



Parenting Style: A Comparative Study Of Higher Secondary School Students Of District Anantnag

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Abstract:

The present study which was descriptive in nature aimed to find out whether parenting style has any impact on students who have chosen different streams for their study at higher secondary level belonging to district Anantnag. The study was conducted on 100 students which were randomly selected belonging to different govt and private higher secondary schools of district Anantnag. Data was collected by using Parenting Style Scale by Gupta and Mehtani (2017). Gender equality was maintained wherever possible. The main finding of the study was that parenting style has a significant effect on students belonging to Arts Stream as compared to the students belonging to science stream.

Key Words: Parenting Style, Gender Equality, Random Sampling, Descriptive.

Introduction

Parenting style refers to the approach or methods used by parents to raise and educate their children. It includes the attitudes, behaviors, and strategies that parents use to interact with their children and guide their development.

Parenting is a complex process that involves many factors that affect a child's development and well-being. One of the most important factors that influence a child's development is the parenting style of education. Parenting style refers to the general approach that parents use to raise their children, including their beliefs, attitudes, and practices. There are four main parenting styles of education: authoritarian, permissive, authoritative, and uninvolved. Each style has its unique characteristics that have a direct impact on a child's academic success, social skills, emotional development, and overall well-being. It's important to note that parenting styles are not fixed or unchanging, and can vary depending on cultural, societal, and individual factors. Additionally, no one parenting style is inherently "better" than another - the effectiveness of a parenting style may depend on the individual child and their unique needs and circumstances.

Parenting styles have become focal point in the early part of 21st century. Parenting styles, as defined by Baumrind, are “the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children and adolescents along two parental dimensions, that is, demandingness and responsiveness” (Baumrind, 1966). According to Baumrind, demandingness refers to parental behaviours and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining their children, and showing willingness to control the behavioural problems of their children; and responsiveness refers to the degree to which parents instill independence, self-regulation, and self-assertion in their children by agreeing to be cognizant and supportive of their children’s interest, needs, and demands. Other psychologists (e.g., Darling & Steinberg, 1993) have defined parenting style in a more elaborated way, as a reflection of the relationship between parent and child and the qualities of this relationship among them (i.e., the emotional attachment in which parents rear their children). Specifically, parenting style is “a constellation of parental behaviours and attitudes toward their children that are conveyed to the children and that, as a whole, create an emotional bond in which the parents’ behaviours are expressed” (Darling & Steinberg, 1993). True parenting always aspires to mould the human asset in humanistic spirit. Majority of the parents perceive that the most intricate phase in child rearing is his/her formative years. Parenting style is the parents “level of expectations, performance demands and attentiveness to rules as well as the style of discipline that the parents utilize to enforce their expectations”.

Type of Parenting Style

Authoritarian Parenting Style:

The authoritarian parenting style is characterized by strict rules, high expectations, and harsh punishment for disobedience. Parents who adopt this style of education have high demands for obedience and conformity and do not tolerate any deviation from the rules. Children who are raised in authoritarian households are often obedient but lack autonomy and independence. They may also struggle with social skills and have low self-esteem.

Permissive Parenting Style:

The permissive parenting style is characterized by a lack of rules, low expectations, and little or no punishment for misbehavior. Parents who adopt this style of education are indulgent and lenient and give their children freedom to make their own decisions. Children who are raised in permissive households may lack discipline and struggle with self-control. They may also have poor academic performance and social skills.

Authoritative Parenting Style:

The authoritative parenting style is characterized by high expectations, clear rules, and consistent consequences for misbehavior. Parents who adopt this style of education are warm and supportive, but also assertive and firm. Children who are raised in

authoritative households are often confident, independent, and socially skilled. They also have higher academic performance and better emotional regulation.

Uninvolved Parenting Style:

The uninvolved parenting style is characterized by neglect, disinterest, and a lack of emotional support. Parents who adopt this style of education are indifferent to their children's needs and often do not provide the basic necessities of life. Children who are raised in uninvolved households may suffer from neglect, poor academic performance, and emotional problems.

Factors Influencing Parenting Style:

Several factors influence the parenting style of education, including cultural background, socioeconomic status, education level, and parenting experiences. For example, parents from collectivist cultures may be more likely to adopt an authoritarian parenting style, while parents from individualistic cultures may be more likely to adopt an authoritative parenting style. Parents with higher education levels and socioeconomic status may be more likely to adopt an authoritative parenting style, while parents with lower education levels and socioeconomic status may be more likely to adopt a permissive or uninvolved parenting style. Parenting experiences also play a significant role in shaping parenting styles, as parents often model their own parents' behaviors.

Review of Related Literature

Various research studies have been conducted from time to time on parenting style by different researchers, some of them have been quoted below:

Baumrind's Parenting Styles: In the 1960s, Diana Baumrind conducted a study on parenting styles, which identified three distinct styles: authoritative, authoritarian, and permissive. Baumrind found that authoritative parenting, which is characterized by high warmth and supportiveness and high control and demand for maturity, was associated with the best academic outcomes for children.

Parenting Style and Academic Achievement: A study conducted by Musitu and Garcia in 2004 examined the relationship between parenting styles and academic achievement in a sample of Spanish adolescents. They found that authoritative parenting was associated with higher academic achievement, while authoritarian parenting was associated with lower achievement.

Parenting Styles and Motivation: In 2015, a study by Huey-Ling and Hsiao-Fan investigated the impact of parenting styles on children's motivation to learn. They found that children of authoritative parents were more intrinsically motivated to learn, while those with authoritarian parents were more extrinsically motivated.

Parenting Styles and Self-Efficacy: A study by Peña-Sarrionandia et al. in 2015 examined the impact of parenting styles on children's self-efficacy beliefs. They found that

authoritative parenting was associated with higher levels of self-efficacy, while permissive parenting was associated with lower levels.

Parenting Styles and School Engagement: A study conducted by Chen and colleagues in 2018 investigated the impact of parenting styles on school engagement in Chinese adolescents. They found that authoritative parenting was associated with higher levels of school engagement, while permissive parenting was associated with lower levels.

Overall, these studies suggest that authoritative parenting, which is characterized by high warmth, supportiveness, and control, is associated with better academic outcomes for children. In contrast, authoritarian and permissive parenting styles are associated with poorer outcomes. These findings highlight the importance of parenting style in children's education and suggest that parents can have a significant impact on their children's academic success.

Rationale of the study:

One of the important issue that affects an individual's learning is parental attitude towards child. Parenting style (attitude and their behaviours) performed while upbringing children have a significant impact on children's future behaviour as well as on their scholastic achievement. It has been seen that parents encourage their children to be independent while they keep controlling their actions. The families which provide children with opportunities to trust themselves with certain limits develops a healthy autonomy, self-confidence and are able to express their thoughts freely. Parents serve as a model for learning, determine the educational resources provided at home and may also influence children's achievement through the messages they provide regarding their own abilities.

STATEMENT OF THE PROBLEM:

The problem under study reads as, "Parenting Style: A Comparative Study of Higher Secondary School Students of District Anantnag"

OPERATIONAL DEFINITION

Parenting Style: In the proposed study Parenting Style refers to the scores obtained by administering **Parenting Style Scale by Gupta and Mehtani (2017)**. This scale consists of 44 items divided into 4 parenting styles as: i. Democratic, ii. Autocratic, iii. Permissive, iv. Uninvolved.

OBJECTIVES AND METHODOLOGY:

For the proposed study, descriptive research method was used to explore the variable under investigation. The following objective was formulated for the proposed study.

Objective:

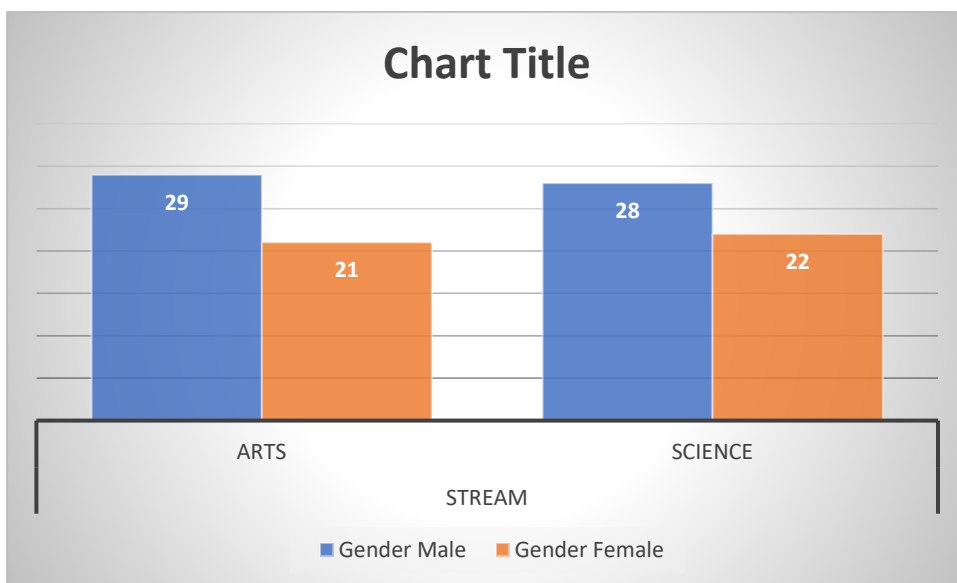
To compare parenting style of higher secondary school students on the basis of subject stream.

Ho. There is no significant difference between the science and arts higher secondary school students on parenting style.

This objective compares parenting style of higher secondary school students on the basis of subject stream. The sample of 100 students for the objective was taken from different Govt. and Private Higher Secondary Schools belonging to district Anantnag which were randomly selected by using lottery method. Gender equality was maintained wherever possible, respondents were selected from diverse socio-economic status. Out of the 100 sampled students 50 belonged to science stream and 50 belonged to arts stream, out of 50 science students 28 were male and 22 were female and out of 50 arts sampled students 29 were male and 21 were female. The description of the sample and the sampled students has been shown in the following chart. **Parenting Style Scale constructed by Gupta and Mehtani in 2017** was administered on sample subjects for collection of data. The t-test was used to analyse the data.

Table 1.0 Showing the description of the sample

Stream	Gender	
	Male	Female
Arts	29	21
Science	28	22



Assumption of Normality:

H₀= the distribution of Parenting Style scores of students belonging to Science and Arts Stream do not deviate significantly from normality.

Tests of Normality

	stream	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Ps	science	.133	50	.027	.926	50	.004
	arts	.085	50	.200*	.985	50	.770

From above table it is clear that Kolmogorov-Smirnov Statistics for Parenting Style of students belonging to Science Stream is 0.133 with df 50, whose significance value is 0.027 which is less than 0.05, thus the value is significant at 0.05 level of significance. In view of this the null hypothesis that the “distribution of Parenting Style scores of students belonging to Science and Arts Stream do not deviate significantly from normality” is rejected.

Similarly, the Kolmogorov-Smirnov Statistics for Parenting Style of students belonging to Arts Stream is 0.085 with df 50, whose significance value is 0.200 which is greater than 0.05, thus the value is not significant at 0.05 level of significance. In view of this the null hypothesis that the “distribution of Parenting Style scores of students belonging to Science and Arts Stream do not deviate significantly from normality” is not rejected.

From above table and discussion, it is quite clear that the assumption of Normality is not fulfilled. Thus, instead of using T-test, we shall now use Mann Whitney Test.

OBJECTIVE; To compare the mean ranks of parenting style score of students belonging to science and arts stream.

H₀= There is no significant difference in the mean ranks of parenting style scores of students belonging to science and arts stream.

Test Statistics^a

	Parenting Style
Mann-Whitney U	838.500
Wilcoxon W	2113.500
Z	-2.838
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: STREAM

b. Not corrected for ties.

From the above table it is clear that Mann-Whitney “U” value for Parenting Style is 838.500 whose two tailed significance value is 0.005 which is less than 0.01. Hence the value is significant at 0.01 level of significance. In view of this the null hypothesis that “there is no significant difference in the mean ranks of parenting style scores of students

belonging to science and arts stream” is rejected. Thus it can be concluded that there is significant difference in the mean ranks of parenting style scores of students belonging to science and arts stream.

Ranks

	Stream	N	Mean Rank	Sum of Ranks
Parenting Style	Science	50	42.27	2113.50
	Arts	50	58.73	2936.50
	Total	100		

Further from the above table it is clear the value of mean ranks of parenting style for students belonging to arts stream is 58.73 which is significantly higher than the mean rank of parenting style for students belonging to science stream which is 42.27. Thus, it can be concluded that the parenting style has a significant effect on students belonging to Arts Stream as compared to the students belonging to science stream.

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