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Impact of parenting styles adopted by mother's on academic achievement of elementary school children

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Abstract

Parenting styles are defined as set of attitudes; beliefs and goals parents have and put into practice in their daily interactions with their children. Baumrind (1971) has mentioned three types of parenting styles viz., authoritative/democratic, authoritarian and permissive parenting styles. The quality of the parent-child relationship influences how well children do in school. The present study was under taken to know the parenting styles adopted by mothers and impact on academic achievement of elementary students. The study sample were 200 (100 elementary school children from 3 Government and 3 Private schools and 100 mother's of sample children) of Kurnool town. Sample was selected by using multistage random sampling technique. Mothers were administered with Parenting Style Questionnaire and Academic performance of sample children were collected from school as a form of marks. Results revealed that Majority of the mothers were following authoritative parenting style. Sample children's did not differ significantly in their academic achievement according to child variable like gender, age, birth order, type of school, and class of studying. Sample children differed significantly in academic achievement in relation with parenting styles adopted by mothers. Children perform high whose mother's are using authoritative parenting style compare to other parenting styles. The t values (2.611 $p < 0.001$) was significant.

Keywords: Parenting styles, academic achievement, disciplinary techniques, parent child relationship

Introduction

Parenting style refers to the normative patterns of behaviour and practices that parents use to socialize and control their children. Parenting style is a psychological construct representing standard strategies that parents use in their childrearing. Parenting practices are a way of expressing the parenting styles. According to Baumrind (1971) [2], the following are the methods of implementation of different parenting styles.

Authoritarian Parenting Style: This term describes parents, who show low support, control their children, and demand them to follow specific rules. Lower responsiveness and higher demanding are two elements that describe authoritarian parenting. Parents who scored higher on demanding and lower on responsiveness are considered as authoritarian parents. Authoritarian parents are frequently not warm.

Authoritative Parenting Style: This term refers to parents who are responsive, supporting, and attached to their children.

Permissive Parenting Style: This term describes parents who exhibit behaviors that highly support their children and are very lenient to their children. High responsiveness and lack of demanding are two elements that describe permissive parenting. Parents play a crucial role in academic achievement of children, in general, parental involvement is associated with children higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behaviour, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002) [3].

Methodology

Sample: The sample of the study constituted 100 elementary school children (48 boys and 52 girls) from Government and Private schools of Kurnool town. Mothers of the selected children that is (n= 100) constituted the sub samples of the study.

Data collection

Multistage random sampling technique was used to select the sample. In the first stage 3 Government schools and 3 private schools were selected randomly from Tirupati town. In the next stage, children in the age group of 9+ years to 12+ years in two types of schools were selected using multistage random sampling technique. Thus, 40 boys and 52 girls were identified from different settings of 6 schools from Kurnool town. The home addresses of these children were collected from school records and collected previous exams marks as academic performance. The investigator personally visited homes and established good rapport with the parents of the sample children. Mother's were administrated with Parenting Styles Questionnaire (Adopted from swarooparani. B and Anuradha. K, 2016). The data obtained from final study was scored and suitable statistical analysis were performed. From table 1, it is evident that the total sample of the study was 100 elementary school children. Among the sample children, 48 percent were boys and 52 percent of girls were selected, with regards to age of the children, children were selected from 9 years to 12 years who are studying 4th and 5th standard. The samples were selected based on availability of children in each class from different settings of school like government and private schools. When birth order of children was observed majority (43 percent) were first born children followed by second born (39 percent) and very few (13 percent) were third born and only (5 percent) children were fourth born. Now, in India most of the parents are adopting

family planning methods and confining their families to one or two. The same was observed in the present study also.

Results and discussion

Table 1: Distribution of sample according to child variables

Variables	Number	Percent
Gender		
Boys	48	48.0
Girls	52	52.0
Total	100	100
Age		
10+	46	46.0
12+	54	54.0
Total	100	100.0
Birth order		
First born	43	43.0
Second born	39	39.0
Third born	13	13.0
Fourth born	5	5.0
Total	100	100
Type of school		
Private school	64	64.0
Government school	36	36.0
Total	100	100
Class of studying		
4 th class	42	42.0
5 th class	58	58.0
Total	100	100

Table 2: Mean scores of academic achievement of elementary school children according to child variables

S. No.	Child variable	Academic achievement of elementary school children		t- value
		Mean	SD	
1	Gender			
	Boys	3.25	1.263	0.581
	Girls	3.44	1.259	
	Total	3.35	1.258	
Age				
2	9+years	3.55	1.293	0.381
	10+years	3.14	1.216	
	11+years	3.71	1.347	
	12+years	3.27	1.232	
	Total	3.35	1.258	
	Birth order			
3	First born	3.33	1.248	0.280
	Second born	3.15	1.329	
	Third born	3.92	1.038	
	Above	3.60	1.140	
	Total	3.35	1.258	
4	Type of school			
	Private	3.28	1.266	0.469
	Government	3.47	1.253	
	Total	3.35	1.258	
Class of studying				
5	4 th class	3.36	1.246	0.962
	5 th class	3.34	1.278	
	Total	3.35	1.258	

It is clear from table 2, that children did not differ significantly in their academic achievement according to their gender, age, birth order, type of school, and class of studying. The f-values were not significant a perusal of the mean scores of child variables. However mean scores also does not show

much difference in academic achievement of the sample children. The present study was in line with the results of Mokashi (2007) [4] results also revealed that no significant relation was found between academic achievement and Age, gender, ordinal position, type of family and family size.

Table 3: Mean scores of parenting styles adopted by mothers of sample children

S. No.	Type of parenting style adopted by mother's of sample children	Mean scores	
		Mean	Sd
1	Authoritarian	42.24	10.432
2	Authoritative	44.83	10.660
3	Permissive	41.01	9.152

It is clear from table 3 that, Mean score of different parenting styles adopted mothers were assessed i.e. Authoritarian parenting style (M= 42.94, SD=10.43), mean scores of authoritative parenting styles for mothers (M = 44.83,

SD=10.66) where as permissive parenting style mean scores (M= 41.01, SD=9.152) respectively. Mean scores shows that most of the mothers using authoritative parenting style followed by authoritarian parenting style.

Table 4: Mean scores of parenting styles adopted by mother's impact on academic achievement of sample children and t-values

S. No.	Academic achievement of sample children	Type of parenting styles adopted by mother's					
		Authoritarian		Authoritative		Permissive	
		Mean	SD	Mean	SD	Mean	SD
1	High	43.50	4.655	53.00	6.272	42.00	8.042
2	Average	36.87	10.070	38.20	8.777	39.20	11.803
3	Low	43.72	10.4266	43.33	10.134	41.17	8.284
Total		42.24	10.266	43.33	10.660	41.01	9.152
t-values		1.199		2.611* $P < 0.05$		0.319	

It is evident from table 4 that parenting style adopted by mother will have effect on the academic achievement of the children. Mother did not differ significantly in using two types parenting style i.e. authoritarian and permissive parenting styles according to academic achievement performed by sample children. t values were not significant. Whereas mothers who performed authoritative type of parenting style were differed significantly according to academic achievement of sample children. The t values 2.611 were significant at 0.05 levels.

However, the mean scores indicated that mother who implement authoritative type of parenting style more frequently their children will perform well and get high grade in academic achievement.

Conclusions

- Sample children didn't differed significantly in academic achievement according to child variables I.e. gender, age, birth order, type of school and grade of studying
- Majority of the mother's using authoritative parenting style compare to other types of parenting styles
- Children perform high in academic achievement who's mother's exercised authoritative parenting styles

Implications

The present study will be helpful to educate and create awareness among parents to know about appropriate parenting styles to improve academic achievement of their children.

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