



ACADEMIC ACHIEVEMENT AND PARENTING STYLES: A CORRELATIONAL STUDY

Asha Chhabra¹, Ph. D. & Arti Pasricha², Ph. D.

¹⁻²Assistant Professors

S.P.College of Education, Rewari Haryana

Abstract

The present paper entitled “*Academic Achievement and Parenting Styles: A Correlational Study*” was conducted to find out the relationship between Academic Achievement and Parenting Styles of school students. In the present study the Parenting styles (i.e. authoritative, authoritarian, permissive and neglectful) is the independent or predictor variable and Academic Achievement is the dependent variables of this study. The co-relational research was found to be the most suitable design for the selected independent variable to serve the purpose of the present study. Parenting Styles scale, developed by Lamborn et al., based on Maccoby and Martin’s (1983) revision of Baumrind’s (1967, 1971) parenting style conceptual framework, was adapted to measure parenting styles. Scores of 10th Class CBSE Examination have been taken as indicator of Academic Achievement. Stratified Random sampling technique was used to collect the data from a sample of 400 Adolescent students of 11th grade studying in CBSE affiliated Senior Secondary schools of Haryana. Inferential statistics like Pearson’s Product Moment Coefficient of Correlation (r) and t -test were used to see the relation and difference between variables. Main findings of the study revealed that there is no significant relationship between Academic Achievement and Parenting style (Authoritative, Neglectful and Permissive Parenting style) of senior secondary school students. There is no significant relationship between High Academic Achievement and Parenting Styles of senior secondary school students whereas the Low Academic Achievement and Parenting styles are positively related to each other. There is significant difference between male and female Senior Secondary School students on Academic Achievement.



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INTRODUCTION

The world is becoming more and more competitive and quality of performance is the key factor for personal progress. Excellence particularly in academic areas has been seen as an important aspect. Parents desire that their children climb the ladder of performance to the highest level and thus pressurize adolescents particularly when they are at senior secondary stage. Many educational sociologists believe that this stage is the most complex social period in life of an individual. At this transitional stage, it is suggested to maintain a strong relationship with parents because the parents’ are the one who introduce their children with the home environment as well as the out of home environment, so children should progress in

safe hands. Children tend to be affected positively when a relationship is sustained between their home and school environment. There is evidence that different parenting styles practiced by parents and their specific parenting practices shape children's competence, especially in the arena of educational achievement (Glasgow, Dornbusch, Troyer, Steinberg & Ritter, 1997).

Development in the field of science and technology is directly proportional to the high standards of education, which consequently affects cultural, political and socio-economic development of the nation. Education plays the paramount role in raising the standards of education. To meet this challenge the government has started working rigorously; expanding educational institutions; increasing their capacities and raising the enrollment rate. The nation is striving hard to produce well qualified citizens who can play an active role in the developmental endeavors of the nation. Due to difficulties that are inherent in our educational system, the objective of providing qualitative education has not been yet achieved.

The quest to finding solution to falling standards in education and its quality depends mainly on identifying areas of parenting and relationship between themselves. A complete and comprehensive picture of academic achievement still seems to elude the researchers. The searches, therefore, continuous and educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. That is why the aim of present study was to examine the relationship of Academic achievement with parenting styles.

1.1 ACADEMIC ACHIEVEMENT

Achievements in the academic activities has frequently been referred to as "scholastic achievement" which signifies various aspects of learning as '*Ability to learn*', "*Scholastic aptitude*" "*Measures of motivation*" "*Level of aspiration*" and "*Creative capacity*"

Dictionary of Education (2003) defines "*Academic achievement means the knowledge attained or skills developed in school subjects, usually determined by test score or by marks assigned by teacher or both.*"

In the common terminology, academic achievement refers to the level of attainment in various subjects as indicated by marks or grade points. It may be the attained ability to perform on school related tasks and subjects such as Languages, Mathematics, and Science etc. as shown by school marks. Thus, academic achievement refers to marks or grade obtained in subject taught in school after an examination be it written or oral.

Academic Achievement is related to the acquisition of principles and generalizations and the capacity to perform efficiently. Assessment of academic performance has been largely confined to the evaluation in terms of information, knowledge and understanding, certain manipulations of objects, symbols and ideas. Academic achievement is employed as a customary criterion to measure the level of knowledge, understanding and acquisition of skill. Yet, in spite of this one is still far from reaching an understanding of the actual process of academic achievement. With the result, current level of understanding the complexities of school achievement, especially at high school stage, falls far short of what is desirable. In the literal sense, achievement is something that is achieved successfully with the efforts and skills. This is applicable to every spheres of life, individual, institutional, society and the like.

Achievement of an individual depends on intellectual abilities like intelligence, aptitude, imagination, memory, study habit, perceptual power and attention, emotional tendencies of the children, physical fitness, environmental factors like home where he lives, the racial nature and religious background of his family. The social economic and educational status of his parents his neighborhood moral qualities of his associates, the books, magazine he reads, the movies or television that he watches etc. physical facilities, qualified and competent teachers, curriculum and equipment, comprehensive and continuous evaluation, the effective management and teaching learning strategies are the major determinants of quality of academic achievement. By improving the quality of each one of these elements, we can hope to bring about significant improvement in the overall all quality of achievement.

An important index of academic achievement of a student is his school performance which labels him a high or low performer. All school gives their students marks or grades and these are sources of information about the student. They let the pupil knowledge how well he is doing in comparison with others in his class.

Many researcher has been conducted the study on the variable - academic achievement during last ten decades and has explored many relationship of academic achievement with several factors.

Giving too much importance to academic achievement of students has raised many questions before the Educationists, Psychologists, Curriculum framers and Researchers. They want to know the factors which are responsible for the enhancement of students' academic achievement in different subjects. An effort to understand the factors underlying the success

or failure of students in different subjects does not simply amount to an academic exercise but has practical bearing in the sense that it makes possible the proper utilization of our human and material resources. Such factors when identified will have practical and theoretical implications for developing curriculum and designing educational programs to suit the needs of students with varied backgrounds.

1.1.1 FACTORS AFFECTING ACADEMIC ACHIEVEMENT

- (i) **Individual factors:** These factors are related to the individual himself. The main among these factors are:
- a) **Cognitive** like intelligence, learning ability, cognitive styles, creativity etc.
 - b) **Non Cognitive** like attitude towards self and others, perceptions of school, interests, motivation, level of aspiration, study habits, personality, self-efficacy, attitude towards education etc.
- (ii) **Environmental Factors:** These are related to the environment of the individual. These include socio-economic status; family traits and company i.e. value system, educational system, system of evaluation, teachers' efficiency, training and methods of teaching, school environment and home environment, peer groups etc. All these factors account for the academic success or failure.

1.2 PARENTING STYLES

Diana Baumrind (1966, 1967 and 1973) postulated the first theoretical tripartite model of parenting styles. Baumrind, based on her studies, delineated various parenting styles which can be classified along two dimensions i.e. responsiveness (warmth) and demandingness (control). **Responsiveness:-** "The extent to which parents intentionally foster individuality, self-regulation and self assertion by being attuned, supportive and acquiescent to children's special needs and demands" (Baumrind,1996; cited in Grolnick,2003).

Demandingness:- "The claim parents make on their children to become integrated into the family whole by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind,1966; cited in Grolnick, 2003)

These two dimensions focus on the four important aspects of family functioning i.e. nurturance or warmth, communication, levels of maturity demands and degree of control between the parent and child.

- **Nurturance:** - Nurturance is related to parental expression of warmth, approval and protection of children's physical and emotional well being.

- **Communication:** - Clarity of communication reflects the parents' willingness to interact with their children, solicit their opinions and use reasoning to obtain desired behavior.
- **Level of maturity demands:** - level of maturity demands is the parental expectations that children perform up to their potential.
- **Control:** - Parental control is related to issues such as enforcing rules.

Focusing these four aspects Baumrind identified that parenting styles can be categorized as authoritative (firm and warm), authoritarian (firm but not warm), Permissive (warm but not firm).

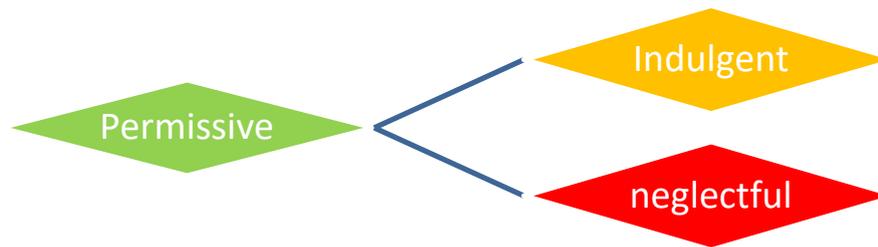
Later Maccoby and Martin (1983) analyzed Baumrind's conceptualization of parenting styles and noted that Baumrind's typology implies only two underlying dimensions of parenting i.e. responsiveness and demandingness. By cross cutting the above said dimensions, Maccoby and Martin introduced fourth style of parenting. According to them the two dimensions (responsiveness and demandingness) jointly create four types of parenting styles, three of which are same as Baumrind's classification of parenting styles. Maccoby and Martin's conceptualization added the neglectful or uninvolved parenting style (neither firm nor warm).

Maccoby and Martin's Typology

Responsiveness	Demandingness		
		High(Control)	Low(Control)
	High(Warmth)	Authoritative	Permissive
	Low(Warmth)	Authoritarian	Neglectful

This two dimensional views on parenting as shown above combines parenting behavior (responsiveness and demandingness) into four parenting styles. This typology allows researchers to examine the impact of variation of responsiveness and control.

Maccoby and Martin's two dimensional and four typological model of parenting style was an advancement with respect to Baumrind's initial tripartite model as it divided the original 'permissive' category in two, differentiating theoretically between indulgent and neglectful. According to degree of responsiveness permissive parenting was divided in two different styles i.e. permissive/indulgent and neglectful.



The four types of parenting styles and their characteristics according to Baumrind, (1967, 1973) and Maccoby and Martin,(1983) are as follow:

1.2.1 AUTHORITATIVE PARENTING STYLE

A parenting style characterized by a proper balance of responsiveness and demandingness. Authoritative parents are highly responsive as well as demanding and exhibit more supportive behavior. As reported by Maccoby and Martin (1992), “authoritative parents know and understand children’s independence, encourage verbal communication, allow children to participate in decision making of the family and want the children progressively undertake more responsibility for reacting to the needs of others”.

Authoritative parenting is also called assertive, democratic or balanced parenting with a child centered approach that holds high expectations of maturity. These parents are attentive to children’s needs and concerns. Also, they set limits and demand maturity. Santrock,(2007) stated that “authoritative parents encourage children to be independent but still place controls and limits on their actions”.

1.2.2 AUTHORITARIAN PARENTING STYLE

Authoritarian parenting style is marked by the parental behavior that is highly restrictive and very demanding. These parents are low in responsiveness yet highly demanding. In this style control and maturity demands from parents are very high but nurturance and bi-directional communication between parent and children are very low. Authoritarian parenting style is associated with parents who emphasize obedience and conformity and expect that rules be followed without any explanation in a less warm environment. Failures to follow such rules generally results in punishment. Authoritarian parents don’t explain reason behind the rules. They are more likely to spank a child rather than discuss a problem. These parents exhibit low level of trust and involvement towards their children. They are less caring or responsive to their children’s needs and desires.

1.2.3 PERMISSIVE PARENTING STYLE

A parenting style characterized by high level of responsiveness and low level of demandingness (Baumrind, 1996). Permissive parenting is high in nurturance but low in maturity demands and control. Permissive parents behave in an affirmative manner towards their children's impulses, desires and actions. Permissive parents sometimes referred to as indulgent parents. They often take status of a friend rather than a parent. They don't set rules, avoid engaging in behavioral control and set few expectations for children.

According to Baumrind (1991), "permissive parents are more responsive than they are demanding. They are nontraditional and lenient, don't require mature behavior, allow considerable self regulation, and avoid confrontation". Kuczynski (2003) defined "parenting style as one in which parents imply low demands related to either child centered indulgence to ward's the child's self direction or parent centered in attentiveness and neglect of the child". Permissive parents commonly exhibit a little or no control over their children by demonstrating extreme leniency, and often allow adolescents to greatly dictate their own behaviors and actions (Baumrind, 1991; Smetana, 1995; Steinberg, 1999).

1.2.4 NEGLECTFUL PARENTING STYLE

This style is characterized by low behavior control and low parental nurturance/warmth. Generally these parents show un involvement for the responsibilities of child rearing and are often seen a being neglectful regarding the needs and concerns of their children. These parents have little emotional involvement with their children. The degree of un involvement may vary considerably. While these parents fulfill the basic needs of their children i.e. food, shelter etc., but they are detached from their children's life.

Neglectful parenting can develop from various reasons; this includes the parents putting themselves on priority, financial stress, and lack of motivation on their parent's part, lack of support or addiction to harmful substances. Hoeve et al. (2009) noted that neglectful parents don't engage in structure or control with their adolescents and often there is a lack of closeness in the parent child dyad; therefore, adolescents of neglectful parents often engage in externalizing behaviors.

1.3 ACADEMIC ACHIEVEMENT AND PARENTING STYLES

The family and the school are considered to be the important social factors contributing to academic achievement. In spite of having similar intellectual ability, students coming from different families have different levels of academic achievement. Academic achievement is the most widely researched variable among variables in school setting. There are various factors that influence academic achievement of children but the role of family in a child's learning is undebatable (Bronzaft, 1996; Lam, 1997; and Deal, Wampler, and Ha Iverson, 1998).

Different parenting styles employed by parents have crucial effects on the academic success of their children at different stages of education. Children need trusting, caring and supporting relationships with their parents to get success in education and life. Many studies have revealed that for children parental support is a safeguard throughout their lives. (Henton, Lamke, Murphy, & Haynes, 1980; Hoffman & Weiss, 1987; Rice, Cole, & Lapsley, 1990).

2.1 REVIEW OF RELATED LITERATURE

Review and survey of literature is an important prerequisite for actual planning and execution of any research work. Hart (1998) has given the following purpose of a review.

- To differentiate between the work already done and work need to be done;
- To discover relevant and important variables related to the topic;
- To identify relationship between ideas and practices;
- To establish the context of the selected problem or topic;
- To rationalize the significance of the problem;

With the above objectives in the view, the investigator made an extensive study for reviewing the related literature.

Results from studies that attempt to relate parental styles and child and adolescent academic and social behavior and identity have been mixed and the effect sizes vary widely depending on the gender of the parent or a care-giver, gender, age and temperament of the child and the socio-economic status of the family (Harris, 2002). **Masud, et al. (2016)** conducted a study on relationship between perceived parenting styles and academic performance of adolescents. Results indicated that parenting styles individually have no significant relationship with academic performance of university students. A study conducted in Hyderabad district of Telangana state by **Babu (2015)**, results demonstrated a significant

and positive relation with parental involvement and children's academic success. **Lee, Yu and Choi (2011)** examined the effects of parental acceptance, psychological control, and behavioral control on children's school adjustment and academic achievement. The results showed that parental acceptance, psychological control, and behavioral control were not directly related to children's school outcomes.

Alsheikh, Parameswaran, & Elhoweris (2010) conducted a study on Parenting Style, Self-Esteem and Student Performance in the United Arab Emirate. The results show that demandingness dimension of parenting style was found to have significant impact on student's academic scores. Results also suggested that Family bonding and Efforts were positively related to school performance whereas self-autonomy was negatively related to school performance. **Dewar (2010)** reported that children reared with authoritative parenting style have special characteristics, such as self-dependence, social acceptance, independency, academic achievement and well-behavior. Actually, more of these children had shown high levels of achievement at school. **Elias (2009)** conducted a research based on Baumrind's typology (permissive, authoritarian & authoritative) on the relationship between perceived paternal and maternal parenting styles and students' academic achievement. The results indicated that the majority of the students perceived their both the parents as authoritative. The findings also revealed that perceived parenting styles did not correlate with students' academic achievement. **Olige in 2009** conducted a study on the influence of parenting styles and parental involvement on student academic achievement. The findings of the study did not demonstrate a significant relationship between parenting style and academic achievement of students. In a study conducted by **Park & Bauer (2002)** results revealed that for majority group i.e. European Americans, a positive relationship existed between authoritative parenting style and academic achievement but not for African-Americans, Latinos and Asian-Americans. **Bergers (1999)**, revealed in his study that the children reared with permissive parenting styles may be similar in behavior on some dimensions to children who are raised with authoritative parents. In common behavior they may have common in self-esteem and social skills while in achievement, children raised in permissive parents may be somewhat lower. In a research by **Kapiniaris Tan (1999)** a significant and positive relationship was also found between authoritarian parenting style and academic achievement and the dominant parenting style was authoritarian. **Strage and Brandt (1999)** found that previous parenting behaviors play a vital role in the lives of college students as well as with children and

adolescents. They also found that autonomy, demand, and support provided by the parents are directly proportional to children confidence and persistence in academics. The results also revealed that authoritative parenting have an impact on students' academic success. **Leung et al. (1998)** conducted a study to find "the influence of parenting style on academic achievement". The results of the study revealed that academic achievement was negatively related to authoritarianism. **Oh-Hwang (1995)** found that in adolescents (ages 14-18) better parenting practices foster the development of greater psychosocial maturity that leads to high levels of academic achievement.

2.2 STATEMENT OF THE PROBLEM

"ACADEMIC ACHIEVEMENT AND PARENTING STYLES : A CORRELATIONAL STUDY"

2.3 OPERATIONAL DEFINITIONS OF THE TERMS USED

2.3.1 ACADEMIC ACHIEVEMENT

Academic achievement refers to the achievement of skill and knowledge of a student in an academic session generally in terms of Marks or Grade. In the present study, final examination scores of 10th Class CBSE Examination have been taken as indicator of Academic achievement.

2.3.1.1 HIGH-ACHIEVERS: Scores above Q3 or P75 of the sample scores are considered as high-achievers.

2.3.1.2 LOW-ACHIEVERS: Scores below Q1 or P25 of the sample scores are considered as low-achievers.

2.3.2 PARENTING STYLES - In the present study, parenting styles are defined as the students' perception of their parents' behaviors toward them with respect to parental acceptance/involvement and parental strictness/supervision (i.e., authoritative, authoritarian, permissive and neglectful parenting styles.

2.3.2.1 AUTHORITATIVE PARENTING STYLE- Parents rated by their children with a score \geq **Mdn** on the acceptance/involvement and strictness/supervision indices were considered as authoritative parents.

2.3.2.2 AUTHORITARIAN PARENTING STYLE - Parents rated by their children with a score $<$ **Mdn** on the acceptance/involvement index but \geq **Mdn** on the strictness/supervision index were considered as authoritarian parents.

2.3.2.3 PERMISSIVE PARENTING STYLE - Parents rated by their children with a score \geq **Mdn** on the acceptance/involvement index but $<$ **Mdn** strictness/supervision index were considered as permissive parents.

2.3.2.4 NEGLECTFUL PARENTING STYLE- Parents rated by their children with a score $<$ **Mdn** on both acceptance/involvement and strictness/supervision indices were considered as neglectful parents.

2.4 OBJECTIVES OF THE STUDY

In the present study, following objectives were formulated

1. To find the relationship between Academic Achievement and Parenting Style of senior secondary school students.
2. To find the relationship between High Academic Achievement and Parenting Styles of senior secondary school students.
3. To find the relationship between Low Academic Achievement and Parenting styles of senior secondary school students.
4. To find the difference between Academic Achievement of Male and Female senior secondary school students.

2.5 HYPOTHESES OF THE STUDY

In the present study, following hypotheses were formulated

1. There is no significant relationship between Academic Achievement and Parenting Style of senior secondary school students.
2. There is no significant relationship between High Academic Achievement and Parenting Styles of senior secondary school students.
3. There is no significant relationship between Low Academic Achievement and Parenting styles of senior secondary school students.
4. There is no significant difference between Academic Achievement of Male and Female senior secondary school students.

2.6 IMPLICATIONS OF THE STUDY

Academic achievement of the children in schools is affected by a number of socializing agents such as community, peers, educational institutions, but the role of the parenting styles employed by parents is rather more crucial. Child's academic achievement is directly or indirectly influenced by parents. It influence directly when parents are involved in

the education of their ward and influenced indirectly by fostering and inculcating self-efficacy beliefs which are helpful in their academic performance.

The different parenting styles of the parents have either favorable or unfavorable effect on the self-efficacy beliefs and academic achievement of students. This study will be helpful to the parents to know the response of their children, regarding their involvement and participation in their academic life.

Furthermore, the affect of parenting styles is found to be most prominent and influential in children's academic life especially in senior secondary school stage (Maccoby, 1992; Strage, 1998; Strage & Brandt, 1999; Wintre & Yaffe, 2000; Turner & Heffer, 2005; Chandler, 2006; Chandler, & Heffer, 2009). The study is expected to be helpful in providing guidelines to the teachers and parents. It emphasizes that parents through their parenting styles exert a great influence on the influence on the academic achievement or performance of the children in school life. Sometimes parents suppress the feelings of their child and sometimes they neglect them, while trying justifying their authority on their children. They frequently confuse permissiveness and democracy and continually bounce from extreme authoritarian strictness to guilt feeling about over control. On the other hand, overprotective parents don't allow their children to develop fully and take independent decisions. This study will be helpful to the parents to know their children's reaction regarding their involvement and participation in their academic life. There are very few studies which examine the relationship of parenting styles and academic achievement of senior secondary school students.

3.1 METHODOLOGY

The **Descriptive Survey Method** was employed in the present study as it is considered one of the important methods in education and it describes the current position of the research work. This method involves interpretations, measurements, comparisons, classification, evaluation and generalization. All these direct towards a proper understanding and solution of the research problem. In the present study the Parenting styles (i.e. authoritative, authoritarian, permissive and neglectful) is the independent or predictor variable and Academic achievement is the dependent variables of this study. The correlational research was found to be the most suitable design for the selected independent variable to serve the purpose of the present study. In the present study, parenting styles and Academic achievement of senior secondary students of Haryana were measured.

3.2 POPULATION AND SAMPLE OF THE STUDY

The results and conclusions of a research must be true, valid and effective. The ideal situation, therefore, would be to include each and every member of the universe i.e., the entire population in the research investigation. At times, it is impossible as well, for, some populations are infinite and cannot be exhausted. Thus, the use of sampling allows for more adequate research work by making the time of the investigator count. In the present study, all the senior secondary school students (male and female) of 11th class studying in C.B.S.E. affiliated private senior secondary schools of Haryana state constituted the population.

The investigator decided to choose a representative sample of 404 students through the technique of stratified random sampling. This has been done by selecting 5 districts from Haryana from five zones East, West, North, South and central randomly. Subjects were selected from each representative district i.e. Ambala, Gurgaon, Hisar, Mohindergarh and Rohtak of each all five zones i.e. east, west, north, south and central with the help of Stratified random sampling techniques.

3.3 TOOLS USED IN STUDY

The following tools were used in the present study-

3.3.1 Parenting Styles Scale (PSsS) developed by Lamborn et al. (1991):-Parenting Styles scale, developed by Lamborn et al., based on Maccoby and Martin's (1983) revision of Baumrind's (1967, 1971) parenting style conceptual framework, was adapted to measure parenting styles. This scale consisted of 25 questions in which students were asked to rate their parents in terms of two dimensions i. e. Acceptance/involvement and Strictness/supervision.

3.3.2 Academic Achievement

In the present study, final examination scores of 10th Class CBSE Examination have been taken as indicator of Academic achievement.

3.4 PROCEDURE OF DATA COLLECTION

The selected tests or the tools were then administered to the selected sample under the standard instructions given in the manual. Rapport was established with the subjects and was clarified that the data so collected would be used for research purposes only and their scores in the tests would be kept confidential. It was first ensured that the subjects have completely understood each situation and response categories clearly. To this the end, the investigator

first got himself acquainted with the detailed instructions given in accompanying manual and thereafter related and explained them to the subjects in a very lucid manner.

3.5 STATISTICAL TECHNIQUES USED IN THE STUDY

Without use of statistical techniques raw scores don't have their own meaning and weight. In the present study inferential statistics like Pearson's Product Moment Coefficient of Correlation (r) and t-test were used to see the relation and difference between variables.

4.1 RESULTS AND FINDINGS OF THE STUDY

The data is processed with the help of coefficient of correlation and t test. The results obtained on application of these statistical techniques are described as under:

In the pursuance of the objective 1 i.e. "To find the relationship between Academic Achievement and Parenting Style of senior secondary school students", the Pearson's product moment correlation of the two variables of the sample have been calculated, as given in table

1

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTING STYLES OF SENIOR SECONDARY SCHOOL STUDENTS

TABLE-1

RELATIONSHIP OF ACADEMIC ACHIEVEMENT AND PARENTING STYLE

Variables	Size of the Sample (N)	Correlation coefficient (r)	Level of Significance
Academic Achievement Vs Authoritative Parenting Style	117	0.020	P > .05 Level NS
Academic Achievement Vs Authoritarian Parenting Style	85	-0.116	P > .05 Level NS
Academic Achievement Vs Permissive Parenting Style	88	-0.059	P > .05 Level NS
Academic Achievement Vs Neglectful Parenting Style	114	0.114	P > .05 Level NS
df (115) Value of significance at .01 level = .228 df (83) Value of significance at .01 level = .283 df (86) Value of significance at .01 level = .267 df (112) Value of significance at .02 level = .254			

It may be revealed from the Table- 1 that the value of coefficient of correlation between Academic Achievement and Authoritative Parenting style of Senior Secondary School students is 0.020. It represents a non-significant **relationship** between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic Achievement and Authoritative Parenting style of senior secondary school students are not significantly related to each other.

In between Academic Achievement and Authoritarian Parenting style of Senior Secondary School students the value of coefficient of correlation is -0.116. It represents a non-significant relationship between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic Achievement and Neglectful Parenting style of Senior Secondary Schools Students are not significantly related to each other.

Also the value of coefficient of correlation between Academic Achievement and Permissive Parenting style of Senior Secondary School students is -0.059. It represents a non-significant relationship between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic Achievement and Permissive Parenting style of Senior Secondary Schools Students are not significantly related to each other.

The value of coefficient of correlation between Academic Achievement and Neglectful Parenting style of Senior Secondary School students is -0.114. It represents a non-significant relationship between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic Achievement and Neglectful Parenting style of Senior Secondary Schools Students are not significantly related to each other.

Thus the null hypothesis 1, i.e. “There is no significant relationship between Academic Achievement and Parenting Style of senior secondary school students.” is **retained**.

RELATIONSHIP BETWEEN HIGH AND LOW ACADEMIC ACHIEVEMENT AND PARENTING STYLES

TABLE-2

RELATIONSHIP OF HIGH AND LOW ACADEMIC ACHIEVEMENT AND PARENTING STYLES

Variables	Size of the Sample (N)	Correlation coefficient (r)	Level of Significance
Academic Achievement (High) Vs Parenting Style (High)	114	0.062	P>.05 Level NS
Academic Achievement (Low) Vs Parenting Style (Low)	110	0.202*	P<.05 Level
df (112) Value of significance at .01 level = .228 df (108) Value of significance at .05 level = .195			

The value of coefficient of correlation between High Academic Achievement and Parenting Styles of Senior Secondary School Students is 0.062. It represents a non-significant **relationship** between the two variables. The obtained coefficient of correlation is found to be non-significant at **both the levels** of significance. The null hypothesis 2, i.e. “There is no significant relationship between High Academic Achievement and Parenting Styles of senior secondary school students” is **retained**. It seems fair to interpret that the High Academic Achievement and Parenting styles are not significantly related to each other.

Moreover, the value of coefficient of correlation between Low Academic Achievement and Parenting Styles of Senior Secondary School Students is 0.202. It represents a significant **positive relationship** between the two variables. The obtained coefficient of correlation is found to be significant at **0.05 levels** of significance. The null hypothesis 3, i.e. “There is no significant relationship between Low Academic Achievement and Parenting Styles of senior secondary school students” is **not retained**. It seems fair to interpret that the Low Academic Achievement and Parenting styles are related to each other. Thus, it implies that significant bond of positive correlation exists between these two sets of variables, i.e. Low Academic Achievement and Parenting Style of Senior Secondary School students.

**SIGNIFICANCE OF DIFFERENCE BETWEEN ACADEMIC ACHIEVEMENT
BETWEEN MALE AND FEMALE SENIOR SECONDARY SCHOOL STUDENTS.**

TABLE--3

Variable	Groups	Size of the Sample (N)	Mean	S.D	t-value	Level of Significance
Academic Achievement	Males	223	7.781	1.260	3.250**	P<.01
	Females	181	8.177	1.167		
df = 402		* Value of Significance at .05 level = 1.97 **Value of Significance at .01 level = 2.59				

Table 3 shows that mean values of male and female Senior Secondary School students are 7.781 and 8.177 respectively on Academic Achievement. The S.D. of male and female Senior Secondary School students is 1.260 and 1.167 respectively. The mean value of female Senior Secondary School students is slightly higher (0.936) than the male Senior Secondary School students on Academic Achievement. The table shows that with the degree of freedom 402, the t-value is 3.250, which is significant at 0.01 levels of significance. Hence, the hypothesis 4 i.e. “There is no significant difference between Academic Achievement of Male and Female senior secondary school students on” is **not retained**. It means there is significant difference between male and female Senior Secondary School students on Academic Achievement.

FINDINGS

- 1- No significant relationship exists between Academic Achievement and Parenting Styles of senior secondary school students.
- 2- No significant relationship exists between High Academic Achievement and Parenting Styles of senior secondary school students.
- 3- There is a significant **positive** relationship between Low Academic Achievement and Parenting Styles of senior secondary school Students.
- 4- There is a significant difference between Academic Achievement of Male and Female senior secondary school students.

5.1 CONCLUSIONS AND DISCUSSION-

Following conclusions may be drawn on the basis of findings of the present study:

With respect to the relationship between academic achievement and parenting styles, the findings are interesting. Irrespective of sex and family type academic achievement is not found to be significantly related to any style of parenting. The findings of present study pertaining to the relationship between academic achievement and self-efficacy is supported by J.Lee, Yu and Choi (2011) that reported parental acceptance, psychological control and behavioural control were not directly related to children's outcomes. However present findings are inconsistent with the findings of previous researches (Chandler, 2006; Heffer, 2005) which demonstrated that authoritative parenting styles had a significant and positive relationship with academic achievement.

Present study also revealed that the low academic achievement is positively related to parenting styles. Ow- Hwang (1995) found that in adolescents (ages 14-18) better parenting practices foster the development of greater psychological maturity that leads to high level of academic achievement.

The observed sex difference in academic achievement is consistent with the findings of previous studies (Aggarwal, 1983; vijaylakshmi and nateson, 1992) that found significant gender difference in academic achievement. Tella, (2007), Lessan et al (2008) also reported significant sex differences in academic achievement.

The way a child has been raised and reared has big consequence on their behavior and interaction in the later years and particularly in their behavior and interactions at school. Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychological development, and problem behavior. Therefore, keeping in mind the effect of parents and parenting styles practiced by them, this investigation has an immense practical utility and social implication. Thus, this study would be great use to educational planners, institutional heads and teachers along with parents and society.

The findings of the current study have practical contribution for policy makers, schools, parents, and students. That is, from the present findings they can know and understand that there are factors i.e. parenting styles that can relate and make difference in the academic self-efficacy and academic achievement of school students. This knowledge and

understanding will assist in the development of different strategies for timely interventions aimed at improving the academic success of school students, in general.

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