

Research Paper

Anxiety and Academic Performance among Adolescents: Role of Gender, Geographic Areas and Uninvolved Parenting Style

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ABSTRACT

The main purpose of this research was to study independent and interaction effects of gender, uninvolved parenting style and geographic areas on anxiety and academic performance among adolescents. The sample for this research consisted of 300 female and male adolescents. Purposive sampling technique was used. Data analysis was done descriptively by using mean and standard deviation and further three-way ANOVA with 2×2×2 factorial design was used. Research results revealed a significant independent effect of 'levels of uninvolved parenting style on both measures of dependent variables (anxiety and academic performance). Significant interaction effects of gender × geographic areas were found on both measures of dependent variables. On other hand, no triple interaction of gender, uninvolved parenting style and geographic areas were found on anxiety and academic performance.

Keywords: Parenting Style, Uninvolved Parenting Style, Anxiety, Academic Performance, Adolescents

Parenting Style

Parenting is the term used to describe the care, affection, and direction provided by a parent to a child or children. It comprises the tactics, methods, and other actions utilized or required in child rearing. Parenting style is a reflection of the attitudes that parents communicate to their children and that foster an emotional environment in which their actions can be seen (Darling & Steinberg, 1993). Parenting is the term used to describe the attitudes and actions parents use to raise their kids. In the 1960s, developmental psychologist Diana Baumrind proposed the first empirical tripartite model of parenting style, which identified three distinct types of parenting approaches based on the process of raising children. Three parenting philosophies were first used: authoritarian, second, authoritative, and third, permissive. Later, her typologies were expanded upon and amended by Maccoby and Martin (1983). Their conception includes a fourth form of parenting behavior known as neglectful or detached parenting.

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Anxiety and Academic Performance among Adolescents: Role of Gender, Geographic Areas and Uninvolved Parenting Style

Uninvolved Parenting Style: Uninvolved parenting, often known as inattentive parenting, is characterized by an inability to respond to a child's needs. Uninvolved parents rarely place demands on their kids and are frequently uncaring, dismissive, or even totally neglectful.

Common Behavioural Patterns in Uninvolved Parents

- Limit their contacts with their children by becoming emotionally aloof from them because they are too preoccupied with their own issues.
- Little to no supervision is needed.
- Create minimal or no demands or expectations for behavior
- Show their children little warmth, love, and affection

Anxiety: Normal anxiety is a natural response to stress or perceived threats in everyday life. It can help you stay alert and focused in challenging situations. However, when anxiety becomes excessive or persistent, it may develop into an anxiety disorder and interfere with daily functioning. It's essential to manage normal anxiety through healthy coping strategies such as deep breathing, exercise, and seeking support when needed. Anxiety among adolescents is a common and normal part of development. Adolescence is a period of significant physical, emotional, and social changes, which can lead to increased stress and anxiety. Some common sources of anxiety for adolescents include academic pressures, social relationships, body image concerns, and future uncertainties. It's important to differentiate between normal levels of anxiety and anxiety disorders. While it's normal for adolescents to experience occasional anxiety, excessive, persistent, or debilitating anxiety may indicate an anxiety disorder, such as generalized anxiety disorder or social anxiety disorder. These conditions may require professional assessment and treatment.

Academic Performance: Academic performance refers to an individual's level of achievement and success in their educational pursuits, typically in a formal educational setting such as a school, college, or university. It is a measure of how well a student has mastered the curriculum, acquired knowledge, and demonstrated their abilities through assessments, examinations, grades, and other academic evaluations. Academic performance can encompass various aspects, including grades, test scores, class participation, homework completion, and overall comprehension of the subjects being studied. It serves as an indicator of a student's ability to meet educational objectives and can have implications for future educational and career opportunities.

METHODOLOGY

Objectives: To study the effect of gender (male & female), geographic areas (urban & rural) and levels (high & low) of uninvolved parenting style on the measures of dependent variables (anxiety and academic performance).

Hypothesis

The effect of gender (male & female), geographic areas (urban & rural) and levels (high & low) of uninvolved parenting Style would differ significantly on the measures of dependent variables (anxiety and academic performance).

Sample: Present study was conducted on 300 female and male adolescents with an age range of 17 -19 years. Purposive sampling technique was used. Adolescents (male & female) are taken from CBSE Board school of Uttar Pradesh.

Anxiety and Academic Performance among Adolescents: Role of Gender, Geographic Areas and Uninvolved Parenting Style

Behavioral Measures:

- **Parenting Style:** Parenting style scale PSS_GMMD is constructed by Dr. Madhu Gupta and Ms. Dimple Mehtani. This scale consists of 44 items divided into four parenting styles—I. Democratic, II. Autocratic, III. Permissive, IV. Uninvolved. It was administered to 600 Students Secondary, Senior Secondary and College Students. This test retest reliability was 0.911
- **Anxiety Scale:** This scale was constructed by Sinha, D. It contains 100 questions. Participants can respond in the form of yes or no. Participants can get a maximum score of 100 and lowest score of 1. Highest scores show high anxiety while lowest scores show low anxiety on this scale.
- **Academic Performance:** Academic performance was assessed and categorized on the basis of grades of previous year. In this study we are following the CBSE grading scheme. The CBSE grading system has a five-point scale, in which students will be awarded grades from A to E.

Analysis tools

To achieve a logical conclusion, the collected data was analyzed by SPSS 20.0 by using various relevant statistical tests like mean, S.D., Correlation.

RESULTS

2×2×2 (2 gender of adolescents × 2 geographic areas × 2 level of uninvolved parenting style) factorial analysis has been run for study on the measure of dependent variables which was achieved by screening out subjects falling M ±1 SD (referred as high and low scorers) on measures of uninvolved parenting style.

Table 1: Mean & SD value for the eight - groups (2 gender × 2 geographic areas × 2 levels of uninvolved dimension of parenting style) on the measures of dependent variables (Anxiety and Academic performance)

| Gender | Geographic areas | Levels of UPS | N | Uninvolved Parenting Style | |
|--------|------------------|---------------|----|----------------------------|----------------------|
| | | | | 127 | Academic performance |
| Female | Urban | Low | M | 8.866 | 39.866 |
| | | | SD | 0.990 | 5.792 |
| | | High | M | 6.821 | 51.321 |
| | | | SD | 1.806 | 14.11 |
| | Rural | Low | M | 7.809 | 46.428 |
| | | | SD | 1.327 | 5.861 |
| | | High | M | 5.950 | 65.651 |
| | | | SD | 0.998 | 13.861 |
| Male | Urban | Low | M | 8.095 | 35.952 |
| | | | SD | 1.091 | 18.22 |
| | | High | M | 6.666 | 60.01 |
| | | | SD | 2.081 | 10.583 |
| | Rural | Low | M | 8.661 | 35.333 |
| | | | SD | 0.707 | 15.173 |
| | | High | M | 7.30 | 55.70 |
| | | | SD | 1.567 | 17.435 |

Anxiety and Academic Performance among Adolescents: Role of Gender, Geographic Areas and Uninvolved Parenting Style

Table 1.1: Mean & SD value for the gender of adolescents, geographic areas and levels of Uninvolved dimension of Parenting style on the measures of dependent variables (Anxiety and Academic performance)

| | | | Academic Performance | Anxiety |
|----------------------|--------------------|-----------|----------------------|---------|
| Gender | Female (84) | M | 7.226 | 51.464 |
| | | SD | 1.70 | 14.211 |
| | Male (43) | M | 7.930 | 42.093 |
| | | SD | 1.316 | 19.185 |
| GA | Urban (67) | M | 7.671 | 44.328 |
| | | SD | 1.664 | 15.855 |
| | Rural (60) | M | 7.233 | 52.716 |
| | | SD | 1.533 | 16.415 |
| Levels of UPS | Low (66) | M | 8.257 | 40.09 |
| | | SD | 1.167 | 13.036 |
| | High (61) | M | 6.6 | 57.163 |
| | | SD | 1.594 | 15.51 |

Table 1.2: Summary of 2×2×2 ANOVA (Gender × Geographic Areas × Levels of uninvolved dimension of parenting style) on the measures of dependent variables (Academic performance and Anxiety)

| | Source of variations | Sum of squares | df | Mean squares | F-ratio |
|-----------------------------|------------------------------------|----------------|-----|--------------|----------|
| Anxiety | Gender | 334.657 | 1 | 334.657 | 1.841 |
| | GA | 322.053 | 1 | 322.053 | 1.772 |
| | Levels of UPS | 7118.85 | 1 | 7118.85 | 39.164** |
| | Gender × GA | 841.008 | 1 | 841.008 | 4.627* |
| | Gender × Levels of UPS | 238.28 | 1 | 238.28 | 1.311 |
| | GA× Levels of UPS | 21.075 | 1 | 21.075 | 0.116 |
| | Gender × GA × Levels of UPS | 165.451 | 1 | 165.451 | 0.91 |
| | Error | 21630.586 | 119 | 181.770 | |
| | Total | 330891.0 | 127 | | |
| Academic Performance | Gender | 2.072 | 1 | 2.072 | 1.149 |
| | GA | 0.661 | 1 | 0.661 | 0.367 |
| | Levels of UPS | 56.675 | 1 | 56.675 | 31.427** |
| | Gender × GA | 12.395 | 1 | 12.395 | 6.837** |
| | Gender × Levels of UPS | 1.554 | 1 | 1.554 | 0.862 |
| | GA× Levels of UPS | 0.077 | 1 | 0.077 | 0.043 |
| | Gender × GA × Levels of UPS | 0.019 | 1 | 0.019 | 0.11 |
| | Error | 214.605 | 119 | 1.803 | |
| | Total | 7404.0 | 127 | | |

*Significant at 0.05 level

**Significant at 0.01 level

GA = Geographic Areas

UPS= Uninvolved Parenting Style

Anxiety and Academic Performance among Adolescents: Role of Gender, Geographic Areas and Uninvolved Parenting Style

Table 1.3: Summary of tukey test showing the patterns of mean differences in significant interaction between 'gender × geographic areas' on Anxiety

| | | M/U | M/R | F/U | F/R |
|------------|-------------|---------------|---------------|---------------|---------------|
| | Mean | 38.958 | 46.052 | 47.325 | 55.804 |
| M/U | 38.958 | × | -7.094 | -8.367 | -16.846* |
| M/R | 46.052 | | × | -1.272 | -9.752 |
| F/U | 47.325 | | | × | -8.489 |
| F/R | 55.804 | | | | × |

**Significant at 0.05 level*

F/U - Urban Female, M/R - Rural Male

F/R - Rural Female, M/U - Urban Male

Table 1.4: Summary of tukey test showing the patterns of mean differences in significant interaction between 'gender × geographic areas' on Academic Performance

| | | F/R | F/U | M/U | M/R |
|------------|-------------|--------------|--------------|-------------|--------------|
| | Mean | 6.902 | 7.534 | 7.92 | 7.947 |
| F/R | 6.902 | × | -0.632 | -1.014 | -1.014 |
| F/U | 7.534 | | × | -0.381 | -0.412 |
| M/U | 7.92 | | | × | -0.307 |
| M/R | 7.947 | | | | × |

F/U - Urban Female, M/R - Rural Male

F/R - Rural Female, M/U - Urban Male

Table 1 shows the Mean and SD value for gender of adolescents (Female & Male), geographic areas (Urban & Rural) and level of Uninvolved Parenting style (high & low scores) on the measures of dependent variables.

Three -way ANOVA over the levels of analysis: Two genders of adolescents (male and female) × two geographic areas (urban & rural) × two levels (low and high scorer) of uninvolved parenting style are given in table 1.1

Results of three - way ANOVA (vide table 1.2) showed

- a) non significant independent effect of 'gender' was found on anxiety and academic performance.
- b) Non significant independent effects of geographic areas have been seen on both measures of dependent variables (anxiety and academic performance).
- c) Results indicated a significant independent effect of 'levels of uninvolved parenting style' on both measures of dependent variables (anxiety and academic performance). It was observed from (table 1.1) that high scorer adolescents in uninvolved parenting style possessed higher anxiety levels (M = 57.163) as well as lesser academic performance (M = 6.606) as compared to low scorers adolescents which suggesting that low scorer adolescents (M = 40.09) had low levels of anxiety as well as high levels (M = 8.257) of academic performance.
- d) Significant interaction effect of gender × geographic areas was found on both measures of dependent variables. Analysis of Post Hoc means comparison by using the Tukey test (vide table 1.3) revealed female adolescents from rural areas (M = 55.804) significantly showed higher anxiety as compared to male (M= 38.958) from urban areas on the measures of anxiety. Rest of mean differences were non-significant. Tukey test (vide table 1.4) revealed a non-significant pattern of mean

Anxiety and Academic Performance among Adolescents: Role of Gender, Geographic Areas and Uninvolved Parenting Style

differences among four groups of gender \times geographic areas on measures of academic performance, therefore the significant interaction may be regarded as an artifact.

- e) Non significant interaction effect of gender \times levels of uninvolved parenting style was found on both measures of dependent variables (anxiety and academic performance).
- f) Non significant interaction between geographic areas and levels of uninvolved parenting style was seen on anxiety and academic performance.
- g) the triple interaction effect of gender \times geographic areas \times levels of uninvolved parenting style was found to be non significant on both measures of dependent variables.

DISCUSSION

Results (vide table 1.2) revealed significant Independence effects of levels of uninvolved parenting style on anxiety and academic performance so it was evident from the table (1.1) that adolescents who scored high on an uninvolved parenting style had high levels of anxiety and lesser academic performance as well. Uninvolved parenting style is considered the worst parenting style among autocratic and permissive parenting styles because it is characterized by low responsiveness and low demandingness which become the cause of low academic performance. Present finding goes in line with the study of Radhika & Joseph (2013) who found neglectful parenting has a negative effect on academic achievement. In the study of Rana et al., (2013); Mensah (2018) found adolescents of uninvolved and authoritarian parents had higher levels of social anxiety and also found girls have higher levels of social anxiety than boys. Further it was evident from the table (1.2) that there are significant interaction effects of Gender and Geographic areas on anxiety and academic performance. It was evident from the table (1.3) that rural female adolescents had significantly higher anxiety than urban male adolescents. Similar results were found in the study of Sultan and Bhatt (2019) who highlighted that rural adolescents have more academic anxiety than urban adolescents and also found the gender differences in which female adolescents have more academic anxiety than male adolescents. In contrast, Hoque and Saha (2021) found that students from urban areas were more prone to anxiety. Njue and Anand (2018) found non-significant differences between male and female students on their anxiety level. Result wide table (1.4) revealed a non-significant pattern of mean differences among four groups on academic performance. It was found in the study of Seth and Asudan (2013) that students with neglectful parenting style emerged with lowest score in the year academic performance. Both Urban and rural students fared the worst and found no gender differences as well.

CONCLUSIONS

Hence it was evident from the above discussion that uninvolved parenting style had worse effect on the academic performance of adolescents and also, they felt more anxiety while reared by uninvolved parenting style.

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Conflict of Interest

The author(s) declared no conflict of interest.

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