



Effectiveness Of Different Parenting Styles On Academic Achievement Of Students Of Gurugram: An Experimental Study

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Abstract

The research study based on the present research article focuses on the research topic, "Effect of PARENTING STYLES on the academic achievement of students of GURUGRAM". The field is well discussed and mostly talked about by many research personals but still it attracts me to conduct a research and explore on it more as because no reviews of related literature has been found with regard to the sample (students) of GURUGRAM who was given the treatment of authoritarian (controlled group) and indulgent (experimental group) parenting. Thus, to fulfil the objectives a Random sampling of 300 actual sample was obtained from a Purposively selected 2 Schools of GURUGRAM. After analysis and interpretation of data it was found that PARENTING STYLES indeed plays an important role in improving the academic achievement of students.

Keywords: PARENTING STYLES, different parenting styles, effectiveness, academic achievement of students.

Introduction

Parenting is a psychological construct that signifies the standard strategies parents use when upbringing their children. The quality time spent by the parents with their children are more important than the amount of time in quantity spent with the children. For e.g, a parent may be physically present with the child but may be engaged in a different task and not engaged in the interest of the child. Parenting styles exhibits how parents reacts, demands and expect from their children. Parenting practices is a specific term, while parenting styles is a broader term. There are numerous theories and views about the best possible way to upbringing a child, and the ample quantity of time and energy parents are keen to put in.

As children go through various stages of life, children start developing their own personalities, with regard to that; parents should create or introduce their own parenting styles considering various factor and circumstances that comes in the way over time. When a child is born a new life starts for the parents as well. Parents learn and try to adjust to a new lifestyle in order bond with their new born. Developmental psychologists try to compare and find the impact or effectiveness between the relationship between the child and the parent with regards to academic achievements, emotional, social,

intellectual aspect, and also the relationship between the parent and the child, with regard to parental bonding. During the adolescence period parents also faces new challenges, such as teenagers having a desire for freedom. They love to remain of their own free from parental bonding.

Child's temperament and parents' cultural pattern can influence the parenting style which the child is expected to receive. It is not clear from review of literature whether education is a part of child's parenting.

Review of related literature on parenting and child development has shown that parents who provides appropriate parenting to their children, provides independence to their thoughts, and controls children respectfully; tends to produce children of higher intelligence, proficiency and social skills. For mental upliftment in a child parents should treat the child with love, care and affection. This will develop a positive attitude towards life in a child. The developmental skills will help the child in developing the life skills like maintaining relationships, cooperation, self-confidence, and self-dependence. Diana Baumlind's (1980) explored how parenting styles has an impact in child's development and divides parenting styles into three styles, authoritative, authoritarian, and indulgent (or indulgent) styles.

OBJECTIVES

- 1.To assess the significant difference in the academic achievements of male students and female students before given any treatment of parenting styles.
- 2.To assess the significant difference in the academic achievements of students who was given the treatment authoritarian (controlled group) and indulgent (experimental group) parenting styles.

HYPOTHESES

- 1.There is no significant difference in the academic achievements of male students and female students before given any treatment of parenting styles.
- 2.There is no significant difference in the academic achievements of students who was given the treatment authoritarian (controlled group) and indulgent (experimental group) parenting styles.

DELIMITATION

1. The study was being limited to before and after the treatment given to the students on parenting style.
2. The study was being limited to authoritarian (controlled group) and indulgent (experimental group) parenting styles only.
3. The study was being limited to effectiveness of parenting styles on academic achievement only.
4. The study was being limited to students of Class VIII only.
5. The study was being limited to a chapter on a Science topic to check the academic achievement.

VARIABLES

(based on the topic)

Parenting styles-Independent variable

Academic achievement-dependent variable

(based on the hypotheses)

Hypothesis1 variable:

Male- independent variable

Female-dependent variable

Hypothesis2 variable:

authoritarian (controlled group)-independent variable

indulgent (experimental group)- dependent variable

METHOD

Experimental research method has been used in the present study.

POPULATION

All the students of GURUGRAM has been considered as the population.

SAMPLE

A group of 300 Class-VIII students has been considered as the (actual)sample for the study.

SAMPLING TECHINQUE

Purposive sampling technique was used to select 2 schools of GURUGRAM for selection of the samples.

Random sampling technique was done to select 300 students who was considered as the actual sample for the present study.

TOOL

Achievement scale- An achievement test in questionnaire form was prepared and standardised by the researcher of the present study, with the help of the guide.

ANALYSIS AND INTERPRETATION

ANALYSIS OF THE HYPOTHESIS No.1. There is no significant difference in the academic achievements of male students and female students before given any treatment of parenting styles

Groups (VARIABLES)	Sample	Mean	t-value
Male	180	10.73	0.1576
Female	120	10.65	

*Not to be significant at .05level

After testing of the Hypothesis no.1.

- it was found that mean of male student is very slightly higher 10.73 than the mean of female student **10.65**.

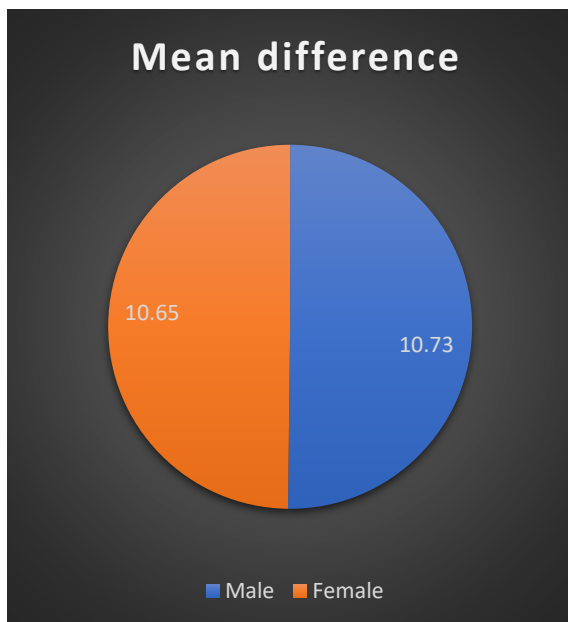
- it was found that the t-value is 0.1576.

-The p-value is .4374 which is below 0.05significant level. Thus, the result was found not to be significant at .05 level.

Thus Hypothesis no.1. There is no significant difference in the academic achievements of male students and female students before given any treatment of parenting styles stands **accepted** at .05 level of significance.

From Hypothesis no.1. It can be concluded that there is no (significant) difference in the academic achievements of male students and female students before given any treatment of parenting styles

Hypothesis no.1.FIG. PIE diagram Showing significant difference in the academic achievements of male and female students before given any treatment of parenting styles



ANALYSIS OF THE HYPOTHESIS No.2: There is no significant difference in the academic achievements of students who was given the treatment authoritarian (controlled group) and indulgent (experimental group) parenting styles.

Groups (VARIABLES)	Sample	Mean	t-value
Controlled group (authoritarian)	300	8.19	-6.58
Experimental group (indulgent)	300	10.68	

*Significant at .05 level

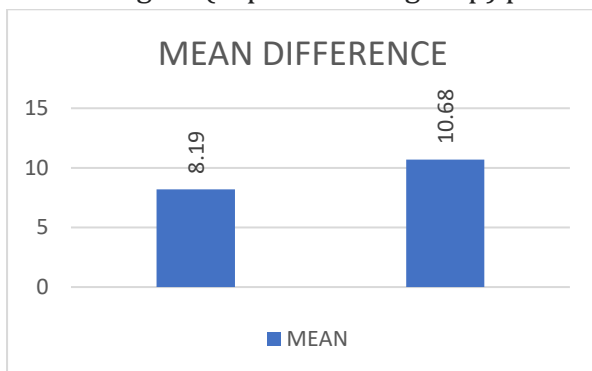
After analysis of Hypothesis No.2 .

-it was found that the mean of Controlled group (authoritarian) is 8.19 which is lower than the mean of Experimental group (indulgent) 10.68

- it was found that the t-value is -6.58.

-The p-value is <.00001 which is significant at $p < 0.05$

Hypothesis 2 .FIG 2. BAR diagram Showing Mean difference in the academic achievements of students who was given the treatment authoritarian (controlled group) and indulgent (experimental group) parenting styles.



Bar 1 authoritarian (controlled group)

Bar2 indulgent (experimental group)

FINDINGS

Thus Hypothesis 1. There is no significant difference in the academic achievements of male and female students before given any treatment of parenting styles stands **accepted** at .05 level of significance.

Thus Hypothesis No. 2. There is no significant difference in the academic achievements of students who was given the treatment authoritarian (controlled group) and indulgent (experimental group) parenting styles stand **rejected** at .05 level of significance.

CONCLUSION

From Hypothesis no.1. It can be concluded that there is no significant difference in the academic achievements of male and female students before given any treatment of parenting styles

From Hypothesis no. 2 . It can be concluded that there is a significant difference in the academic achievements of students who was given the treatment authoritarian (controlled group) and indulgent (experimental group) parenting styles

Thus, a general conclusion can be made that PARENTING STYLES thus plays an effective role in improving the academic achievement of students. The above study proved that students who was given the treatment authoritarian (controlled group) parenting styles scored less in the academic achievement test and the students who were given the treatment indulgent (experimental group) parenting styles scored high.

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