

Perceived Parenting Style as Correlates of Achievement

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ABSTRACT

The purpose of this study was to assess the effect of different parenting style perceived by the children and its effect on academic achievement. 600 Participants were selected through quota sampling from Various Schools of Lakhimpur-kheri (U.P.). Age related factors treated as control variable. For obtaining the score on perceived parenting style, CPPS (Children's Perception of Parenting Scale) was used, which has 44 items. It is five point scale based on five options: strongly agree, agree, undecided, disagree and strongly undecided response of Subject Through this scale six modes of parenting has been taken and 100 Participants were selected through quota sampling from Various Schools of Lakhimpur-kheri (U.P.) for each parenting style. Research was based on ex-post facto research design. Statistically analysis was done by paired t test. Results indicate that Accepting Parenting is best among all and children who perceives accepting parenting have high academic achievement.

Keywords: Perceived Parenting Style, Academic achievement

In Indian culture, it is said that man can pay off every debt except debt to parents but due to most complex and rapid changes in developmental process of society, parent child relationship has become vulnerable. Demands and expectations of parents from children, disturbances and tension in marital life and modern life style are hazardous for this holy and indescribable relationship.

Family is the first school for young children and Parents are powerful role models, says old wisdom. Family is the most important factors that affect human life. The first and the most durable element that affects the character ,health, mental health and human ethics is nothing but family environment (Shariatmadari,1983).The social and cultural elements of the group in which children are growing up highly affect their reaction to the environment. Considering family as a social unit, it has a significant effect on a child because all merits and social elements are transferred by it (mohseni & Vahedi, 1998).Sociologist believe that in all societies the society itself is the second reason for deviation and the family is the first. When a baby is born, it does not have any knowledge about this world and it is the family that first teaches things to a child.

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Received: April 9, 2017; Revision Received: April 26, 2017; Accepted: April 29, 2017

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Today's children are the future's parents, so rearing can be also another important period of social life. A good family can be defining as the best school (Gahemi, 1985).

Family is the fundamental and important structure of the society that has an important role in one's life and in the society. The importance of the family as a social structure is something unmistakable. Although affected by society and peers, children are more influenced by the family. The influence of the family on the child and its roles in the creativity, cultural, social, and moral aspects are very great and important. Correct and balanced relationship between parents and their children is one of the factors influencing both their physical and mental health. Research has shown that interaction between children and parents and how parents communicate with children are considered to be the most important and fundamental factors among the various factors that affect children's fostering and healthy character

Parents play important roles since the day a baby was born. Parents play a pivotal role in the socialization of a child. Parents are important persons in youth's lives because they act as par their models by sharing their beliefs and values by expressing a specific style of behaviors. The presence of the parents in a youth's life may be distinguishing factor between youth who successfully avoid the negative effects of risks they face and those who follow trajectories towards deviance (Werner and Smith, 1982).In today's fast moving world, the psychological concerns of adolescents are accentuated by parental discard, rapidly changing social and cultural values, increasing exposure to global media, different life styles and exposure to different cultures (Rao, 2002).

Parents and child relationship and other family members could be considered as a system with interactions among them. This system whether directly or indirectly affects variable parenting styles and methods in children. The range and depth of emotions which parents display to their children builds up the psychological interior of their children. Emotional and social adjustment of children who are loved ,accepted, nurtured, trusted and who have close emotional ties with their parents are definitely superior(Chakra &Prabha,2004).Parenting style is defined as the child rearing practices and interactive behavior which have developed and implanted by parents(Pourabdoly,2008).Most people would agree that parenting is not an easy job. In fact, it is one of the hardest tasks as every parent would hope to succeed in parenting. Parenting style is one of the variables that have been studied extensively in human development (Baldwin, McIntyre & Hardaway, 2007). Parenting styles have been focus of much research and discussion for several decades. According to darling and Steinberg (1993) parenting style must be distinguished from parenting practices. It can be understood as attitudes towards the child that are communicated to the child and create an emotional climate in which parent's behavior is expressed. Parenting style is a contextual variable that moderates the relationship between specific parenting practices and specific child outcomes.

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Changing lifestyles, working couples, nuclear families and several other factors are putting tremendous pressure on parents these days. Earlier fathers used to go out for the work and mothers would stay at home taking care of kids, doing household chores. However, the modern lifestyles has made it necessary for couples to share financial burden of running a family together. Couples, these days have to do a huge balancing act to fulfill all their roles. This has made a parenting g a herculean task. The most important challenge that many parents face is paucity of time. The 24 hour day gets juggled between home, office, children and self. Most kids complain that parents may pamper them by providing them with latest gadgets, but have no time to play with them.

Working parents don't have time to attend parents-teacher meeting. Sometimes, children become very adamant if there is no watch on them. After all they too are human beings and they too need love, care, especially from parents. Teachers cannot replace parental love. The kids of working parents are very demanding. And to compensate the lack of time; parents indulge them with all sort of fancy things. This is not proper as this may lead to an unending list of demands, which after a certain time parents cannot fulfill. There has to be a watch on demands. The only tip that Principal has for working parents is that they should always try to balance life. One has to devote at least half an-hour to talk to one's child and if one notes any behavioral changes try to sort it out by spending quality time with them.

Complexities of life in changing times have modified child parent relationship patterns. But it cannot be ruled out that the parenting styles has nothing to do with whatever a child does in general and what he or she does at school in particular. Among many factors that directly or indirectly govern the educational performance of the student at school, parenting style continues to occupy the position of centrality. Ample research has documented the importance of family background for children's educational outcomes but the processes through which parents exert their influence continue to be debated. If parents have a certain amount of education, income and/or occupational status they are considered to be middle class and are expected to engage in specific cultural practices that will facilitate their educational success.

Modern educational system places a lot of demand on student achievement .Successful navigation of Pre University depends on parental assistance. Especially now in the fast paced world it is important that parents make their children academically competent. The communication methods used by parents with their children play a vital role in their mental development and personal performance (Webster, 2002). Therefore if parents adopt the right style of bringing upon children they could become academically competent. Parents make the majority of the decisions for their children across a wide spectrum of activities such as sports, choice of friends and the type of entertainment they are allowed to engage in. High value is placed on obedience and conformity. The parents tend to favor more punitive and forceful disciplinary measures. Verbal exchange between parent and children are very necessary.

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Several studies have been conducted on the relationship between parenting style and academic achievement. Marzano (2003) has noted that the parenting patterns at home are basically used to communicate the parental expectations to their children. It has been found that students reared in families characterized by parental warmth, fairness and monitoring have higher academic achievement than students who come from highly controlled families or unsupervised ones (Sternberg, 1996).

Estrada et al (1994) reported that positive, effective relationship between parents and children increases the likelihood that the child will initiate and persist in challenging intellectual tasks. Parents who were perceived as being more acceptant, and using less restrictive and hostile psychological controls, tended to have adolescents with high academic success and competence (Lakshmi and Arora, 2006). Several aspects of parental behaviors like love discipline and dominance have also been associated with positive effects on the pupil's academic achievement (Srivastava, 2010).

If parents are actively involved in the academic activities of their children through class visits or helping with class visits, the children behaviors and basic skills improve. Apparently, parenting style directly contributes towards growth and development of children and adolescents including their education, and overall health and well being. Parenting style seems to have an impact on learning of children by addressing their emotional, behavioral and psychological problems. Parenting is a commitment and passionate task to look after bringing up the children. It is the sum of some definite individual as well as collective behaviors which shape life of children by influencing on their educational success and failure (Grolnick & Ryan, 2006; Paulson, 2008) and development of personality.

Parenting style also plays an important role in enhancing academic achievement of their children. Parental involvement supports children and adolescents to learn leading towards academic success (Hoover-Dempsey & Sandler, 1997). parenting style which characterized by warm, supportive and acceptance tend to associated with higher academic performance, in contrast parenting style such as authoritarian style which involve high level of control and low level of acceptance tend to associated with lower academic performance (Park and Bauer, 2002). The early study from Dornbusch and colleagues (1987) indicated that parenting practices has influence on school academic performance during adolescence and younger children age.

Bigner (2006) indicated parent-child relationship changes significantly as children attained adult age. During this period, parents' role may change to less active compare to the early life stage of their children. For example, children who reach adolescent age wish to have own clothing choices rather than chosen by parents, because clothes represent their unique identity (Martin & Colbert, 1997). Next, in the interview session conducted by Nirmala and Baki (2009), adolescence said they get much affection during early childhood period. However, when they reached to

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adolescent stage, parents did not hug or Kiss them anymore. Although children will be independence as getting adult, however they still connected with parents for emotional warmth and sometime probably material supports (Brooks, 2010). Generally, parental impact is perceived as important aspects in terms of student's performance (Beger, 2006 as cited in Wolfolk, 2008). Based on study, psychosocial development and social class were claimed related with student's performance (Silva, 2007). Moreover, Noller and Callan (1991) also indicated that family background could influence young children academic performance. Jacobs and Harvey (2005) indicated that parenting style is one of the significant contributors to student's academic achievement in school. Spera (2005) asserted that parenting styles emphasizes on the response parents provide to their children and the method which parents used to demand compliance from their children.

Modern educational system places a lot of demand on student achievement. Successful navigation of Pre University depends on parental assistance. Especially now in the fast paced world it is important that parents make their children academically competent. The communication methods used by parents with their children play a vital role in their mental development and personal performance (Webster, 2002). Therefore if parents adopt the right style of bringing up children they could become academically competent.

Educational performance gets affected by a number of factors such as intelligence, achievement, motivation, home environment, school environment, interest and resources. The most significant influence on child is his or her parents. Psychologists and educationists are of the opinion that child rearing practices have the direct bearing on the educational performance of children. In this competitive era, where every parent expects that his child should do well at school, it is necessary to understand how different parenting styles determine the child's educational performance at school.

It is generally agreed that parenting style influences self-efficacy, self-esteem, and identity development, which are associated with academic achievement (Brown & Iyengar, 2008). In addition, the progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other .Furthermore, children's academic motivation and behavior are directly influenced by family activities and parents' behavior, which are seen as the external factor. For instance, there is a positive outcome for both parents and children when parents interact in a fun and loving way during children's homework time (Morawska, 2007).

Objective of Present Study

1. To identify the type of parenting styles perceived by the school going children of high and average academic achievement.

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2. To analyze the difference in the academic achievement among the group of school going children perceiving different parenting styles.

Hypothesis

There is no difference in the level of academic achievement as a result of different perceived parenting styles.

The different perceived parenting styles are-

1. Democratic
2. Autocratic
3. Accepting
4. Rejecting
5. Over-protecting
6. Over-demanding

- 1.1 There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 2.
- 1.2 There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 3.
- 1.3 There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 4.
- 1.4 There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 5.
- 1.5 There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 6.
- 1.6 There is no difference in the level of academic achievement as a result of different perceived parenting style 2 and 3.
- 1.7 There is no difference in the level of academic achievement as a result of different perceived parenting style 2 and 4.
- 1.8 There is no difference in the level of academic achievement as a result of different perceived parenting style 2 and 5.
- 1.9 There is no difference in the level of academic achievement as a result of different perceived parenting style 2 and 6.
- 1.10 There is no difference in the level of academic achievement as a result of different perceived parenting style 3 and 4.
- 1.11 There is no difference in the level of academic achievement as a result of different perceived parenting style 3 and 5.
- 1.12 There is no difference in the level of academic achievement as a result of different perceived parenting style 3 and 6.
- 1.13 There is no difference in the level of academic achievement as a result of different perceived parenting style 4 and 5.

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- 1.14 There is no difference in the level of academic achievement as a result of different perceived parenting style 4 and 6.
- 1.15 There is no difference in the level of academic achievement as a result of different perceived parenting style 5 and 6.

METHOD

Sample plan

A total 600 participants from various schools of Lakhimpur-kheri (U.P.) selected through quota sampling. The age ranged between 12 to 16 Years. All participants were school going children. The minimum educational status was Eighth class and maximum was Tenth class. At the time of research work, researcher went to class and had distributed the questionnaire and asked to read questions and give the answers carefully. There are some statements which are based on your parents behavior. Read every statement carefully and what u feel fill the options according to it. Every statement has five options and you have to give only one answer for each statement.

Research Design

Ex-post facto research design was used in this research.

Measures

- 1. Children's Perception of Parenting Scale (CPPS)** it is developed by Dr. Anand Pyari and Dr. Raj Kumari Kalra. It has 44 Items. It is five point scale based on five options: strongly agree, agree, undecided, disagree and strongly undecided response of Subject. There is provision of one mark on each point. The reliability of the test was 0.70 through test Retest method. This test will measure six modes of parenting: Democratic, Autocratic, Accepting Rejecting, Over-protecting, Over-demanding.
- 2. Academic Achievement** It will be measured by the number of courses passed in each academic year. Percentage of achievement was arrived at by dividing the number of courses passed by the total number of courses taken.

Procedure

After selection of the participant, they were informed about the research purpose and researcher told them —their response will be kept confidential.

RESULT

Under This section of research work, deals with the statistical analysis of data and its interpretation as well as discussion of the obtained results. As pointed out in preceding section, the following table has been drawn-

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1.1 There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 2.

N	Test	Mean	S.D.	SEd	t-value
100	Group 1	122.06	43.03	5.88	1.33
100	Group 2	114.26	40.09		

$$df = N_1 - 1 + N_2 - 1 = 198$$

Confidence level of 0.05-

Confidence level of 0.01-

As shown in Table I, the mean value of Group 1 is 122.06 and the mean value of Group 2 is 114.26 which show difference in both values and obtained *t*-value is 1.33, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of democratic parenting style and autocratic parenting style on academic achievement**.

1.2. There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 3.

N	Test	Mean	S.D.	SEd	t-value
100	Group 1	122.06	43.03	6.51	1.18
100	Group 3	129.73	48.88		

As shown in Table, the mean value of Group 1 is 122.06 and the mean value of Group 3 is 129.73 which show difference in both values and obtained *t*-value is 1.18, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of democratic parenting style and accepting parenting style on academic achievement**.

1.3. There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 4.

N	Test	Mean	S.D.	SEd	t-value
100	Group 1	122.06	43.03	5.87	1.07
100	Group 4	115.76	40.32		

As shown in Table, the mean value of Group 1 is 122.06 and the mean value of Group 4 is 115.76 which show difference in both values and obtained *t*-value is 1.07, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of democratic parenting style and rejecting parenting style on academic achievement**.

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1.4. There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 5.

N	Test	Mean	S.D.	SEd	t-value
100	Group 1	122.06	43.03	6.01	1.24
100	Group 5	114.55	41.89		

As shown in Table, the mean value of Group 1 is 122.06 and the mean value of Group 5 is 114.55 which show difference in both values and obtained *t*-value is 1.07, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of democratic parenting style and over protecting parenting style on academic achievement.**

1.5 There is no difference in the level of academic achievement as a result of different perceived parenting style 1 and 6.

N	Test	Mean	S.D.	SEd	t-value
100	Group 1	122.06	43.03	6.20	0.23
100	Group 6	123.46	44.62		

As shown in Table, the mean value of Group 1 is 122.06 and the mean value of Group 6 is 123.46 which show difference in both values and obtained *t*-value is 0.23, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of democratic parenting style and over demanding parenting style on academic achievement.**

1.6 There is no difference in the level of academic achievement as a result of different perceived parenting style 2 and 3.

N	Test	Mean	S.D.	SEd	t-value
100	Group 2	114.26	40.09	6.32	2.45
100	Group 3	129.73	48.88		

As shown in Table, the mean value of Group 2 is 114.26 and the mean value of Group 3 is 129.73 which show difference in both values and obtained *t*-value is 2.45, which is significant at 0.05 level of confidence. Hence hypothesis is rejected. Thus result reveals that **there is impact of autocratic parenting style and accepting parenting style on academic achievement.**

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1.7 There is no difference in the level of academic achievement as a result of different perceived parenting style 2 and 4.

N	Test	Mean	S.D.	SEd	t-value
100	Group 2	114.26	40.09	5.69	0.26
100	Group 4	115.76	40.32		

As shown in Table, the mean value of Group 2 is 114.26 and the mean value of Group 4 is 115.76 which show difference in both values and obtained *t*-value is 0.26, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of autocratic parenting style and rejecting parenting style on academic achievement.**

1.8 There is no difference in the level of academic achievement as a result of different perceived parenting style 2 and 5.

N	Test	Mean	S.D.	SEd	t-value
100	Group 2	114.26	40.09	5.8	0.05
100	Group 5	114.55	41.89		

As shown in Table, the mean value of Group 2 is 114.26 and the mean value of Group 5 is 114.55 which show difference in both values and obtained *t*-value is 0.05, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of autocratic parenting style and over protecting parenting style on academic achievement.**

1.9 There is no difference in the level of academic achievement as a result of different perceived parenting style 2 and 6.

N	Test	Mean	S.D.	SEd	t-value
100	Group 2	114.26	40.09	6.0	1.53
100	Group 6	123.46	44.62		

As shown in Table, the mean value of Group 2 is 114.26 and the mean value of Group 6 is 123.46 which show difference in both values and obtained *t*-value is 1.53, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of autocratic parenting style and over demanding parenting style on academic achievement.**

1.10 There is no difference in the level of academic achievement as a result of different perceived parenting style 3 and 4.

N	Test	Mean	S.D.	SEd	t-value
100	Group 3	129.73	48.88	6.34	2.20
100	Group 4	115.76	40.32		

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As shown in Table, the mean value of Group3 is 129.73 and the mean value of Group 4 is 115.76 which show difference in both values and obtained *t*-value is 2.20, which is significant at 0.05 level of confidence. Hence hypothesis is rejected. Thus result reveals that **there is impact of accepting parenting style and rejecting parenting style on academic achievement.**

1.11 There is no difference in the level of academic achievement as a result of different perceived parenting style 3 and 5.

N	Test	Mean	S.D.	SED	t-value
100	Group 3	129.73	48.88	6.43	2.17
100	Group 5	114.55	41.89		

As shown in Table, the mean value of Group 3 is 129.73 and the mean value of Group 5 is 114.55 which show difference in both values and obtained *t*-value is 2.17, which is significant at 0.05 level of confidence. Hence hypothesis is rejected. Thus result reveals that **there is impact of accepting parenting style and over protecting parenting style on academic achievement.**

1.12 There is no difference in the level of academic achievement as a result of different perceived parenting style 3 and 6.

N	Test	Mean	S.D.	SED	t-value
100	Group 3	129.73	48.88	6.62	0.94
100	Group 6	123.46	44.62		

As shown in Table, the mean value of Group 3 is 129.73 and the mean value of Group 5 is 123.46 which show difference in both values and obtained *t*-value is 0.94, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of accepting parenting style and over demanding parenting style on academic achievement.**

1.13 There is no difference in the level of academic achievement as a result of different perceived parenting style 4 and 5.

N	Test	Mean	S.D.	SED	t-value
100	Group 4	115.76	40.32	5.81	0.20
100	Group 5	114.55	41.89		

As shown in Table, the mean value of Group 4 is 115.76 and the mean value of Group 5 is 114.55 which show difference in both values and obtained *t*-value is 0.20, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Thus result reveals that **there is impact of rejecting parenting style and over protecting parenting style on academic achievement.**

1.14 There is no difference in the level of academic achievement as a result of different perceived parenting style 4 and 6.

N	Test	Mean	S.D.	SEd	t-value
100	Group 4	115.76	40.32	6.01	1.28
100	Group 6	123.46	44.62		

As shown in Table, the mean value of Group 4 is 129.73 and the mean value of Group 6 is 123.46 which show difference in both values and obtained *t*-value is 0.95, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of rejecting parenting style and over demanding parenting style on academic achievement.**

1.15 There is no difference in the level of academic achievement as a result of different perceived parenting style 5 and 6.

N	Test	Mean	S.D.	SEd	t-value
100	Group 5	114.55	41.89	6.12	1.46
100	Group 6	123.46	44.62		

As shown in Table, the mean value of Group 5 is 114.55 and the mean value of Group 6 is 123.46 which show difference in both values and obtained *t*-value is 1.46, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected. Thus result reveals that **there is no impact of over protecting parenting style and over demanding parenting style on academic achievement.**

DISCUSSION AND INTERPRETATION

Interpretations of these hypotheses are as follows:-

Ho 1.1 There is no significant result of democratic parenting style and autocratic parenting style on academic achievement. The mean value of democratic parenting style is 122.06 and the mean value of autocratic parenting style is 114.26 which show difference in both values and obtained *t*-value is 1.33, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of democratic parenting style is more than autocratic parenting style so we can say that democratic parenting has more effect on academic achievement comparatively to autocratic parenting. The result corroborated the submission of Baumrind (1993) who postulated three types of parenting styles with different behavioural and intellectual outcomes in children. The result is also in agreement with Aremu (1999) who emphasized that student whose parents adopted the democratic style of parenting fare better in their performance than their counterparts whose parents adopted autocratic style of parenting. Furthermore, the result is in consonance with the assertion made by Steinberg, Elmen and Mount(1989) that adolescents who describe their

parents as treating them warmly, democratically, and firmly are more likely than their peers to develop positive attitudes towards and beliefs about their achievement, and as a consequence, they are more likely to do better in school. In addition, the result does not differ from the finding of Taylor (1995) that students whose parents adopted autocratic parenting scored lower grades in school.

Ho 1.2 There is no significant result of democratic parenting style and accepting parenting style on academic achievement. The mean value of democratic parenting style is 122.06 and the mean value of accepting parenting style is 129.73 which show difference in both values and obtained *t*-value is 1.18, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of accepting parenting style is more than democratic parenting style so we can say that accepting parenting has more effect on academic achievement comparatively to democratic parenting. Mehrafza (2005) in a study examined the relationship between parenting styles and creativity and educational achievement of the students of grade three of high school and found that there was a significantly positive relationship between the emotional atmosphere of the family, declining to the principles of democracy, and creativity.. Accepting parenting style is more favorable because parents are very involve with their children and place few demands or controls to them and has no mental pressure of studies compared to democratic parenting because their demand are high and response is low.

Ho 1.3 There is no significant result of democratic parenting style and rejecting parenting style on academic achievement. The mean value of democratic parenting style is 122.06 and the mean value of rejecting parenting style is 115.76 which show difference in both values and obtained *t*-value is 1.07, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of democratic parenting style is more than rejecting parenting style so we can say that democratic parenting has effect on academic achievement comparatively to rejecting parenting. It was, again, observed that democratic parenting style had a significant effect on academic performances of students and was found to be related to high academic performances among students. To guarantee success in the academic pursuits of students by parents, the democratic parenting style is the surest way to do that. That is, the democratic nature of this style of parenting takes cognizance of the child's need for discipline and individuality, which promotes an open relationship where guidance is given and problems brought to the fore to be discussed and resolved as a team (Tiller et al., 2003). Based on the researches rejecting parenting style, finally, has been found to be consistently related to poor performances among students (Maccoby and Martin, 1983; Dornbusch, 1987; Abesha, 2012) because parents don't give time to their children and try to neglect all the needs and values of children.

Ho 1.4 There is no significant result of democratic parenting style and over-protecting parenting style on academic achievement. The mean value of democratic parenting style is 122.06 and the mean value of over-protecting parenting style is 114.55 which show difference in both values and obtained *t*-value is 1.24, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of democratic parenting style is more than over-protecting parenting style so we can say that democratic parenting has effect on academic achievement comparatively to over-protecting parenting. It is evident that majority of the respondents were in agreement to have gone through authoritative parenting style. Results from the cross tabulation revealed that respondents who agreed to be going though authoritative parenting style revealed that they had performed well. These findings in the research showed that democratic parenting style is significant in explaining the academic performance of an adolescent. Over-protective parents have tremendous potential to increase their child's academic success; they have equal potential to cause their academic failure.

Ho 1.5 There is no significant result of democratic parenting style and over-demanding parenting style on academic achievement. The mean value of democratic parenting style is 122.06 and the mean value of over-demanding parenting style is 123.46 which show difference in both values and obtained *t*-value is 0.23, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of over-demanding parenting style is more than democratic parenting style so we can say that over-demanding parenting has more effect on academic achievement comparatively to democratic parenting. Parents always demand to give best in class and in other things also. For this they exert too much control over their children. In over-demanding parenting, parental expectations have been found to play a critical role in children's academic success. Students whose parents hold high expectations receive higher grades, achieve higher scores on standardized tests, and persist longer in school than do those whose parents hold relatively low expectations (Davis-Kean 2005; Pearce 2006; Vartanian *et al.* 2007).

Ho 1.6 There is significant result of autocratic parenting style and accepting parenting style on academic achievement. The mean value of autocratic parenting style is 114.26 and the mean value of accepting parenting style is 129.73 which show difference in both values and obtained *t*-value is 2.45, which is significant at 0.05 level of confidence. Hence hypothesis is rejected.

Since the mean value of accepting parenting style is more than autocratic parenting style so we can say that accepting parenting has more effect on academic achievement comparatively to autocratic parenting. In accepting parenting parents demand few expectations so their kids are free to do whatever they want to do. They also have no academic pressure on them, this matter a

lot to score high marks because of lack of parental pressure and mutual understanding between parents and children. At adolescence levels, “these adolescents are the most disadvantaged with respect to measures of social competence, academic achievement, and psychological adjustment” (Glasgow et al., 1997). Also, the fact that parents do not set any expectations for their children when it comes to their education but allow them to do as they please does not create the enabling environment for the children to develop an intrinsic motivation , thus lacking persistence in approaching learning tasks to become high academic achievers (Kang & Moore, 2011). Whereas autocratic parents are highly demanding so their children are often stressed in each and every thing especially in academic field. These parents set rules for their children and expect to obey that rules. “A large body of research has documented that parental monitoring is related to lower academic performance (Muller, 1995; Niggli et al., 2007; Pomerantz and Eaton, 2001; Rogers et al., 2009; Areepattamannil, 2010).

Ho 1.7 There is no significant result of autocratic parenting style and rejecting parenting style on academic achievement. The mean value of autocratic parenting style is 114.26 and the mean value of rejecting parenting style is 115.76 which show difference in both values and obtained t -value is 0.26, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of rejecting parenting style is more than autocratic parenting style so we can say that rejecting parenting has more effect on academic achievement comparatively to autocratic parenting. As identified by Maccoby and Martin (1983), parents who adopt this type of parenting style are low in responsiveness and demandingness. Whilst the higher achievers are more likely to have parents who hold high expectations for them (Areepattamannil, 2010), children of uninvolved parents might be seen with a lack of direction in everyday life. Since uninvolved parents do not provide the necessary attention for their children’s needs, the children may likely engage in socially unacceptable behavior within and outside of school, as they attempt to seek this attention. Neither they demand nor they response. So their children response better in academic achievement because they have no mental or physical pressure in comparison to autocratic parenting as these parents are highly demanding so children have some sort of pressure on their mind to fulfill the expectations of their parents otherwise their strict parenting leads to punishment.

Ho 1.8 There is no significant result of autocratic parenting style and over-protecting parenting style on academic achievement. The mean value of autocratic parenting style is 114.26 and the mean value of over-protecting parenting style is 114.55 which show little difference in both values and obtained t -value is 0.05, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

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Since the mean value of over-protecting parenting style is more than autocratic parenting style so we can say that over-protecting parenting has more effect on academic achievement comparatively to autocratic parenting. Since overprotective parents are extraordinary caring so they put the limits on their children on each and everything. They solve all the problems of their child don't put any sort of pressure whether it is academic or mental. They constantly give extra sympathy to their child if something does not work out with them. These students are not highly adventurous or social and also not highly competitive. While parents have tremendous potential to increase their child's academic success, they have equal potential to cause their academic failure (University of Notre Dame, 2012). (Dearing, 2004) in his study found that the children of autocratic parents are found stressed due to high demand in the academic field. Due to that pressure they score low percentage in their academic success.

Ho 1.9 There is no significant result of autocratic parenting style and over-demanding parenting style on academic achievement. The mean value of autocratic parenting style is 114.26 and the mean value of over-demanding parenting style is 123.46 which show difference in both values and obtained *t*-value is 1.53, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of over-demanding parenting style is more than autocratic parenting style so we can say that over-protecting parenting has more effect on academic achievement comparatively to autocratic parenting. Both parenting are similar, in these, parents are demanding they want their child to give best in all the way. But one word over make the difference in both parenting. Experts from University College London (UCL) said high demand from the children could result to damage in the brain also. In over-demanding parenting, parental expectations have been found to play a critical role in children's academic success. Students whose parents hold high expectations receive higher grades, achieve higher scores on standardized tests, and persist longer in school than do those whose parents hold relatively low expectations (Davis-Kean 2005; Pearce 2006; Vartanian *et al.* 2007). High parental expectations are also linked to student motivation to achieve in school, scholastic and social resilience, and aspirations to attend college (Hossler and Stage 1992; Peng and Wright 1994; Reynolds 1998).

Ho 1.10 There is significant result of accepting parenting style and rejecting parenting style on academic achievement. The mean value of accepting parenting style is 129.73 and the mean value of rejecting parenting style is 115.76 which show difference in both values and obtained *t*-value is 2.20, which is significant at 0.05 level of confidence. Hence hypothesis is rejected.

Since the mean value of accepting parenting style is more than rejecting parenting style so we can say that accepting parenting has more effect on academic achievement comparatively to rejecting parenting. Kassahun (2010) displayed that children from neglectful parents often have self discipline difficulties and lack practice which translates to poor results in school as compares to

other students. The parents whose parenting is rejecting are low in both demandingness and responsiveness. They do not set any limits or monitor their behavior and are unsupportive. Parents don't focus on their child career or academic calendar. They only focus on their own needs over their child's. Whereas accepting parenting is much better than rejecting because these parents are very involved with their children activities and are less demanding. Their main focus is their child and his academic achievement these parents are nurturing and accepting and they don't put any sort of pressure on their child and they are also highly responsive to the needs and wishes of the child.

Ho 1.11 There is significant result of accepting parenting style and over-protecting parenting style on academic achievement. The mean value of accepting parenting style is 129.73 and the mean value of over-protecting parenting style is 114.55 which show difference in both values and obtained *t*-value is 2.17, which is significant at 0.05 level of confidence. Hence hypothesis is rejected.

Since the mean value of accepting parenting style is more than over -protecting parenting style so we can say that accepting parenting has more effect on academic achievement comparatively to over-protecting parenting. Parents who adopt accepting parenting have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. Accepting parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent (Grills, 2002) whereas parents who adopt over-protective parenting style make their child pamper and habitual of themselves. Children have low self confidence because they don't allow their children to go far away from their eyes. Studies show that a parent's involvement in their child's education has an impact on their academic performance, more so even than the child's school. Therefore, while parents have tremendous potential to increase their child's academic success, they have equal potential to cause their academic failure.. Hence children of accepting parenting gives better results in academic record because they are self mature to handle the situations comparatively to over protective.

Ho 1.12 There is no significant result of accepting parenting style and over-demanding parenting style on academic achievement. The mean value of accepting parenting style is 129.73 and the mean value of over-demanding parenting style is 123.46 which show difference in both values and obtained *t*-value is 0.94, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of accepting parenting style is more than over -demanding parenting style so we can say that accepting parenting has more effect on academic achievement comparatively to over-demanding parenting. Since parents of accepting parenting are very liberal and less demanding in nature so their children have no academic pressure on them. They are free so they

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achieve higher grades. Whereas the children who perceives over demanding parenting have low academic success because their children have all time mental pressure to score high grades to beat all competitions and their parents also do comparison with other children.

Ho 1.13 There is no significant result of rejecting parenting style and over-protecting parenting style on academic achievement. The mean value of rejecting parenting style is 115.76 and the mean value of over-protecting parenting style is 114.55 which show difference in both values and obtained *t*-value is 0.20, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of rejecting parenting style is more than over –protecting parenting style so we can say that rejecting parenting has more effect on academic achievement comparatively to over-protecting parenting. Since a child who adopts rejecting parenting has no mental pressure on their children to score high marks whereas over-protecting parents always make their child pamper and totally dependent. This results that children of rejecting parenting score high marks.

Ho 1.14 There is no significant result of rejecting parenting style and over-demanding parenting style on academic achievement. The mean value of rejecting parenting style is 115.76 and the mean value of over-demanding parenting style is 123.46 which show difference in both values and obtained *t*-value is 1.28, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of over-demanding parenting style is more than rejecting parenting style so we can say that over-demanding parenting has more effect on academic achievement comparatively to rejecting parenting. Studies done by Martin (1983), Gottman (1996) also supports the finding of the hypothesis that the adolescents with the parents whose style is caring or non-caring would score higher on family problems and low in academic achievement as compared to those whose style is moderately caring. Over demanding parents always demand to give their best in each and every thing whereas rejecting style parents are liberal and don't put any sort of pressure on their children to scores high grades.

Ho 1.15 There is no significant result of over-protecting parenting style and over-demanding parenting style on academic achievement. The mean value of over-protecting parenting style is 114.55 and the mean value of over-demanding parenting style is 123.46 which show difference in both values and obtained *t*-value is 1.46, which is not significant at 0.05 level of confidence. Hence hypothesis is not rejected.

Since the mean value of over-demanding parenting style is more than over –protecting parenting style so we can say that over-demanding parenting has more effect on academic achievement comparatively to over-protecting parenting. Parents of over demanding only demands their child

to give best in each and every neither field they don't shield nor do they make their child pamper. But overprotective parents make their child prisoners in house because they don't allow their kids to go far away from house which results children are not able to experience outer world as it is, and make their child totally dependent on them. So children who perceives over-demanding parenting gives better result compared to over-protecting.

CONCLUSION

Based on the findings, it is recommended that parents should always show concern for the education of their children. Parents should make the home child friendly for a better foundation for school learning and cognitive development. Also, parents should not discriminate from other children. Finally, school management should encourage healthy school-home relations. This would give the school ample opportunity in education parents on their significant role in their wards' performance. The purpose of the study is how child perceives the different parenting style adopted by the parents and what is the effect of that perception on academic achievement of adolescents .from the research it was found that in six modes of parenting perceived by the children "Accepting Parenting" is best among all. Result shows that the children of accepting parenting scores high marks.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

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How to cite this article: Awasthi S (2017), Perceived Parenting Style as Correlates of Achievement, *International Journal of Indian Psychology*, Volume 4, Issue 3, ISSN:2348-5396 (e), ISSN:2349-3429 (p), DIP:18.01.040/20170403