
“A STUDY OF RELATIONSHIP BETWEEN PARENTAL STYLE AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS”

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ABSTRACT

Parental Style and Academic Achievement is a significant aspect influencing teaching and learning process. Because parenting style and academic achievement are interrelated. The aims of the study to find the relationship between parenting style and academic achievement senior secondary school students of Gohana Tehsil, District - Sonapat. The study uses the descriptive method. For collecting data of the study, Scale of Parental Style administer by Dr. John R. Buri (1971) and Academic Achievement on the basis of the performance of students in last exam is used. The sample of the study is comprised of 200 students selected through random sampling technique from secondary school students of Gohana Tehsil, District - Sonapat . For the analysis of the data, Pearson Product Moment Correlation Method, Mean, Standard Deviation and 'Z' Value is used and after the analysis of the data, there is no significant relationship between academic achievement of senior secondary school students and parental-Permissive Style of their parents is Retained. So it can be interpreted that Parental-Permissive Style of senior secondary students is negligibly correlated with their academic achievement.

CONCEPT OF PARENTING STYLE

A parent is the primary helper, monitor, coordinator, observer, record keeper and decision maker for the child. The first and foremost duty of parents is to look after their children in the best possible way to take interest in their welfare and to see their progress. Successful parenting entails both effective components in terms of commitment, empathy and positive regard for children. Parenting is a process that formally begins during or before pregnancy and continues through the

balance of lifespan. Parenthood is central to childhood to child development and to society's long term investment in children.

Parents are the first and lifelong teachers and guide of every child. Parents are children's primary advocates and their frontline defense. The principal and continuing task of parents in each generation is to prepare children of the next generation for the physical, economic and psychosocial situations in which those children must survive and thrive. Parenthood is the final common pathway to childhood oversight and care-giving, development and stature, adjustment and success. Parenting can find interest and can derive considerable and continuing pleasure in their relationships and activities with their children. Parents' character, dedication, education, creativity, special concern and responsibility are the major factors in child development.

Types of Parenting styles

The most important and widespread is the view of Diana (**Baumrind 1967, 1971, 1991**), who believes that parents should be neither punitive nor aloof from their adolescent but rather should develop rules and be affectionate with them. She emphasizes three styles of parenting that are associated with different aspect of the adolescent's social behavior viz. authoritative, authoritarian and permissive-indulgent. Each of these parenting styles along with other parental attributes and practices nourish certain behaviors' in children, which in turn, are related to aggression or non-aggression.

Permissive Parenting Style

Indulgent Parents are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self regulation and avoid conformation (**Banmrind, 1991**). Indulgent parents may be further divided into two types:- Democratic parents, who thought leniently, are more conscientious, engaged and committed to the child and non-directive parents i.e. permissive parents. Permissive parents allow the "child to regulate his own activities as much as possible, avoid the exercise of control" (**Baumrind, 1966**). Such parents place few, if any demand on their children, allowing children, "complete freedom to make life decisions without referring to parents for advise" (**Hickman, Bartholomae and Mckenry, 2000**).

Authoritarian Parenting Style

Authoritarian Parents are highly demanding and directive, but not responsive. Authoritarian parent's with clearly defined rules that they expected their children to follow without questioning or even discussion. They are as the really strict parents, authoritarian parents hold high expectations for children and believe that parents are and should be, in complete control. According to (**Baumrind,1996**) these parents "shape, council and evaluated the behavior and attitudes of the child in accordance with a set of standards of conducts, usually an absolute, standard, which values obedience as a virtue and favors punitive, forceful measures to curb the child. Authoritarian Parents are obedience and status oriented, and expects their orders to be obeyed without explanation (**Baumrind, 1991**).

Authoritative Parenting Style

Authoritative Parents are both demanding and responsive. These parents are an integration of the other two parenting styles, setting clear rules and expectations but also encouraging discussion and give and take, especially as their children get older and are able to take more responsibility for them. Such parents “remain receptive to the child’s view but take responsibility for firmly guiding the child’s actions, emphasizing reasoning, communication and rational discussion in interactions that are friendly as well as tutorial and disciplinary. ” **(Baumrind, 1996)**. Authoritative Parents “monitor and impart clear standards for their children’s conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible and self regulated as well as cooperative. ”

ACADEMIC ACHIEVEMENT

An academic achievement is something you do or achieve at school, college or university-in class, in a laboratory, library or fieldwork. It does not include sport or music.

An academic achievement, such as graduating 1st in one's class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement.

Academic achievement has been variously defined: as level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by student in examinations (Kohli, 1975). Researchers have shown that besides being the criteria of promotion into the next class, academic achievement is an index of all future success in life. Superior achievers in the academic world generally tend to maintain their level, of achievement in the occupational field also. Moreover, Reis et al. (1984) reported that academic achievement also has a significant effect on self evolution of learners. To reach the goal of excellence in the academic sphere, and to optimize academic achievement to a maximum, a review of correlates of academic achievement and its implications for educationists and policy makers would be meaningful.

RATIONALE OF THE STUDY

As today each and every student wants to study according to their interest and their capability but most the parents force their children to score good marks in spite of their capabilities even they tried their best and also parents force them to take subjects according to them. Due to this reason the students fall under depression or under stress or may commit suicide which is the worse part, other effects becomes the hindrances in their academic achievement or it has negative effect in academic achievement. But some of the parents are very supportive with their children they not only help them in distinguishing their right selection but also make availability for their success, so the purpose my study is to study the effect of parent’s style, their way, their attitude towards their child and effect of their style on student’s achievement.

A good parent-child relationship is full of love and affection. The child shows a feeling of trust and security in his parents by sharing confidence with them. It was that the parental style of the parents affects the academic achievement of students. So, that the investigator wants to study the effect of parental style on the academic achievement of students.

OBJECTIVES OF THE STUDY

- (i) To study the relationship between academic achievement of Senior Secondary School Students and Parental-Permissive Style of their parents.
- (ii) To study the relationship between academic achievement of Senior Secondary School Students Parental-Authoritarian Style of their parents.
- (iii) To study the relationship between academic achievement of Senior Secondary School Students and Authoritative/ Flexible Style of their parents.
- (iv) To compare the Parental-Permissive style of parents of boys and girls of Senior Secondary School.
- (v) To compare the Parental-Authoritarian style of parents of boys and girls of Senior Secondary School.
- (vi) To compare the Parental- Flexible style of parents of boys and girls of Senior Secondary School.

HYPOTHESES OF THE STUDY

- (i) There is no significant relationship between academic achievement of senior secondary school students and parental-Permissive Style of their parents.
- (ii) There is no significant relationship between academic achievement of senior secondary school students and parental-Authoritarian Style of their parents.
- (iii) There is no significant relationship between academic achievement of senior secondary school students and Authoritative/Flexible Style of their parents.
- (iv) There is no significant difference between parental-permissive style of parents of boys and girls of senior secondary school.
- (v) There is no significant difference between parental-authoritarian style of parents of boys and girls of senior secondary school.
- (vi) There is no significant difference between parental-flexible style of parents of boys and girls of senior secondary school.

DELIMITATIONS OF THE STUDY

- (i) This Study was delimited to 200 students only.

(ii) This Study was delimited to senior secondary students only.

(iii) Sample of the study was collected from sonipat district only.

(iv) This Study was delimited to Gohana tehsil.

FINDINGS

1. There is no significant relationship between academic achievement of senior secondary school students and parental-Permissive Style of their parents is **Retained**. So it can be interpreted that parental-Permissive Style of senior secondary students is negligibly correlated with their academic achievement. This correlation shows that with increase or decrease in academic achievement of senior secondary students, there will be no impact on the parental-Permissive Style of senior secondary students and vice-versa.
2. There is no significant relationship between academic achievement of senior secondary school students and parental-Authoritarian Style of their parents is **Rejected**. So it can be interpreted that parental-authoritarian style of senior secondary students is negligibly correlated with their academic achievement. This correlation shows that with increase or decrease in academic achievement of senior secondary students, there will be impact on the parental-authoritarian style of senior secondary students and vice-versa.
3. There is no significant relationship between academic achievement of senior secondary school students and parental-Flexible Style of their parents is **Retained**. So it can be interpreted that parental-Flexible style of senior secondary students is negligibly correlated with their academic achievement. This correlation shows that with increase or decrease in academic achievement of senior secondary students, there will be no impact on the parental-Flexible style of senior secondary students and vice-versa.
4. There is no significant difference between parental-permissive style of parents of boys and girls of senior secondary schools is **Retained**. It may therefore be concluded that Parental-Permissive style not affects the boys and girls of senior secondary schools students.
5. There is no significant difference between parental-authoritarian style of parents of boys and girls of senior secondary school is **Rejected**. It may therefore be concluded that Parental-Authoritarian style affects the boys and girls of senior secondary school's students.
6. There is no significant difference between parental-flexible style of parents of boys and girls of senior secondary school is **Rejected**. It may therefore be concluded that Parental-Flexible style affects the boys and girls of senior secondary school's students.

EDUCATIONAL IMPLICATIONS

This investigation, if truly and sincerely followed has tremendous impact on education, especially for students because upon their vocational interests, depends the findings and can be applicable at several stages. The present study being confined only to higher secondary school students can help in the selection of occupation and areas of further study.

- Give the counseling to those parents who force their children for study.
- Give the counseling to those students who are depressed.
- Helps in the understanding of student's views about their parents.
- Helps in the understanding of student's academic achievement.
- Helps in the understanding of Student's views about the study.
- Helps in the understanding of student's views about their home environment.

So, that they can adequately adjust themselves and can progress harmoniously resulting in the overall development of institution, society and nation.

SUGGESTIONS FOR FURTHER RESEARCH

1. To increase the sample of the study for better results in future.
2. The study will be conducted on the college students also.
3. The study will be conducted on private schools.
4. The study will be conducted only boys students.
5. The study will be conducted only girls students.
6. The same study may be conducted by other tools.
7. Use some other variable like adjustment for further study in future with the parenting style.
8. Use some other Variable like Depression for further study in future with the parenting style.
9. Use some other Variable like environmental studies for further study in future with the parenting style.
10. To increase the intervening variables like rural and urban students etc also include in this study.

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