

## The Relationship between Parental Encouragement and Parenting Style among Junior College Students

Jyoti Bhagwandas Kamdar<sup>1\*</sup>

### ABSTRACT

This study explores the relationship between parental encouragement and parenting styles among junior college students. The aim was to examine whether different parenting styles (Democratic, Permissive, Uninvolved, and Autocratic) are correlated with levels of parental encouragement. A total of 80 junior college students from Chhatrapati Sambhajnagar District (Maharashtra) were selected using non-probability purposive sampling. Data was gathered using two instruments: the Parenting Styles Scale and the Parental Encouragement Scale. Statistical analyses, including means, standard deviations, t-tests, and correlation coefficients, were conducted to analyze the data. The findings revealed that democratic parenting is the most prevalent style, followed by autocratic and permissive parenting, while uninvolved parenting was the least common. There was greater variation in parental encouragement scores compared to parenting styles, indicating diverse approaches to encouragement among participants. Correlation analysis showed a strong positive relationship between parental encouragement and democratic parenting, a weak positive relationship with permissive parenting, and a strong negative relationship with uninvolved parenting. However, no significant correlation was found between parental encouragement and autocratic parenting.

**Keywords:** *Parenting styles, Democratic, Permissive, Uninvolved, Autocratic and parental encouragement*

Parenting styles and parental encouragement play crucial roles in shaping adolescent development. Adolescence is a critical period marked by significant physical, cognitive, and socio-emotional changes, and the influence of parental behaviors during this time can have long-lasting effects on an individual's well-being and success. Parenting style refers to the approach that parents use to raise their children, which can range from authoritarian to authoritative to permissive, each characterized by different levels of control and warmth. Parental encouragement, on the other hand, involves providing support, praise, and guidance to adolescents as they navigate the challenges of adolescence.

Adolescence is a period of identity exploration and autonomy-seeking, and the way parents interact with their children during this time can significantly impact their sense of self-esteem, self-efficacy, and motivation. Research suggests that authoritative parenting, which is characterized by high levels of warmth and support combined with reasonable levels of

<sup>1</sup>Lecturer in Psychology, Nath Valley School, Chhatrapati Sambhajnagar (MS)

\*Corresponding Author

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## **The Relationship between Parental Encouragement and Parenting Style among Junior College Students**

control and autonomy, is associated with more positive outcomes for adolescents, including higher academic achievement, better mental health, and lower rates of risky behavior.

Authoritarian parenting, which emphasizes strict rules and punishment with low levels of warmth, has been linked to negative outcomes such as low self-esteem, anxiety, and behavioral problems. Permissive parenting, which involves high levels of warmth but minimal control, may also lead to challenges such as poor academic performance and lack of self-discipline. Understanding the relationship between parenting style and parental encouragement can help identify effective strategies for promoting positive parent-adolescent relationships and fostering healthy development. For example, parents who adopt an authoritative style are more likely to provide consistent encouragement and support while also setting clear expectations and boundaries, which can help adolescents develop a sense of competence and autonomy.

Parental encouragement has been found to be a significant predictor of academic success, motivation, and resilience among adolescents. When parents actively support and encourage their children's efforts, whether in academics, sports, or personal interests, adolescents are more likely to develop a growth mindset, perseverance, and confidence in their abilities. This, in turn, can have far-reaching implications for their future educational and career attainment.

Academic success, parental encouragement also plays a crucial role in promoting positive socio-emotional development. Adolescents who receive praise and validation from their parents are more likely to have higher levels of self-esteem, emotional well-being, and social competence. They are also better equipped to navigate peer relationships, resist negative peer pressure, and make healthy choices.

### **REVIEW OF RELATED STUDIES**

Paulson (1994) conducted a study to examine the influence of parenting style, parental involvement, and the perceptions of both adolescents and their parents on the academic achievement of ninth-grade students. The research included 247 participants from urban, suburban, and rural areas in the southeast and the Midwest. Utilizing questionnaire measures, the study assessed adolescents' and parents' perceptions of maternal and paternal demandingness, responsiveness, and parental involvement. Results revealed moderate correlations between adolescents' and parents' reports of parenting. Interestingly, adolescents' reports of parenting significantly predicted their achievement outcomes, whereas parents' reports did not.

Tsela, Tsela, and López (2023) conducted a study to explore the connection between parenting style, parenting practices, and children's academic achievement in Greek society. Utilizing an online questionnaire, 101 participants, each having at least one elementary school-aged child in Greece, provided data for analysis. Findings revealed a positive relationship between authoritative parenting and children's academic success, whereas authoritarian parenting was linked to lower achievement levels. Moreover, combining authoritarian parenting with involvement practices emerged as a significant predictor of grades. The study underscores the importance of authoritative parenting in achieving parenting goals, emphasizing the significance of focusing on the learning process rather than solely on outcomes.

## **The Relationship between Parental Encouragement and Parenting Style among Junior College Students**

Payal and Kang (2014) conducted a study to find the relationship of locale and gender as determinants of parental encouragement among adolescents on a sample of 200 students. The findings revealed that there is significant difference between boys and girls in parental encouragement. Also, significant differences in parental encouragement was found between rural and urban respondents.

Lata, (2013) indicated in his study that low parental involvement with their wards negatively affects cooperation and conversation skills and parents which are highly involved with their children helped to improve the social skills of their children.

### ***Significance of the Study***

The significance of studying the relationship between parenting style and parental encouragement among junior college students is multifaceted and crucial for several reasons. Firstly, understanding this relationship can provide valuable insights into how parenting practices influence adolescent development and academic outcomes. Research by Steinberg et al. (1992) found that authoritative parenting, characterized by high levels of warmth and support combined with reasonable levels of control, is associated with better academic performance and psychosocial adjustment among adolescents.

Investigating this relationship can inform interventions aimed at improving parent-child relationships and fostering positive parenting practices. Studies have shown that parental encouragement, including praise, support, and involvement in children's education, is positively correlated with academic motivation and achievement (Grolnick & Ryan, 1989; Spera, 2005). By identifying specific parenting styles that are associated with higher levels of encouragement, educators and policymakers can develop targeted interventions to enhance parental involvement.

### ***Objective of the study***

To investigate the relationship between parental encouragement and parenting style among junior college students.

### ***Hypothesis***

A positive correlation will be found between parental encouragement and parenting style among junior college students.

## **RESEARCH METHODOLOGY**

### ***Population***

The population of the present research is Junior College students.

### ***Sample***

For the purpose of this study, 100 samples, comprising 50 male and 50 female individuals, were intentionally selected from the Chhatrapati Sambhajnagar District population. The samples were then categorized based on their socio-economic status, age group, and educational level. The population of the present research is Junior College students. Non-probability purposive sampling techniques were employed.

## The Relationship between Parental Encouragement and Parenting Style among Junior College Students

### *Variable:*

#### **Confound variable-**

##### **i) Parenting Style –**

- 1) Democratic
- 2) Permissive
- 3) Uninvolved
- 4) Autocratic

##### **ii) Parental Encouragement**

### **Research Tools**

- **Parenting Styles Scale:** Parenting Styles Scale constructed by Madhu Gupta and Dimple Mehtani. This scale consists of 44 items divided into four parenting styles: Democratic, Autocratic, Permissive, Uninvolved. It was administered on 600 students senior secondary and college Student. This test-retest reliability was 0.911 which is significant at the level of 0.01 and split half reliability was 0.795 which was significant at the level of 0.01. The coefficient correlation for different type of parenting style ranges from 0.508 to 0.819 and indicate high construct validity of the scale.
- **Parental Encouragement Scale:** The Parental Encouragement Scale developed by Dr. R. R. Sharma was used in this study to measure the degree of encouragement. It contains 40 items with three response alternatives that require 25-30 minutes to complete. The reliability of the scale was measured firstly by split half method, and the value was found to be 83. Secondly, two test-retest reliabilities were determined-one after an interval of 2 weeks and the other of 4 weeks. The values of these two reliabilities were found to be .73 and .76, respectively. The validity of the PES was ascertained by correlating the scores of this scale with Uniyal and Agrawal's PES. The coefficient of correlation was found to be .68. This indicates that the scale is fairly a valid tool.

### **Administration of the tool**

After randomly selecting sample colleges, the investigator personally contacted the Principals of the chosen colleges to obtain permission to administer the test in their respective institutions. On the scheduled day and time, the selected respondents were gathered in a classroom. Each student was given a questionnaire. After establishing rapport with the students, brief instructions on the procedures to be followed by the respondents were provided. They were also assured that their responses would be kept strictly confidential and would be used for research purposes only. In this manner, the data collection was completed.

### **Statistical techniques used**

In this, study various statistical measures such as Mean, SD, t-test and Product moment coefficient of correlation were used to interpret the collected data.

## The Relationship between Parental Encouragement and Parenting Style among Junior College Students

### *Analysis and interpretation of data*

**Table No. 01 Mean and Std. Deviation of Parenting Style – Democratic, Permissive, Uninvolved, Autocratic and Parental Encouragement among junior college students**

Statistics		Democratic Parenting Style	Permissive Parenting Style	Uninvolved Parenting Style	Autocratic Parenting Style	Parental Encouragement
N		80	80	80	80	80
Mean		29.47	19.75	16.85	18.37	55.70
Std. Deviation		5.84	5.09	4.96	6.11	8.48

Table no. 01 shows that Democratic parenting appears to be the most common parenting style (mean = 29.47), followed by autocratic (mean = 18.37) and permissive parenting (mean = 19.75). Uninvolved parenting appears to be the least common (mean = 16.85). There seems to be a higher variability in parental encouragement (Mean = 55.70 SD = 8.48) compared to the parenting styles (SD range: 4.96 to 6.11). This suggests that parental encouragement scores might be more spread out, with some parents scoring much higher or lower than the average.

**Table No. 02 Correlation between Parenting Style – Democratic, Permissive, Uninvolved, Autocratic and Parental Encouragement among junior college students**

	Democratic Parenting Style	Permissive Parenting Style	Uninvolved Parenting Style	Autocratic Parenting Style	Parental Encouragement
Democratic Parenting Style	--	.547**	-.145 <sup>NS</sup>	-.041 <sup>NS</sup>	.621**
Permissive Parenting Style		--	-.020 <sup>NS</sup>	.003 <sup>NS</sup>	.146 <sup>NS</sup>
Uninvolved Parenting Style			--	.135 <sup>NS</sup>	-.335**
Autocratic Parenting Style				--	-.021 <sup>NS</sup>
Parental Encouragement					--

Significant  $0.05^* = 0.194$ ,  $0.01^{**} = 0.253$

Table 02 presents the correlation coefficients between parental encouragement and different parenting styles among junior college students. There is a strong positive correlation (0.621) between parental encouragement and democratic parenting, which is statistically significant at the 0.01 level. This indicates that as parental encouragement increases, the likelihood of employing a democratic parenting style also increases. A weak positive correlation (0.146) exists between parental encouragement and permissive parenting, but it is not significant at the 0.05 level. Suggests that there is some tendency for parental encouragement to be associated with permissive parenting, but the relationship is not as strong as with democratic parenting.

Additionally, there is a strong negative correlation (-0.335) between parental encouragement and uninvolved parenting, which is statistically significant at the 0.05 level. The negative sign indicates an inverse relationship: as parental encouragement increases, the likelihood of uninvolved parenting decreases. Finally, there is no correlation (0.021) between parental

## The Relationship between Parental Encouragement and Parenting Style among Junior College Students

encouragement and an autocratic parenting style. Parental encouragement does not significantly impact the likelihood of adopting an autocratic parenting style.

Jones and Prinz (2005) delved into this connection, finding that parental encouragement was significantly associated with authoritative parenting, characterized by warmth, responsiveness, and clear expectations. Their findings echoed those of previous research by Baumrind (1966), who established authoritative parenting as conducive to positive child outcomes such as academic achievement and emotional well-being.

Karavasilis et al. (2003) investigated its link with permissive and authoritarian parenting styles, revealing nuanced patterns of association. While parental encouragement exhibited a positive correlation with permissive parenting, characterized by high warmth but low control, its relationship with authoritarian parenting, marked by high control and low warmth, was less pronounced.

### CONCLUSION

Parental encouragement is positively associated with democratic parenting, negatively associated with uninvolved parenting, and does not significantly impact the likelihood of adopting permissive or autocratic parenting styles among junior college students.

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## The Relationship between Parental Encouragement and Parenting Style among Junior College Students

### ***Acknowledgment***

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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