

RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE AMONG ADOLESCENTS IN SELECTED SCHOOLS OF RUPANDEHI

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ABSTRACT

INTRODUCTION

Children spend most of the time at home and parent's attitude, behaviours, life standards and communication with children has greater influence on child growth and development. Parenting styles are representation of how parents respond and demand to their children. The present study aimed to investigate the relationship between the parenting styles and academic performance among adolescents.

MATERIAL AND METHODS

Cross-sectional study was conducted among 364 adolescents to find out the relationship between parenting styles and academic performance at schools of Rupandehi by using non-probability convenience sampling technique. Socio-demographic data were collected using self-structured questionnaire. Parenting style was assessed by using Parental Authority Questionnaire and academic performance was measured by taking the average percentage obtained in the previous 3 annual examinations (7th, 8th and 9th standard). The data were analyzed by using descriptive and inferential statistics with Statistical Package for Social Sciences software version 20.

RESULTS

The results showed that 67.3% and 64.8% of the respondents reported that their mother and father adopted authoritative parenting style respectively. More than half (62.6%) of the respondents' academic performance was good as they scored first division in the previous annual examination. The results also showed that there is a weak positive correlation between mother and father authoritative parenting style with academic performance among adolescents.

CONCLUSION

Based on the findings, it is concluded that parenting style does not influence the academic performance among adolescents. Hence, there can be other contributing factors which may affect the academic performance among adolescents.

KEYWORDS

Academic performance, Adolescents, Parenting style

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<https://doi.org/10.3126/jucms.v11i02.58062>

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INTRODUCTION

Parenting style is defined as a psychological construct representing standard strategies that parents use in their child rearing. Parenting styles are represented of how parents respond and demand to their children. The parenting style has an important effect on all stages of human life in pre-school leading to college. Parenting style is classified into three types- authoritative, authoritarian, and permissive- all of which contribute differently to a child development and schooling experience.¹

Authoritative parents have rules that children are expected to follow, however, they allow some exceptions to the rule. They often tell children the reasons for the rules and they are more willing to consider a child's feelings when setting limits.² Authoritarian parents are highly unresponsive, highly demanding and expect obedience from their children and children are expected to follow the strict rules established by the parents.³ Permissive parents rarely discipline their children because they have relatively low expectations of maturity and self-control. Children raised by permissive parents lack self-discipline, poor social skills, demanding and feel insecure due to the lack of boundaries and guidance.¹

Academic performance is the combination of various educational outcomes in students. Performance is indicated through various aspects, which differ from institution to institution. Indicators of performance can include motivation, study skills, communication skills, creativity, creative writing, grades, and students working skills, self-realization, self-reliance and attitude. Various strategies are needed to adopt for reaching educational goals. The selection of positive and negative strategies is depending upon parenting style, which is responsible for training and rearing of child.⁴

In educational institutions success is measured by academic performance. Academic performance refers to how students deal with their studies and how they cope up with or accomplish different tasks given to them by their teachers. It is the ability to study and remember facts and being able to communicate knowledge verbally or write down on paper. As career competition grows, the importance of students doing well in schools has caught the attention of parents. Parents care about their children academic performance because they believe academic results will provide more career choices, job security and social status.⁵

The role of parents in their children education has long been recognized as a significant factor in academic success and school improvement. Parenting styles are patterns for their children training that is formed by the normative interactions of parents and how they response to children's behaviour. Parenting style plays an important role in the area of educational development. It influences a child success in many domains such as academic achievement. It is considered an important cause for several aspects of children outcome.⁶

Although significant studies were conducted on relationship between parenting style and academic performance internationally, parallel studies with Nepal are scarce. Thus, it is evident that research on parenting styles in Nepal is at nascent level. Moreover, research on parenting styles and academic performance of students seems to be in its embryonic stage. Thus from above facts and reviews the researcher

wants to investigate the relationship between parenting style and academic performance.

MATERIAL AND METHODS

A cross-sectional study was conducted to assess the parenting style and academic performance among 364 adolescents in Buddha Jyoti Secondary School, Nepal Nalanda Secondary Boarding School, Jaycees Boarding Secondary School, Paschimanchal English School, Moon Light Secondary Boarding School, Sai Global Secondary School, Siddharathanagar, Rupandehi, Lumbini Province, Nepal from April 16 to May 16, 2023 by using non-probability convenience sampling technique. Adolescents who were studying in grade 10, willing to participate in the study and staying with both parents (mother and father) at home were included in the study.

The research instrument consisted of three parts. Self-administered semi structure questionnaire was used for part I, Parental Authority Questionnaire for assessing parenting style of father and mother separately was used for part II, Academic performance of adolescents which was measured by taking the average percentage of total marks obtained in the previous 3 annual examinations (7th, 8th and 9th standard).

Parental Authority Questionnaire consists of 30 items for both mother and father separately where it has three subscales as: authoritative, authoritarian and permissive parenting style. The questionnaire has 10 number of items for each subscales. Adolescents rated their parent on the items using a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The scale scores from 10 to 50 for each subscale with higher score indicating the greater the respondents' perceived presence of the parental prototype measured.

Ethical approval was obtained from Institutional Review Committee with the reference number 118/22 of Universal College of Medical Sciences, Rupandehi. Administrative approval was obtained from the concerned schools. Written informed consent from parents and respondents was obtained voluntarily from each respondent by clarifying the objective. The collected data were analyzed by using descriptive and inferential statistics with SPSS version 20.

RESULTS

Table 1. Respondents' socio-demographic variables

Variables	Frequency	Percentage
N=364		
Age		
13-15	192	52.7
16-18	172	47.3
<i>Mean: 15.54; SD± 0.837</i>		
Sex		
Male	229	62.9
Female	135	37.1
Religion		
Hindu	314	86.3
Muslim	37	10.2
Christian	4	1.1
Others	9	2.4
Type of family		
Nuclear	208	57.1
Joint	156	42.9
Total number of children		
1	26	7.2
2	134	36.8
3	99	27.2
4 or more	105	28.8
Birth order in the family		
First child	140	38.5
Second child	134	36.8
Third Child	51	14.0
Fourth child and above	39	10.7
Coaching		
No	268	73.6
Yes	96	26.4

Table 1 represents respondents' socio-demographic variables which show 52.7% belongs to the age group of 13-15 years, 62.9% were male and 86.3% follows Hindu religion. Similarly, 57.1% belong to nuclear family, 36.8% of parents were having two children in the family, 38.5% of them were born as first child in the family and 73.6% of the respondents did not seek extra coaching for their studies.

Table 2. Respondents' parents' socio-demographic variables

Variables	Frequency	Percentage
N=364		
Educational qualification of father		
No formal education	-	-
Primary education (1-8)	37	10.2
Secondary education (9-12)	226	62.1
Bachelor	62	17.0
Masters and above	39	10.7
Educational qualification of mother		
No formal education	46	12.7
Primary(1-8)	91	25.0
Secondary (9-12)	189	51.9
Bachelor	30	8.2
Masters and above	8	2.2
Occupation of father		
Service holder	105	28.9
Self-employee	220	60.4
Agriculture	38	10.4
Retired	1	0.002
Occupation of mother		
Homemaker	303	83.2
Service holder	36	29.9
Self-employee	22	6.0
Agriculture	3	0.8

Table 2 shows that 62.1% and 51.9% of the respondents' father and mother had completed secondary level of education respectively and 60.4% of the respondents' father were self-employed and 83.2% were homemaker.

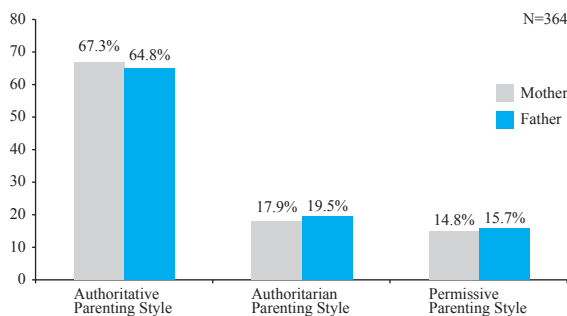


Figure 1. Percentage distribution of parenting style

Figure 1 represents frequency and percentage distribution of parenting styles. Out of which, more than half (67.3% and 64.8%) of the respondents reported that their mother and father adopted authoritative parenting style respectively.

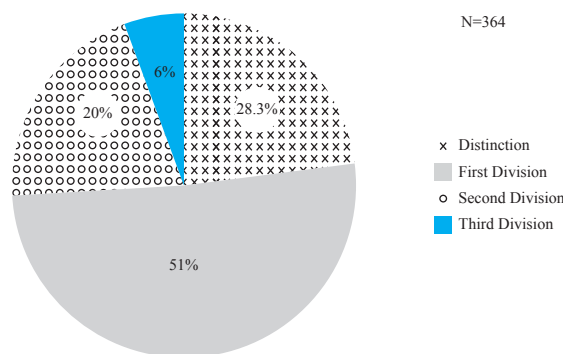


Figure 2. Percentage distribution of academic performance

Figure 2 depicts that more than half (62.6%) of the respondents' academic performance was good as they scored first division in the previous annual examination.

Table 3. Relationship between parenting style and academic performance of adolescents

Parenting style	Academic performance 9r value)	p-value
Mother authoritative parenting style	0.192	0.000
Mother authoritarian parenting style	-0.066	0.212
Mother permissive parenting style	-0.135	0.010
Father authoritative parenting style	0.140	0.008
Father authoritarian parenting style	-0.112	0.033
Father permissive parenting style	-0.157	0.003

Table 3 shows that there is weak positive correlation between mother and father authoritative parenting style and academic performance which is statistically significant at p value 0.05.

Table 4. Association between parenting styles with selected socio-demographic variables

N=364

Variables	Mother parenting style			Chi-square (χ^2) p- value	Father parenting style			Chi-square (χ^2) p- value
	Authoritative	Authoritarian	Permissive		Authoritative	Authoritarian	Permissive	
Age in years								
13-15	136	31	25	2.318	39	121	32	0.605
16-18	109	34	29	0.314	115	32	25	0.739
Sex								
Male	154	39	36	0.563	156	42	31	3.234
Female	91	26	18	0.755	80	29	26	0.198
Occupation of mother								
Homemaker	202	50	51	13.828 L	202	55	46	11.014 L
Service holder	26	10	0	0.008*	17	14	5	0.017*
Self- employee and agriculture	17	5	3		17	2	6	
Occupation of father								
Service holder	67	24	14	6.732 L	58	30	17	9.009
Self-employee	146	37	37	0.151	153	33	34	0.061
Agriculture and retired	32	4	3		25	8	6	
Total number of children								
1	19	5	2	4.319	12	10	4	9.857
2	87	26	21	0.634	84	24	26	0.131
3	71	12	16		65	20	14	
4	68	22	15		75	17	13	
Type of family								
Nuclear	140	33	35	2.376	130	40	38	2.538
Joint	105	32	19	0.305	106	31	19	0.281
Coaching								
No	177	47	44	2.015	177	48	43	1.651
Yes	68	18	10	0.365	59	23	14	0.438

*Significant level at $p < 0.05$; Likelihood ratio (L)

Table 4 represents association between parenting styles with selected socio-demographic variables which shows that there is statistically significant association between mother and father authoritative parenting style with occupation of mother at $p=0.008$ and $p=0.017$ respectively.

DISCUSSION

The family's role in socializing children is crucial for their success in society. Parents' active involvement in their children's education boosts academic performance and fosters responsibility. Academic achievement relies not only on schools and teachers, but also on the extent of parental involvement. Cross-sectional research design was used to assess the parenting style and academic performance among adolescents.

The findings of the study showed out of three types of parenting style, more than half (67.3% and 64.8%) of the respondents reported that their mother and father adopted authoritative parenting style respectively which is consistent with the study conducted in Udipi district, Karnataka shows that 66.6% of mothers adopted authoritative parenting style whereas inconsistent as 56.6% of fathers adopted authoritative parenting style respectively.² Likewise, the results were not consistent with the study conducted in Srijan- Iran which found that majority of the respondents (75.4%) had parents with authoritative parenting style.⁷

The study findings showed that more than half (62.6%) of the respondents' academic performance was good as they scored first class in the previous annual examination which is consistent with the study conducted in Srijan- Iran shows

more than 50% of the respondents reported to have excellent academic achievement.⁷

The findings of the study showed that there is weak positive correlation between authoritative parenting style and academic performance which is statistically significant at p value 0.005 which is consistent with the study conducted in Iran where the findings of Pearson Correlation analyses indicated a significant correlation between authoritative parenting style ($r=0.24$, $p=0.05$) and academic achievement among adolescents.⁷

The present study is contradicted with the study conducted in Pakistan which shows there is no significant relationship between authoritative parenting style and academic performance.⁸ And also the results of the study is not similar to the study conducted in Malaysia that there is no significant relationship between authoritative parenting style and academic performance.⁹ Similarly, results of both authoritarian parenting styles and permissive parenting style indicate that no significant relationship exists between authoritarian parenting style, permissive parenting style and academic performance.⁸

The present study showed that there is negative correlation between mother authoritarian parenting style and academic performance ($r=-0.066$) which is not statistically significant

at $p=0.212$ and negative correlation ($r = -0.112$) between father authoritarian parenting style with academic performance which is statistically significant at $p=0.033$. The present study is contradicted with the study conducted in Southern Iran that shows there is a significantly negative relationship between the parents' authoritarian parenting style and the students' educational success ($p=0.03$).⁷

The present study findings showed that there is negative correlation between mother and father permissive parenting style which is statistically significant at $p=0.010$ and $p=0.003$ respectively. This study is not consistent with the study conducted in Iran that the results of the examination of the relationship between permissive parenting style and students' educational success, show that this relationship is not statistically significant ($p=0.36$).¹⁰

CONCLUSION

All three parenting style have certain effects on children psychological, social, moral development. Academic performance, problem solving behavior and social competencies are among the key domains which are strongly affected by these parenting styles. However the present study revealed that parenting style does not influence the academic performance among adolescents. Hence, there can be other contributing factors which may affect the academic performance among adolescents.

ACKNOWLEDGEMENTS

Researchers acknowledge administration of all six schools for necessary support during this study. Researchers deeply express their heartfelt thanks to all adolescents who participated in the study for immense support and cooperation and to all those experts for their valuable constructive feedback and enlightening suggestions throughout the study.

FUNDING

The Universal College of Medical Sciences, Bhairahawa, Nepal, funds the research project.

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