

Parenting Styles as Correlates of Academic Anxiety Among Adolescents

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ABSTRACT

The current study intends to investigate the effects and relationships between parental styles and adolescents' academic anxiety. It was predicted that parenting styles and academic anxiety in adolescents would be significantly correlated and that having an authoritarian parenting style would significantly contribute to high academic anxiety in adolescents. By using purposive sampling, 120 students (60 males and 60 girls) between the ages of 13 and 16 made up the sample. The Adolescent Parenting Attitude Four Factor Questionnaire and Academic Anxiety Scale for Children were the two evaluation instruments used to gather data. The statistical study included multiple regression and correlation. The findings showed a favorable correlation between academic anxiety and authoritarian, permissive, and uninvolved parenting styles. However, there was a negative correlation between academic anxiety and an authoritative parenting style. The findings also indicated that among the predictor factors, authoritarian parenting style had the most significant positive contribution in determining academic anxiety, whereas authoritative parenting style was the most significant negative predictor of academic anxiety.

Keywords: *Parenting Styles, Academic Anxiety, Adolescents*

Adolescent growth and well-being are greatly influenced by parenting practices. The effect of parental methods on teenage academic anxiety has received a lot of attention recently. The general strategy and techniques parents employ to nurture and communicate with their children are referred to as **parenting styles**. Parental warmth, control, discipline, and expectations are common characteristics of parenting styles. Parenting styles may range greatly between cultures and individuals, depending on things like individual views, values, and experiences. Parenting patterns should be connected with different levels that the youngsters get into whilst growing up (Zakeri, Jowkar, & Razmjoe, 2010). Numerous parenting philosophies are accepted, and they are frequently categorised according to how responsive and demanding parents are. Common parenting approaches include permissive parenting, which is more indulgent and liberal, authoritarian parenting, which emphasises strong rules and discipline, and authoritative parenting, which combines warmth and support with clear expectations and limits.

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The four main parenting styles of authoritative, authoritarian, permissive, and neglectful have been recognized. Parenting that is **authoritarian** is characterized by rigid rules, high standards, and a lack of flexibility. Parents that follow this method frequently use punishment and discipline to enforce their will because they have a strong desire for conformity and control. A balanced and loving approach to parenting is the hallmark of **authoritative parenting**. This kind of parenting involves setting clear, attainable goals for kids while also showing them love, support, and understanding. A relaxed and indulgent attitude towards parenting defines the **permissive parenting** style. These parents give their kids a lot of freedom and independence in making decisions while having minimal demands and regulations for them. Lack of emotional connection, attentiveness, and support from parents towards their children is a sign of **uninvolved or negligent parenting**. In this parenting approach, parents frequently show apathy and disregard for the emotional and physical needs of their children.

The degree of parental participation, response, and demands made on teenagers vary depending on the type. On the other side, **academic anxiety** is the term used to describe the worrying, fearing, and trembling that people feel about their academic performance, expectations, and the difficulties they encounter in educational environments. Excessive worry over grades, exams, assignments, due dates, and general academic achievement characterizes it. Academic anxiety may appear in a variety of ways, including bodily signs (such as a racing heartbeat, sweating, or headaches), emotional problems (such as irritation, restlessness, or feeling overwhelmed), and cognitive challenges (such as trouble focusing or negative self-talk). Academic tension can emerge as greater damage over time. Teenagers all across the world suffer from academic anxiety. Prior to 2021, research revealed that there are regional and cultural differences in the incidence rates of academic anxiety among teenagers. According to estimates, 10% to 40% of students may, nevertheless, struggle with academic anxiety. As a student's academic performance suffers, the anxiety level related to academic duties increases (Huberty, 2012).

Numerous elements that individually have a substantial impact on a student's stress levels and general well-being might cause academic anxiety in students. The pressure to perform well academically is one aspect. To get good grades, win scholarships, or be accepted into elite universities, students may face tremendous pressure from themselves, their families, friends, or social expectations. This strain can cause anxiety by instilling a persistent sense of pressure to perform well and a dread of failure. The dread of falling short of expectations is another element. When they worry about failing their parents, professors, or themselves by falling short of their own or others' expectations, many pupils get anxious. Comparisons with peers or siblings might intensify this worry by making children feel inadequate or undeserving and escalating their academic anxiety. Anxiety can also be influenced by time management and academic load. Students sometimes have a large amount of work to complete, as well as several assignments, tests, and extracurricular activities, which leaves them with little free time and a great burden of obligation. Stress and anxiety might result from the ongoing need to prioritize their time effectively and fulfill several deadlines.

High academic standards, standardized testing, college applications, and social comparisons are some of the many academic hurdles that adolescence presents. The notion of high-stress levels in students can lead to terrible educational overall performance, melancholy, and severe health problems (Misra & Mickean, 2000). Teenagers frequently struggle with academic anxiety because they are under increasing amounts of pressure to achieve well in school. Numerous symptoms, including those that are physiological, cognitive, behavioral,

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and social, might be present with this form of anxiety. Therefore, it is crucial to comprehend how parental practices affect teenagers' academic anxiousness.

In the present state of affairs, the emphasis is laid on the all-spherical improvement of the adolescent, that's made possible in a suitable environment at home, having a properly discern child relationship. In recent days, parents are greater involved with their ward's training, and they make extra dialogues with teachers and the school government than the mother and fathers of the old days. The involvement of the mother and father can also have negative or superb results on pupils' tendencies. Over-protectiveness may also damage the child. The influence of parents every so often can also reason for intellectually sick fitness among their wards. By thinking about most of these, the investigator wants to understand whether a selected parenting style causes more academic anxiety among adolescents. Therefore, the current study is titled "Parenting Styles as Correlates of Academic Anxiety among Adolescents".

REVIEW OF LITERATURE

An examination of developmental cascades and how they interact with maternal and paternal parenting is done by **Jin Yu** in **2023**, in his study on the connections between parenting, academic performance, and psychopathology. The purpose of the investigation was to look for cascading effects between educational and internalizing/externalizing signals, as well as their relationships to mother and paternal parenting over a period of three years, between the ages of eight and ten. The sample included 1,598 homes (48% of which were headed by women). Externalising problems were found to be adversely associated with academic achievement using structural equation modeling. Academic success began to favorably correspond with maternal/paternal authoritative parenting rather than being negatively connected with internalising difficulties, which in turn led to children performing better academically overall. Academic success and externalising difficulties, as well as paternal authoritarian parenting and internalising issues in children, are inversely correlated.

Aghi and Bhatia (2021) have researched 'Parenting styles: Impact on sibling relationship and rivalry,' which indicated that the impact mother and father have on the lives of their youngsters now does not handiest an impact on each man or woman toddler's life, however also the relationships amongst the siblings. This paper specializes in determining whether or not the relationship between siblings and their competition is stricken by operating mother and father. To advance our knowledge of these winning patterns at home, this theoretical paper tries to accumulate facts about diverse parenting styles, the impact of delivery order in maintaining relationships, in addition to one of a kind sibling relationships that exist.

Moi (2019) studied "Parenting Styles and Student's Perceived Academic Stress". Participants study a vignette after which they complete a Likert Scale questionnaire assessing the amount of stress they perceived the student to have. Parenting practices were discovered to have an impact on the instructional strain and overall performance, but not inside the strain of extracurricular activities, path load, and school environment. The authoritarian parenting style changed into maximum likely to have an effect on students' perceived educational strain even as the rejecting-neglecting parenting style was maximum in all likelihood to have an effect on students' perceived academic overall performance. Their speculation became partially supported as the findings cautioned the connection between parenting methods and educational pressure.

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Mirawdali et al. (2018) have done a study to determine the extent of academic anxiety and its outcomes on educational overall performance and explore if social and family assets of tension have consequences on educational overall performance. A pattern of 132 pharmacy undergraduates from ranges three and four enrolled at the University of Wolverhampton, participated in this mission. An effective courting turned into determination between social and own family assets of tension and academic performance and stressors. This takes a look at also establishing that demographic variables, together with their own family history of anxiety and special stages can also have a fine or bad effect on instructional overall performance. This look discovered the high stage of instructional tension in most of the MPharm undergraduates study sample and recognized some influential sources which want to be addressed to enhance students' revel in.

Yaffe (2017) has examined the association between parenting styles and three specific types of anxiety in children in an effort to monitor the distinctive role that each parental size performs with regard to high stress. Participants in the study were one hundred and one children from various elementary schools, aged eleven to thirteen. Regarding parental reputation, it was shown that the father had a particularly bad association with children's general anxiety, while the mother's poor reputation had a negative correlation with social tension for very bothersome kids. In the final analysis, it was shown that children who thought their parents were authoritarian experienced considerably higher levels of stress than kids who thought their parents were authoritative.

Mishra and Kiran (2017) have completed a look to decide the parenting style and have a look at its effect on social tension among young adults. The pattern looks at 120 young people around 13-18 age group. The records were analysed using Pearson's product second technique of correlation and F-test. For simple comparisons, the pattern of dad and mom have been classified into 3 extreme groups: excessive, moderate and low (imply \pm S.D) on the idea that their rankings on parenting fashion and social anxiety scores in their wards have been compared. The effects indicated that social tension has poor correlation with parenting style. Agreeableness and openness correlated definitely with social tension. Social tension was negatively correlated with the permissive kind of parenting fashion. However permissive and authoritative parenting style each predicts social anxiety among kids.

Academic anxiety was investigated by **Hooda and Saini (2017)**. Academic stress can negatively affect a student's general academic performance. Parents and teachers may learn to recognise the symptoms of stress in college students. More serious academic issues linked to tension can be prevented if teachers and parents support pupils in learning how to handle stress early on. Over time, anxiety may become more damaging. It is important to understand more about academic anxiety since early identification of the condition might improve students' performance. This study goes into great length about the causes of instructional anxiety as well as strategies for reducing it.

In their 2016 study, **Silva et al.** explored the connections between university students' academic achievement, anxiety, and the parenting styles they experienced as children. Results showed that authoritative parenting by males was linked to decreased stress among college students, but authoritarian parenting by mothers was linked to increased stress. Additionally, the authority and motivation of parents and dads, mothers, and college students' grade point averages have all been connected to the stress and motivation of university students. Additionally, motivation had a moderating effect in the association between average grade component scores and students' anxiety. According to the research,

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treatments that focus on university students' assessments of the parenting they had as children, their anxiety, and their ambition to do well in school may have a greater chance of improving their academic performance.

The problem, according to a study by **Banga (2015)**, is "Academic Anxiety of Secondary School College Students on the Subject of Their Type of Circle of Relatives and Social Class." The senior secondary faculty college students of Himachal Pradesh's family sort social category were the subjects of this study. The three hundred chosen students will participate in the examination. It uses the Academic Anxiety Scale for Children (AASC), which was created by Drs. A.K. Singh and A. Sen Gupta. In other words, the level of academic friction between students from nuclear and coupled homes has decreased dramatically. Students from nuclear families had a slightly lower mean score for academic anxiety than their counterparts from joint families, although statistically speaking, this variation is not very notable. Students from various social groups, such as the scheduled caste, various backward classes, and well-known classes, no longer exhibit significantly differing levels of academic anxiety.

In their study, **Kumar Das et al. (2014)** attempted to investigate the gender differences in academic anxiety and educational accomplishment among high school students. The researchers also looked for a link between academic stress and academic achievement. A random sample of 237 eighth-grade secondary college students was chosen, including 128 boys and 109 girls. Girls in college experience higher academic stress than boys do, according to an analysis of the data. Additionally, it found that there may be a negative and pervasive link ($r = -0.10$) between academic achievement and instructional anxiety.

METHODOLOGY

Aim:

To explore the effect and relationship between parenting styles and academic anxiety among adolescents.

Objectives:

1. To find out whether there is a significant relationship between parenting styles and academic anxiety among adolescents.
2. To find out whether there is a significant effect of authoritarian parenting style towards high academic anxiety among adolescents.

Hypothesis:

H1: There will be a significant relationship between parenting styles and academic anxiety among adolescents.

H2: There will be a significant effect of authoritarian parenting style towards high academic anxiety among adolescents.

Variables:

There are two different types of variables used in this study: independent and dependent variables. Parenting styles are the study's independent variable, while academic anxiety is its dependent variable.

Sample and its Selection:

To choose the sample from the population, the Purposive sampling approach was employed. The data was gathered from 120 school-going adolescents between the ages of 13 and 16, 60

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of whom were girls and 60 of whom were boys. Both private and public schools contributed to the sample. In order to make the study as effective as possible, the investigator met with the students, described the goal of the investigation, and secured their participation. Along with the consent form, copies of both tools were given to the students and then collected. It was affirmed that none of the selected participants had ongoing medical or mental disorders.

Inclusion and Exclusion Criteria:

The Inclusion criteria of the present study are –

- The subject's age ranges from 13 to 16
- Medium of education: Hindi and English medium
- Occupation: Students
- Having Consistency in academics
- Condition: willing to cooperate with the researcher

The Exclusion criteria of the present study are –

- A history of failing exams
- Experiencing any significant illness or impairment
- Unwilling to cooperate with the researcher
- Parents are deceased

Research Design:

The dependent and independent variables used in the current investigation are based on a descriptive and correlation research design. The Academic Anxiety Scale for Children (AASC) is used to assess the dependent variable, which is the academic anxiety of adolescents. While the Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ) is used to measure the independent variable, parenting styles as perceived by students. This study evaluated the various parenting styles used by the parents and how they related to the academic anxiety of adolescents. This study explored the type of parenting style which was best-predicting adolescents' academic anxiety.

Description of Tool Employed:

For research to be effective, the choice of an appropriate instrument is essential. The study use the following scales:

1. Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ)

It was created specifically as a tool for evaluating the parenting styles of parents of adolescents. There are 40 items in it, and Shyny T. Y. developed it. The perceived parenting styles of parents of higher secondary school pupils are measured using this instrument. The theories of Baumrind (1947) have served as the foundation for the development of the draught scale. With the help of Buri, J.R. (1991), its four subtypes are contrasted and associated with the three subtypes of the PAQ (Parental Authority Questionnaire).

Validity and Reliability of the scale: Cronbach's alpha is used to measure internal consistency. Strong internal consistency is seen to be demonstrated by an alpha value of 0.70 or higher; an alpha value of 0.60 or higher is thought to be significant. The reliability is 0.98 for the APAFFQ, which is very strong internal consistency. The validity is also found as very high.

2. The Academic Anxiety Scale for Children (AASC)

It was developed by Dr. A. Sen Gupta and Dr. A.K. Singh. It was created to be used with students in classes VIII, IX, and X (13 to 16 years old). The Academic Anxiety

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Scale for Children (AASC) contained 30 items in its first iteration. Only 20 things were kept after doing item analysis using the Kelley approach (1939), and the other 10 were eliminated.

Validity and Reliability of the scale: Two approaches, the test-retest method and the split-half method, were used to calculate the scale's reliability. The Pearson r for the test-retest technique was 0.60, which was significant above the significance of 0.01. On the other hand, the correlated reliability by Split-half method is 0.65. The scale has been validated for use with the CAAT, MPI Neuroticism Scale, and Sinha-Anxiety Test. Given that the scale's obtained correlation coefficient was 0.57, this test may be considered to be reliable.

Procedure

For the identification of appropriate individuals in line with the inclusion and exclusion criteria, data collection for the current study was conducted. All of them were asked if they felt comfortable participating in the study, and the researcher gave them the reassurance that they may stop the study at any point if they so desired. The researcher then attempted to provide a brief explanation of the study's purpose and to address some of the participants' queries. Along with the Adolescent Parenting Attitude Four Factor Questionnaire and the Academic Anxiety Scale for Children, a personal data sheet was created and provided. Before they began to fill out the forms, they received clear instructions, and the researcher, who was seated close to the participants during the administration of the scales, answered any questions they had about a particular question. Participants received assurances that the information they provided would be kept private and used solely for the benefit of the research. For the study, a sample of 120 adolescent students, both male and female, was taken.

Statistical Analysis

The data analysis was done using the SPSS software (version 29). The statistical techniques used for the analysis of data are explained below.

Apart from the preliminary analysis, the objectives and hypothesis warranted using the following statistical techniques in analysing data.

Correlation analysis: was used for exploring the relationship between various parenting styles and academic anxiety in adolescents.

Multiple Regression analysis: was used for predicting the effects of the independent variable, which is 'Parenting styles' on the dependent one, which is 'Academic anxiety' in the present study.

RESULT AND DISCUSSION

The study's primary goal is to examine the effect and relationship between parenting styles and adolescents' academic anxiety. The statistics used to examine the acquired data have been given and discussed in this chapter. The following headings are used to represent the data analysis and discussion of results:

- Preliminary analysis
- Correlational analysis
- Multiple Regression analysis

Preliminary Analysis

The foremost statistical properties of the scores on the variables under the study are analysed as a preliminary step. Descriptive statistics is used to summarize and display the data in a

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meaningful manner so that the underlying information can be easily understood. For the entire sample, the mean, mode, median, standard deviation, variance, skewness, and kurtosis are calculated. Table 4.1 following provides the statistics' specifics:

Table 4.1: Descriptive Statistics of the Variables (Parenting Styles and Academic Anxiety) for the Total sample

N		Mean	Median	Mode	Std. Deviation	Variance	Skewness	Kurtosis
Authoritarian (A1)	120	25.41	24.50	29	7.703	59.336	.317	-.738
Authoritative (A2)	120	28.74	28.00	30	6.608	43.672	.062	-.439
Permissive (P)	120	22.66	22.00	24	6.686	44.697	.224	-.512
Uninvolved (U)	120	18.56	17.00	14	6.235	38.871	.846	.269
Academic Anxiety (AA)	120	11.04	11.00	6	3.760	14.141	.177	-1.184

Table 4.1 reveals that the total sample is 120 and the three measures of central tendency, that is, mean, median, and mode of the variables for the total sample. The table showed that the mean or average of the total scores of A1, A2, P, U, and AA is 25.41, 28.74, 22.66, 18.56, and 11.04 respectively. There is very less difference between the values of the mean and median of the variables. The standard deviation of the variables A1, A2, P, and U for the total sample are almost equal.

The extent of skewness obtained is positive in all the variables (A1= .317, A2= .062, P= .224, U= .846, and AA= .177) which shows the distribution is positively skewed. Positive skewness values indicate positive skew which means that the scores are clustered to the left at the low values. The measure of kurtosis obtained is negative in four variables (A1= -.738, A2= -.439, P= -.512, and AA= -1.184), which shows that the distribution is Platykurtosis, and positive in one variable (U= .269), which shows that the distribution is Leptokurtosis. The positive kurtosis shows the high peakedness of the data points, with long thin tails, whereas, the negative kurtosis shows a flat distribution of the data points, with many data points on the extreme tails.

Correlation Analysis

In the pursuance of objective 1, that is, “To find out whether there is a significant relationship between parenting styles and academic anxiety among adolescents”, the Pearson’s product-moment correlation of the two variables of the sample has been calculated, as given in the Table 4.2.

Table 4.2: Correlation Coefficients between Parenting Styles and Academic Anxiety

		A1	A2	P	U	AA
Authoritarian (A1)	Pearson Correlation	1	.292**	.116	-.024	.202*
	Sig. (2-tailed)		<.001	.103	.396	.014
	N	120	120	120	120	120
Authoritative (A2)	Pearson Correlation	.292**	1	.094	-.153*	-.243**
	Sig. (2-tailed)	<.001		.154	.048	.004

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	N	120	120	120	120	120
Permissive (P)	Pearson Correlation	.116	.094	1	.084	.126
	Sig. (2-tailed)	.103	.154		.181	.086
	N	120	120	120	120	120
Uninvolved (U)	Pearson Correlation	-.024	-.153*	.084	1	.130
	Sig. (2-tailed)	.396	.048	.181		.079
	N	120	120	120	120	120
Academic Anxiety (AA)	Pearson Correlation	.202*	-.243**	.126	.130	1
	Sig. (2-tailed)	.014	.004	.086	.079	
	N	120	120	120	120	120
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Relationship of Authoritarian Parenting Style with Academic Anxiety:

It is revealed from Table 4.2 that the value of the coefficient of correlation between Academic Anxiety and the Authoritarian Parenting style of adolescents is 0.202. It suggests a positive correlation between the two variables. Thus, the increment in authoritarian parenting style tends to increase academic anxiety. Hurley and Stroud (2016) also found that authoritarian parenting is negatively associated with academic achievement and positively associated with academic anxiety. The obtained coefficient of correlation between the two variables is found to be significant at the 0.05 level. It seems fair to interpret that the Academic Anxiety and Authoritarian parenting style of adolescents are significantly related to each other.

Relationship of Authoritative Parenting Style with Academic Anxiety:

The value of coefficient of correlation in between the Academic Anxiety and Authoritative parenting style of adolescents is -0.243. It shows the negative correlation between the two variables. Thus, the increment in authoritative parenting style tends to decrease academic anxiety. The same results were also founded by Li and Liang (2020); Sujata Shetty and Pai (2017), which showed that authoritative parenting style was negatively related to academic anxiety among Chinese high school students, and this relationship was mediated by self-efficacy. In other words, students with authoritative parents reported higher levels of self-efficacy, which in turn was associated with lower levels of academic anxiety. The obtained coefficient of correlation between the two variables is found to be significant at the 0.01 level. It seems fair to interpret that the Academic Anxiety and Authoritative Parenting style of adolescents are varying inversely and significantly related to each other.

Relationship of Permissive Parenting Style with Academic Anxiety:

From the correlation table, it is revealed that the value of coefficient of correlation in between the Academic Anxiety and Permissive parenting style of adolescents is 0.126, which shows low but positive correlation between the two variables. It represents a non-significant relationship ($p = 0.086 > 0.05$) between the two variables. Thus, the increment in permissive parenting style tends to increase academic anxiety. Dornbusch et al. (1987) also showed that permissive parenting is inversely related with greater academic success, which is probably a consequence of the parent's lack of authority and control over their children. In the assessment of authoritarian and permissive parenting patterns which are most typically

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related to academic achievement in a negative course (Checa and Gutierrez, 2018). 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 Anxiety and Permissive parenting style of adolescents are not significantly related to each other.

Relationship of Uninvolved Parenting Style with Academic Anxiety:

In between Academic Anxiety and the Uninvolved parenting style of adolescents the value of coefficient of correlation is 0.130, which shows a low but positive correlation between the two variables. It represents a non-significant relationship ($p = 0.79 > 0.05$) between the two variables. Thus, the increment in uninvolved parenting style tends to increase academic anxiety. Mahmood and Shahzad (2018) also found that neglectful/ uninvolved parenting style was significantly associated with higher levels of academic anxiety in adolescents. The obtained coefficient of correlation is found to be non-significant at both levels of significance. It seems fair to interpret that the Academic Anxiety and Permissive parenting style of adolescents are not significantly related to each other.

Therefore, the hypothesis “There will be a significant relationship between parenting styles and academic anxiety among adolescents” is partially accepted.

Multiple Regression Analysis

The multiple regression analysis was conducted to find out a significant effect of authoritarian parenting style towards high academic anxiety among adolescents. The summary table of the multiple regression results is presented in Tables 4.3 and 4.4.

Table 4.3: Standard Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.402 ^a	.161	.132	3.503

a. Predictors: (Constant), U, A1, P, A2

The above table shows the value of R (the multiple correlation coefficient), R square, and adjusted R square. R is considered to be one measure of the quality of the prediction of the dependent variable. The value of R is 0.402 which indicates a moderate level of prediction. The table also revealed that 16.1% of the variance in academic anxiety (dependent variable) is explained by the independent variables included in this study.

Table 4.4: ANOVA: Regression Significance

ANOVA ^a						
Model	Variance	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	271.591	4	67.898	5.533	<.001 ^b
	Residual	1411.201	115	12.271		
	Total	1682.792	119			

a. Dependent Variable: AA
b. Predictors: (Constant), U, A1, P, A2

The ANOVA table shows the F- ratio which tests whether the overall regression model is a good fit for the data. The above table revealed that the independent variables statistically significantly predict the dependent variable at the level of 0.05 of significance ($F = 5.533$; $p < 0.001$), which means that the regression model is a good fit of the data. Thus, it can be said

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that the contribution of authoritarian, authoritative, permissive, and uninvolved parenting styles is found to be significant in determination of academic anxiety among adolescence.

Table 4.5: Regression Coefficients of Standard Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Beta	Lower Bound
1	(Constant)	10.484	2.123		4.938	<.001	6.278	14.690
	A1	.139	.044	.285	3.178	.002	.052	.226
	A2	-.185	.052	-.326	-3.595	<.001	-.287	-.083
	P	.066	.049	.116	1.345	.181	-.031	.162
	U	.047	.052	.077	.890	.375	-.057	.150

a. Dependent Variable: AA

The standard regression coefficients (Beta), gave an indication of the contribution of each independent variable in predicting the dependent variable. Table 4.5 shows the significance of the *p*-value for each independent variable represented a measure of the significance of this variable in predicting the independent variable.

Multiple Regression Equation for Criterion Variable (Y, Academic Anxiety) and Predictor Variables – Parenting Styles (Authoritarian, Authoritative, Permissive and Uninvolved).

Explanation of regression equation:

$$Y = A + B1X1 + B2X2 + B3X3 + B4X4$$

$$= 10.484 + (0.139 \times A1) + (-0.185 \times A2) + (0.066 \times P) + (0.047 \times U)$$

The regression coefficient (B value) of authoritarian parenting style (A1) is 0.139, which shows that one unit increment in authoritarian parenting style would create 0.139 unit increments in academic anxiety. Thus, the Authoritarian parenting style has a positive contribution to the determination of academic anxiety. Table 4.5 also reveals that the t value, showing the contribution of authoritarian parenting style is significant at 0.05 level. Thus, we can say that for the first independent variable, which is authoritarian, the test is statistically significant (t= 3.178, Beta= 0.285; p= < 0.05), and the obtained results can be generalized to the population.

The regression coefficient (B value) of authoritative parenting style (A2) is -0.185, which shows that one unit increment in authoritative parenting style would create 0.185 unit decrements in academic anxiety. Thus, the authoritative parenting style has a negative contribution to the determination of academic anxiety. Table 4.5 also reveals that the t value, showing the contribution of authoritarian parenting style is significant at 0.01 level. Thus, we can say that for the second independent variable, which is authoritative, the test is statistically significant (t= -3.595, Beta= -3.26; p= < 0.01), and the obtained results can be generalized to the population.

The regression coefficient (B value) of permissive parenting style (P) is 0.066, which shows that one unit increment in permissive parenting style would create 0.066 unit increments in academic anxiety. Thus, the permissive parenting style has a positive contribution to the determination of academic anxiety. Table 4.5 also reveals that the t value, showing the

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contribution of permissive parenting style is not found to be significant at any level. Thus, we can say that for the third independent variable, which is permissive, the test is statistically not significant ($t= 1.345$, $Beta= 0.116$; $p= 0.181$), and the obtained results can't be generalized to the population.

The regression coefficient (B value) of uninvolved parenting style (U) is 0.047, which shows that one unit increment in uninvolved parenting style would create 0.047 unit increments in academic anxiety. Thus, the uninvolved parenting style has a positive contribution to the determination of academic anxiety. Table 4.5 also reveals that the t value, showing the contribution of uninvolved parenting style is not found to be significant at any level. Thus, we can say that for the fourth independent variable, which is uninvolved, the test is statistically not significant ($t= 0.890$, $Beta= 0.77$; $p= 0.375$), and the obtained results can't be generalized to the population.

On the basis of the Beta value (standardized coefficient) of the variables, Authoritarian and authoritative parenting styles were found to be the two most contributing variables in the determination of academic anxiety. Therefore, the hypothesis "There will be a significant effect of authoritarian parenting style towards high academic anxiety among adolescents" has been accepted. The results are also supported by the study of Yaffe (2017), he found that youngsters who perceived their parents as authoritarian (relatively controlling and strict disciplinarians) were significantly had more academic stress and anxiety than the children who perceived their mother and father as authoritative (encouraging independence while maintaining limits and behavioural manipulation). Parents who are able to provide warmth, support, and clear expectations may help to reduce academic anxiety and promote academic success (Kiang and Buchanan, 2014). A study indicated a prevalence of authoritative parenting style and an intermediate level of academic anxiety (Butnaru, 2016). The authoritative parenting pattern of mother and father had an acceptable dating with academic overall performance (Yasmin and Kiani, 2015).

CONCLUSION

Every adolescent is different, and they all react to parenting approaches differently. Adolescents' worry about school is significantly influenced by parenting styles. A study on the connection between parenting practises and academic anxiety has led researchers to the conclusion that there is a strong relationship between the two. According to the study, authoritative, permissive, uninvolved, and authoritarian parenting styles all significantly contribute to children's development of academic anxiety. According to the study's findings, authoritative parenting practises are connected to lower levels of academic anxiety in adolescents, but authoritarian parenting practises are linked to greater levels of academic anxiety. It was also shown that permissive and uninvolved parenting styles led to greater levels of academic anxiety. It is advised that parents and educators use a pro-active strategy to deal with children's academic anxiety by encouraging good parenting practises that provide a caring and supportive atmosphere for academic achievement. This could entail giving praise and encouragement for work, establishing realistic standards, and giving kids chances to gain a feeling of autonomy and self-efficacy. Overall, the results of this study emphasise the significance of understanding how parenting styles affect adolescent's academic anxiety and the necessity for more research to delve deeper into this relationship.

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Limitations

- The present study's generalizability was constrained by the particular sample it employed. The research may not be typical of the general population because it was done on a limited and narrow group.
- The study used self-report questionnaires to gauge parental styles and academic anxiety. Self-report measurements are subject to bias, such as social desirability bias, when individuals may give answers they believe to be more socially acceptable than their actual experiences or actions. The accuracy and dependability of the data that was gathered may be impacted by this bias.
- The researcher had little control over unrelated factors that could affect the association between parenting practises and academic anxiety. Peer pressure, other familial issues, or the school environment might all be important, but the study design may not have effectively taken them into account.

Implications

The study has significant implications for both parents and educators. The study revealed that parenting styles have a direct impact on adolescents' level of academic anxiety. Authoritative parenting, characterized by warmth, support, and reasonable expectations, has been found to foster a positive academic environment, leading to lower levels of anxiety among children. On the other hand, authoritarian and permissive parenting styles, marked by strictness or lack of structure respectively, tend to contribute to higher levels of academic anxiety. These findings highlight the importance of parents adopting an authoritative approach, as it can help create a supportive and nurturing environment that promotes academic success and reduces anxiety. Educators can also benefit from these findings by recognizing the influence of parenting styles on students' academic well-being, allowing them to tailor their teaching methods and support strategies accordingly. Ultimately, the study underscores the need for collaborative efforts between parents and educators to address and alleviate academic anxiety in children.

Future recommendations

There are several future recommendations to consider. Firstly, it would be beneficial to conduct longitudinal studies to examine the long-term effects of different parenting styles on academic anxiety. This would provide a deeper understanding of how parenting styles impact academic anxiety over time and shed light on potential interventions or support systems that can mitigate its negative effects. Additionally, expanding the scope of the research to include cultural and contextual factors would be valuable. Parenting styles and academic anxiety may vary across different cultures and socio-economic backgrounds. Investigating these variations can help identify culturally sensitive strategies for reducing academic anxiety in specific populations. Furthermore, exploring the mediating and moderating factors between parenting styles and academic anxiety could provide valuable insights. For example, examining the role of self-esteem, self-efficacy, or coping strategies could help identify mechanisms through which parenting styles influence academic anxiety. Lastly, implementing interventions or parenting programs that target specific parenting styles and their impact on academic anxiety would be beneficial. These programs could provide parents with strategies to promote a supportive and nurturing environment that minimizes academic anxiety in children. Evaluating the effectiveness of such interventions and their long-term outcomes would contribute to evidence-based practices in the field of parenting and education.

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Conflict of Interest

The author(s) declared no conflict of interest.

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