys and girls.

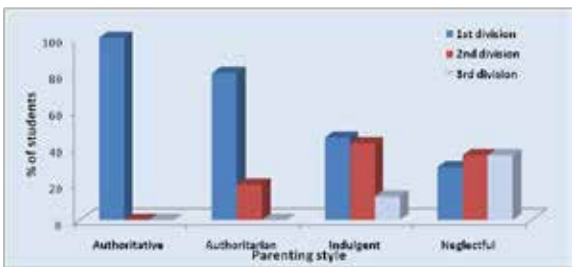
Table 2: Parenting Style and Academic Achievement by Rural State students in Performance in Languages

Language	Parenting style				
Rural State	Authoritative	Authoritarian	Indulgent	Neglectful	Total
Boys					
1 st division	25(78.12%)	21(67.74%)	9(29.03%)	4(12.90%)	59(47.2%)
2 nd division	7(21.87%)	10(32.25%)	19(61.29%)	11(35.48%)	47(37.6%)
3 rd division	(0%)	(0%)	4(12.90%)	16(51.61%)	20(16%)
All	32(100%)	31(100%)	31(100%)	31(100%)	125(100%)
Girls					
1 st division	32(100%)	25(80.64%)	14(45.16%)	9(29.03%)	80(64%)
2 nd division	(0%)	6(19.35%)	13(41.93%)	11(35.48%)	30(24%)
3 rd division	(0%)	(0%)	4(12.90%)	11(35.48%)	15(12%)
All	32(100%)	31(100%)	31(100%)	31(100%)	125(100%)
Combined					
1 st division	57(89.06%)	46(74.19%)	23(37.09%)	13(20.96%)	139(55.6%)
2 nd division	7(10.93%)	16(25.80%)	32(51.61%)	22(35.48%)	77(30.8%)
3 rd division	(0%)	(0%)	8(12.90%)	27(43.54%)	35(14%)
All	64(100%)	62(100%)	62(100%)	62(100%)	250(100%)



Male

The higher number of students of Rural STATE having Authoritative parenting style is in the first division followed by Authoritarian followed by Indulgent and Neglectful. These results show that students with Authoritative parenting style perform better at high school level in Languages than the stu-

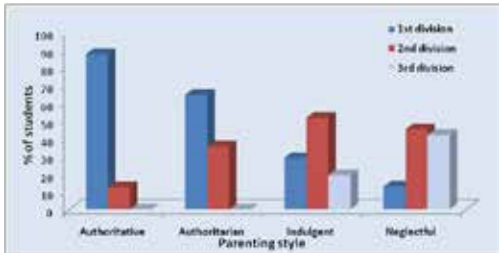


Female

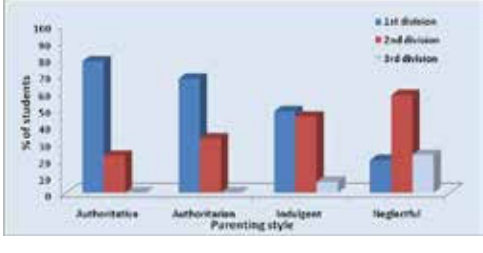
dents with other parenting styles. Students with Authoritarian parenting style perform better than the students with Indulgent or Neglectful parenting styles but they are not as good as students with Authoritative parenting style. The similar trend is seen in boys and girls.

Table 3: Parenting Style and Academic Achievement by Urban CBSE students in Performance in Languages

Language	Parenting style				
Urban CBSE	Authoritative	Authoritarian	Indulgent	Neglectful	Total
Boys					
1 st division	28(87.5%)	20(64.51%)	9(29.03%)	4(12.90%)	61(48.8%)
2 nd division	4(12.5%)	11(35.48%)	16(51.61%)	14(45.16%)	45(36%)
3 rd division	(0%)	(0%)	6(19.35%)	13(41.93%)	19(15.2%)
All	32(100%)	31(100%)	31(100%)	31(100%)	125(100%)
Girls					
1 st division	25(78.12%)	21(67.74%)	15(48.38%)	6(19.35%)	67(53.6%)
2 nd division	7(21.87%)	10(32.25%)	14(45.16%)	18(58.06%)	49(39.2%)
3 rd division	(0%)	(0%)	2(6.45%)	7(22.58%)	9(7.2%)
All	32(100%)	31(100%)	31(100%)	31(100%)	125(100%)
Combined					
1 st division	53(82.81%)	41(66.12%)	24(38.70%)	10(16.12%)	128(51.2%)
2 nd division	11(17.18%)	21(33.87%)	30(48.38%)	32(51.61%)	94(37.6%)
3 rd division	(0%)	(0%)	8(12.90%)	20(32.25%)	28(11.2%)
All	64(100%)	62(100%)	62(100%)	62(100%)	250(100%)



Male



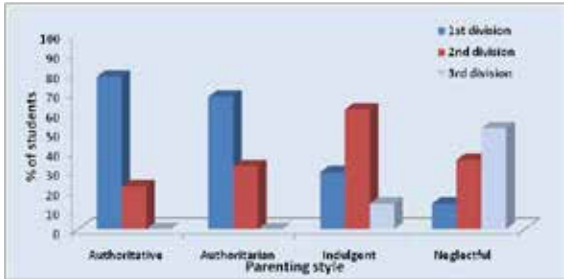
Female

The higher number of students of Urban CBSE having Authoritative parenting style is in the first division followed by Authoritarian followed by Indulgent and Neglectful. These results show that students with Authoritative parenting style perform better at high school level in Languages than the stu-

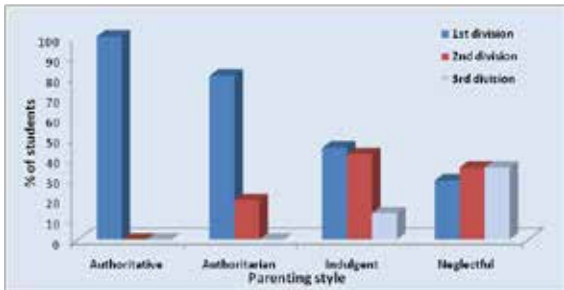
dents with other parenting styles. Students with Authoritarian parenting style perform better than the students with Indulgent or neglectful parenting styles but they are not as good as students with Authoritative parenting style. The similar trend is seen in boys and girls.

Table 4: Parenting Style and Academic Achievement by Urban State students in Performance in Languages

Language	Parenting style				
Urban state	Authoritative	Authoritarian	Indulgent	Neglectful	Total
Boys					
1 st division	25(78.12%)	21(67.74%)	9(29.03%)	4(12.90%)	59(47.2%)
2 nd division	7(21.87%)	10(32.25%)	19(61.29%)	11(35.48%)	47(37.6%)
3 rd division	(0%)	(0%)	4(12.90%)	16(51.61%)	20(16%)
All	32(100%)	31(100%)	31(100%)	31(100%)	125(100%)
Girls					
1 st division	32(100%)	25(80.64%)	14(45.16%)	9(29.03%)	80(64%)
2 nd division	(0%)	6(19.35%)	13(41.93%)	11(35.48%)	30(24%)
3 rd division	(0%)	(0%)	4(12.90%)	11(35.48%)	15(12%)
All	32(100%)	31(100%)	31(100%)	31(100%)	125(100%)
Combined					
1 st division	57(89.06%)	46(74.19%)	23(37.09%)	13(20.96%)	139(55.6%)
2 nd division	7(10.93%)	16(25.80%)	32(51.61%)	22(35.48%)	77(30.8%)
3 rd division	(0%)	(0%)	8(12.90%)	27(43.54%)	35(14%)
All	64(100%)	62(100%)	62(100%)	62(100%)	250(100%)



Male



Female

The higher number of students of Urban STATE having Authoritative parenting style is in the first division followed by authoritarian followed by Indulgent and Neglectful. These results show that students with Authoritative parenting style perform better at high school level in Languages than the students with other parenting styles. Students with Authoritarian parenting style perform better than the students with Indulgent or neglectful parenting styles but they are not as good as students with Authoritative parenting style. The similar trend is seen in boys and girls.

Table 5: Correlation between Authoritative parenting style and performance in Languages of children at high school level.

	Mean	Std. Deviation	N
Parenting score	29.46	2.847	256
Language	67.64	7.465	256

		Parenting score	Language
Parenting score	Pearson Correlation	1	.770**
	Sig. (2-tailed)		.000
N			
256			

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation test was applied to examine the relationship between Authoritative parenting style and academic achievement in Languages. Above results shows that there is strong positive and significant relationship between Authoritative parenting style and academic achievements in Language {(r=0.77, p <0.01)}.The positive correlation indicate correlation coefficient that an increase in the score for Authoritative parenting style is followed by an increase in the academic achievements in Languages.

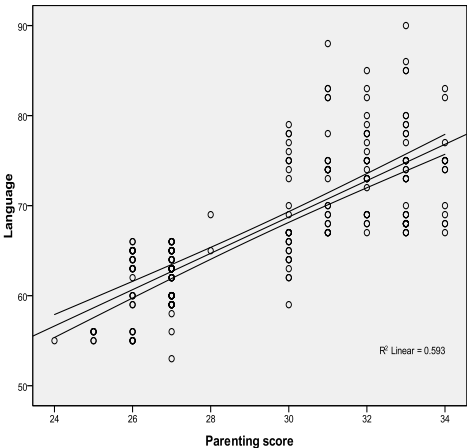


Table 6: Correlation between a Authoritarian parenting style and performance in Languages of children at high school level.

	Mean	Std. Deviation	N
Parenting score	33.23	2.381	256
Language	65.52	9.628	256

		Parenting score	Language
Parenting score	Pearson Correlation	1	-.093
	Sig. (2-tailed)		.137
N 256 256			

*. Correlation is significant at the 0.05 level (2-tailed).

Pearson correlation test was applied to examine the relationship between Authoritarian parenting style and academic achievement in Languages. Above results shows that there is weak negative but insignificant relationship between Authoritarian parenting style and academic achievements in Language ($r=-0.09$, $p>0.05$) The negative correlation indicate correlation coefficient that parents who are highly Authoritarian, have children with lower academic achievements. However, the relationship is not statistically significant for Language.

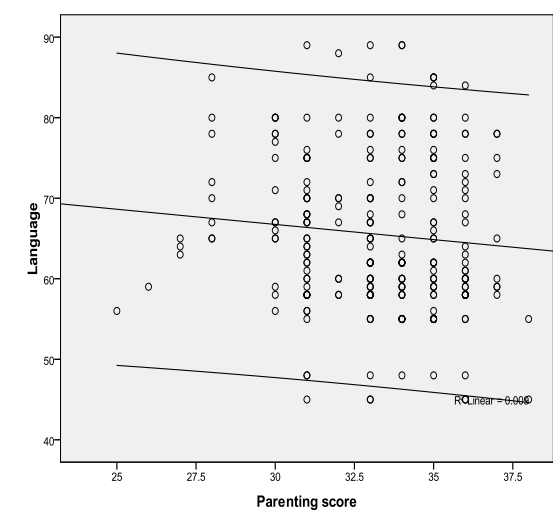


Table 7: Correlation between Indulgent parenting style and performance in Languages of children at high school level.

	Mean	Std. Deviation	N
Parenting score	35.03	2.206	248
Language	59.02	12.267	248

		Parenting score	Language
Parenting score	Pearson Correlation	1	-.508**
	Sig. (2-tailed)		.000
N 248 248			

**. Correlation is significant at the 0.01 level (2-tailed).

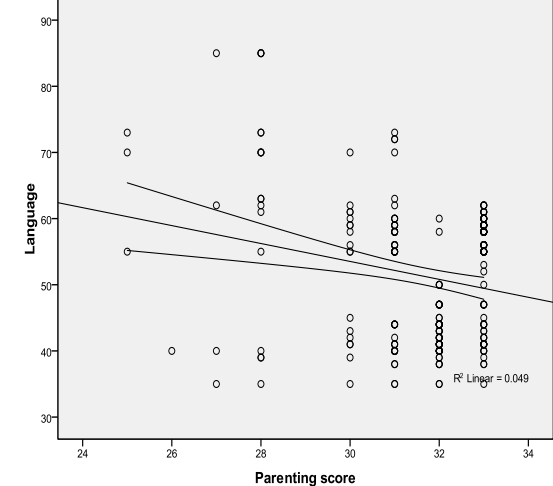
Pearson correlation test was applied to examine the relationship between Indulgent parenting style and academic achievement in Languages. Above results shows that there is weak negative but insignificant relationship between Indulgent parenting style and academic achievement in Language ($r=-0.50$, $p<0.01$) The negative correlation indicate correlation coefficient that parents who are highly Indulgent, have children with lower academic achievement in Languages.

Table 8: Correlation between Neglectful parenting style and performance in Languages of children at high school level.

	Mean	Std. Deviation	N
Parenting score	31.61	1.725	248
Language	51.34	10.536	248

		Parenting score	Language
Parenting score	Pearson Correlation	1	-.222**
	Sig. (2-tailed)		.000
N 248 248			
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Pearson correlation test was applied to examine the relationship between Neglectful parenting style and academic achievement in Languages. Above results shows that there is weak negative but insignificant relationship between Neglectful parenting style and academic achievements in Language ($r=-0.22$, $p<0.01$) The negative correlation indicate correlation coefficient that parents who are highly neglectful, have children with lower academic achievement in Languages.



Discussion:-

It is concluded that students with Authoritative parenting style perform better in Languages at high school level than the students with other parenting styles. Students with Authoritarian parenting style perform better in Languages than the students with Indulgent or Neglectful parenting styles but they are not as good as students with Authoritative parenting styles. These findings about the students with Authoritarian parenting style are similar with both rural and urban settings with regards to CBSE and STATE pattern of education.

The study has shown that the students with Authoritarian styles have done better than Indulgent and Neglectful but they are lagging behind in their performance in Languages when compared with students of Authoritative parenting style. This trait of their educational performance is consistent when CBSE or STATE students are examined. Even the geographical setting rural or urban does not have any other effect. Both boys and girls have done better than Indulgent and Neglectful but have not done as good as those of with Authoritarian parenting style.

The results of this study show that the students with Indulgent parenting style are at third place in their educational performance in Languages.

The result of this study has shown that the students with Neglectful parenting styles have emerged with the lowest scores in their performance in Languages at high school level. There is no gender difference as well. Both Urban and Rural, CBSE and STATE students have fared the worst in comparison to their counter parts with Authoritative, Authoritarian Indulgent parenting styles. Irrespective of the parenting style girls have performed better in Languages than those of boys.

Recommendations and Limitations:-

The findings of this study have some practical implications with regard to making the educational policy and arranging the instructions for the students at school. As students with Authoritative parenting style show high educational performance in Languages they can be motivated to go for the courses which require better Linguistic and Communication abilities such as teaching, administration, hospitality, journalism, acting, marketing etc. School authorities can take extra efforts to coach the students of Neglectful and Indulgent parenting styles students who show poor performance in Languages.

Limitation:-

Following may be regarded as the limitations of the study.

1. This study has been conducted on 1000 students from Nagpur District against the background the millions of students are undergoing high school studies at present. It is logical to believe what comes true of these 1000 students can very well be applied to understand the educational performance of other students of the same level.
2. All the students of the sample of this study belong to day schools. In other words the boarding schools have not

been included in the study.

3. The scope of this study is limited to understand the impact of parenting styles on performance in Languages only at high school level. In order to form idea about the educational performance of students the impact of parenting styles on other subjects such as Social science, Mathematics and Science also be studied.
4. There is every reason to believe that the parenting styles are influenced by the cultural practices. In other words same parenting style in its practice may differ a little from one culture to another. For instance Authoritarian parent in American society may deal with his or her children differently from that of parent with same parenting style in India or Africa. This study has not investigated the cultural impact on parenting styles.
5. The parenting styles of the sample were determined on the basis of the questionnaire that the students were required to fill in. In order to determine the parenting style data was not collected from the parents themselves. Therefore, it can be termed as the parenting style as perceived by students.

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