

Relationship Between Academic Achievement And Democratic Parenting Style Of Higher Secondary Students

Ansumwi Basumatary¹, Dr. Jeemina Baglari²

¹Research Scholar Department of Education, Bodoland University, BTR, Assam.

²Assistant Professor Department of Education Bodoland University, BTR, Assam, India

Abstract:

Educational development is necessary for the development of a nation. Academic achievement is an important dimension in measuring educational development. Hence, Academic Achievement occupies a significant place in education. Higher Secondary Stage is an important milestone of students' future. Academic achievement of Higher Secondary students is determined by various factors like parents' socio-economic status, parents' education, parenting styles, amount of time parents' spend with children, presence of trained teacher and effects of peer relationships etc. Parenting style is one such factor determining the academic achievement of the students. The present study is undertaken to focus on academic achievement of Higher Secondary students in relation to democratic parenting style which is one type of parenting style. The present study sought to examine the relationship between academic achievement and democratic parenting style of Higher Secondary students of Udalguri District of Assam. The Researcher had selected 138 students as sample from Udalguri town cluster. Descriptive survey method was used to collect the data. Parenting Style Scale developed by Madhu Gupta and Dimple Mehtani (2017) and percentage of marks obtained by the students in Higher Secondary Final Examination 2020 was used for collecting data. To find out the relationship between academic achievement of Higher Secondary students Pearson's coefficient of correlation method was computed as statistical technique. The study revealed that there is a positive and significant relationship between Academic achievement and Democratic parenting style in Higher Secondary Students of Udalguri District.

Keywords- Academic Achievement, Democratic Parenting Style, Higher Secondary Students.

INTRODUCTION:

Educational development is necessary for the development of a nation. The fundamental purpose of education is to foster and promote the fullest Individual self realization for all people. The key factor for personal progress is quality of performance. In fact, the whole system of education revolves round the academic performance of the students. Education development is measured by different dimensions academic achievement is one of them. Hence, academic achievement occupies a significant place in education. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner

is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him/her. Academic achievement is commonly measured by examinations or continuous assessment in formal education. For a student, academic achievement paves the way for getting a good degree, valuable job, attainment of personal satisfaction and social recognition. Higher Secondary stage is an important milestone of students' future. The students of Higher Secondary stage generally belong to adolescence period. This adolescence period is an important period in every individual's life. In this period, adolescents are often engaged in new ways of behaving and thinking that develop greater self-sufficiency, independence and expressions of familiarity with others as they approach the teen years. Higher Secondary education helps the students to mould their personality and prepare them for the future.

Academic achievement of Higher Secondary students is affected by various factors. Parenting style is one such factor determining the academic achievement of the students. Parenting style plays a highly influential role in the student's academic achievement. Parenting style is a set or system of behaviors' describing the interaction and relationship between parents and children. Baumrid (1991) has suggested that there are mainly four types of parenting - **Authoritarian Parenting, Authoritative/Democratic Parenting, Permissive Parenting** and **Uninvolved parenting**. It is seen that the majority of parents display one of the styles of parenting. Therefore, the present study makes an attempt to trace the relationship between academic achievement of Higher Secondary students and democratic parenting style. Democratic parenting style is characterized by an optimum balance of responsiveness and demandingness. Democratic parents are responsive to their children and have an interest to listen to the questions of the adolescents. When children fail to meet the expectations, these parents are more forgiving and nurturing rather than punishing. Baumrid(1991) said that these parents monitor and impact clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self regulated as well as cooperative. Democratic parenting style tends to result in children who are happy, capable and successful.

It has been seen that in the past few years, the performance of students in HSSLC has been poor in Udalguri district. Looking at the lower academic achievement of the Higher Secondary students of Udalguri district in comparison to other districts of Assam, the present study is undertaken to focus on Academic achievement of students in relation to democratic parenting style. Therefore, it is necessary to carry out the present study. The findings of the study are expected to help in improving the academic achievement of Higher Secondary students in general and Udalguri district in particular. Here, in this study an attempt was made to assess the relationship between academic achievement of Higher Secondary students and democratic parenting style.

REVIEW OF RELATED LITERATURE:

Lakshmi and Arora (2006), "Perceived Parental Behaviour as Related to Student's Academic School Success and Competence" concluded that adolescents who perceived their parents as loving, accepting, encouraging and less controlling (Behavioural and Psychological), less hostile perform better in school and feel more competent. Lack of loving, accepting and affectionate behavior of parents develops

feeling of insecurity and low self confidence. Parents who perceived as being more acceptant and using less hostile psychological control tend to have children with higher academic achievement traits.

Shute, Hausen, Underwood and Razzouk (2011), “A Review of the Relationship between Parental Involvement and Secondary School Students’ Academic Achievement” found that parents appear to have an important opportunity to influence their children’s academic achievement. Co-relational studies have found modest associations between various Parental Involvement variables and student academic achievement. The influence of parents is modest but goes on to assert that peer influence is likewise modest. It seems that both parents and peers can have an influence on a child’s academic achievement.

Lourdusamy (2012), “Academic Achievement of Higher Secondary Students in Relation to their Parental influence and Emotional Intelligence” found that there is no significant difference between male and female Higher Secondary Students in their perception of parent and school relationship. But there is significant difference between male and female Higher Secondary Students in their perception of parenting, parent and academic involvement, parent and multi skill development and overall parental influence.

Chan (2014), “Influence of perceived parenting style on students’ career maturity” results indicated that only authoritative parenting and permissive parenting style were significantly correlated with career maturity. Results of this study highlighted the importance of including parents and ethnicity variables when exploring career maturity of students.

Odongo, Peter and Raburu (2016), “Influence of Parenting Style on the Adolescent Students’ Academic Achievement in Kenyan Day Secondary Schools” found that authoritative parents were very accommodating, responsive to their children’s feelings, encouraged their children to speak freely their mind. Authoritarian parents explode, spank, yell and were strict with their children and could also use threats as punishment. Permissive parents found it difficult to discipline their children, spoilt their children and ignore their bad behavior. Permissive parenting style had bad influence on their children’s academic performance. The more Permissive the parents were the less likely their children were to perform well in the class.

Awasthi (2017), “Perceived parenting style as correlates of achievement” assess the effect of different parenting style perceived by the children and its effect on academic achievement and results revealed that Accepting Parenting is best among all and children who perceives accepting parenting have high academic achievement.

Bharatiya and Malik (2017), “A Study of Relationship between Parental Style and Academic Achievement of Senior Secondary School Students” revealed that various parenting styles are correlated with the Academic Achievement. Parental Permissive Style does not affect the Academic Achievement of boys and girls of Senior Secondary school students. Parental Authoritarian style affects the Academic Achievement of the boys and girls of Senior Secondary school students.

Gupta and Mehtani (2017), “Effect of Parenting Style on Academic Achievement of Senior Secondary School Students: An Analytical Analysis” revealed that parenting style had a significant effect on

Academic Achievement of Senior Secondary School Students. Students who perceived their parents parenting styles as democratic demonstrated high Academic Achievement.

OBJECTIVES OF THE STUDY:

1. To study the level of academic achievement of Higher Secondary students.
2. To study the level of democratic parenting style of the parents of Higher Secondary students.
3. To determine the relationship between academic achievement and democratic parenting style of Higher Secondary students.

HYPOTHESIS OF THE STUDY:

HO₁- There is no significant relationship between academic achievement and democratic parenting style of Higher Secondary students.

METHODOLOGY OF THE STUDY:

For the present study the investigator has adopted descriptive survey method to collect data. The population of the study comprises of all the Higher Secondary students of Arts stream who appeared HSSLC in the year 2020 from Government Higher Secondary Schools and Junior colleges (private) registered under AHSEC in Udalguri District in the state of Assam. The study is confined to the Udalguri Town Cluster of Udalguri District. In the present study, a sample of 138 students has been selected by taking 30% from student population (460 students) through Simple Random Sampling Technique from Udalguri Town Cluster.

TOOLS FOR DATA COLLECTION:

The study is based on primary data and the following tool has been adopted to meet the need and objectives of the present study.

1. Parenting Style Scale developed by Madhu Gupta and Dimple Mehtani (2017)
2. Academic Achievement was taken from the percentage of marks obtained by the students in Higher Secondary Final Examination 2020.

STATISTICAL TECHNIQUES USED:

Keeping in view the objectives of the study, raw scores were calculated to find out the range for considering the level of democratic parenting style. To find out the relation between academic achievement and democratic parenting style of Higher Secondary students Pearson's coefficient of correlation method was computed.

FINDINGS AND DISCUSSION:

In order to present the result systematically the collected data was tabulated and analyzed in the light of the objective framed. The findings are based on the responses provided by the Higher Secondary students through the questionnaires.

Based on the first objective, "To study the level of academic achievement of Higher Secondary students" the result is shown in the table provided below:

Table 1 Level of Academic Achievement of Higher Secondary students

Levels	Number of Students	Percentage
High Achievers(60% and above)	42	30.43%
Average Achievers (45%-59%)	71	51.45%
Low Achievers(below 45%)	25	18.12%
Total	138	100%

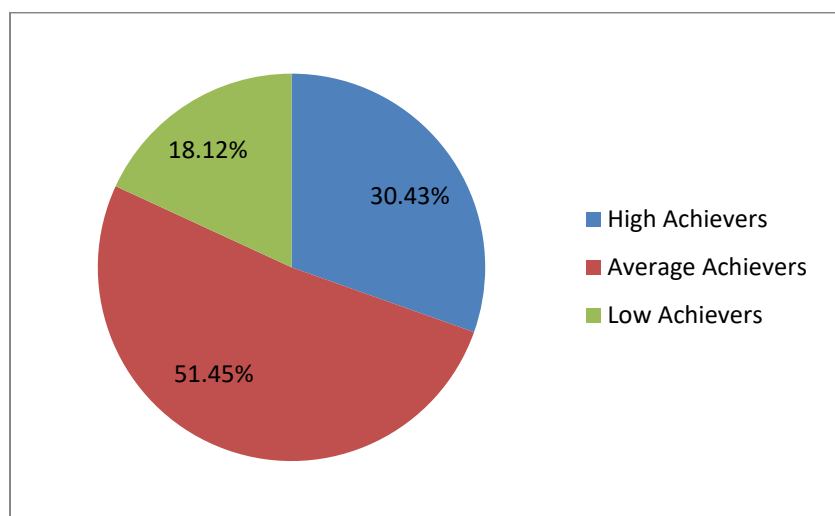


Figure: 1 Percentage of students falling on each level of Academic Achievement

The above table and figure shows that majority of (51.45%) of the total sample are average achievers, 30.43% are high achievers and low achievers are very few in number which is 18.12% of the total population. The findings indicate that majority of students are average achievers. This result can be interpreted that majority of the student's academic achievement is a matter of concern as only 30.43% fall under high achievers and this might be due to poor learning strategies, lack of motivation to learn and study, lack of proper attitude of the students towards education. Hence, there is a need to draw the attention of the school authorities to provide better strategies for students' high academic achievement.

Based on the second objective, to study the level of democratic parenting style of the parents of Higher Secondary students the result is provided below:

Table 2 Democratic Parenting Style

Level	Number of Students	Percentage
Extremely High	38	27.54%
High	23	16.67%
Above Average	33	23.91%
Average	30	21.74%
Below Average	12	8.69%
Low	2	1.45%
Extremely low	0	0

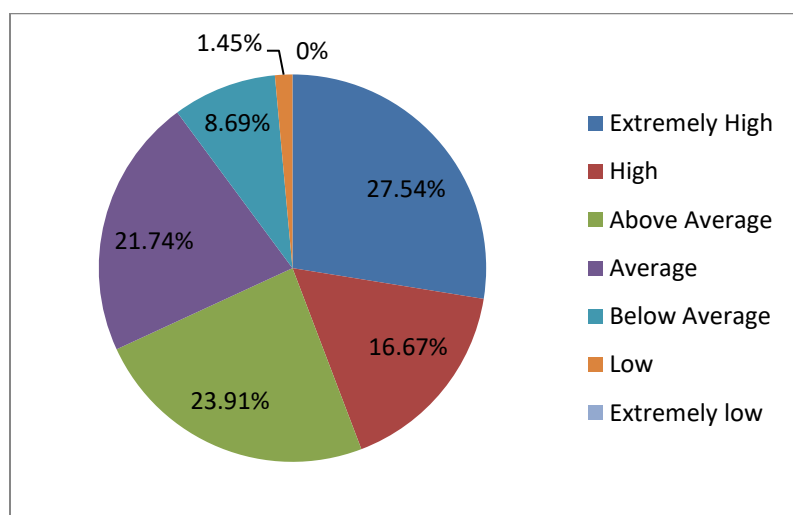


Figure: 2 Percentage of students falling on each level of Democratic Parenting Style

The above table and figure revealed that the percentage of students falling on each level of Democratic Parenting Style. It is inferred from the table and figure 2, out of 138 Higher Secondary students, 38 students (27.54%) perceived their parents democratic parenting style as extremely high, 23 students (16.67%) perceived as high, 33 students (23.91%) perceived as above average, 30 students (21.74%) perceived as average, 12 students (8.69%) perceived as below average, 2 students (1.45%) perceived as low and no students perceived their parents democratic parenting style as extremely low. From the finding it can be said that majority of the student's parent's democratic parenting style was extremely high and this might be due to overprotective or concerned of parents towards their children career and they have high expectations from their children.

As per the third objective, the researcher framed the following hypothesis:

HO₁- There is no significant relationship between academic achievement and democratic parenting style of Higher Secondary students.

To test **HO₁**- 'There is no significant relationship between academic achievement and democratic parenting style of Higher Secondary students', Pearson's Co efficient of Correlation is applied.

Table:3 Coefficient of Correlation between academic achievement and democratic parenting style

Variables	N	DF	Coefficient of correlation(r)	Level of Significance
Academic achievement	138	136	0.494312	0.01 level
Democratic parenting style	138			

Significant at 0.01 level

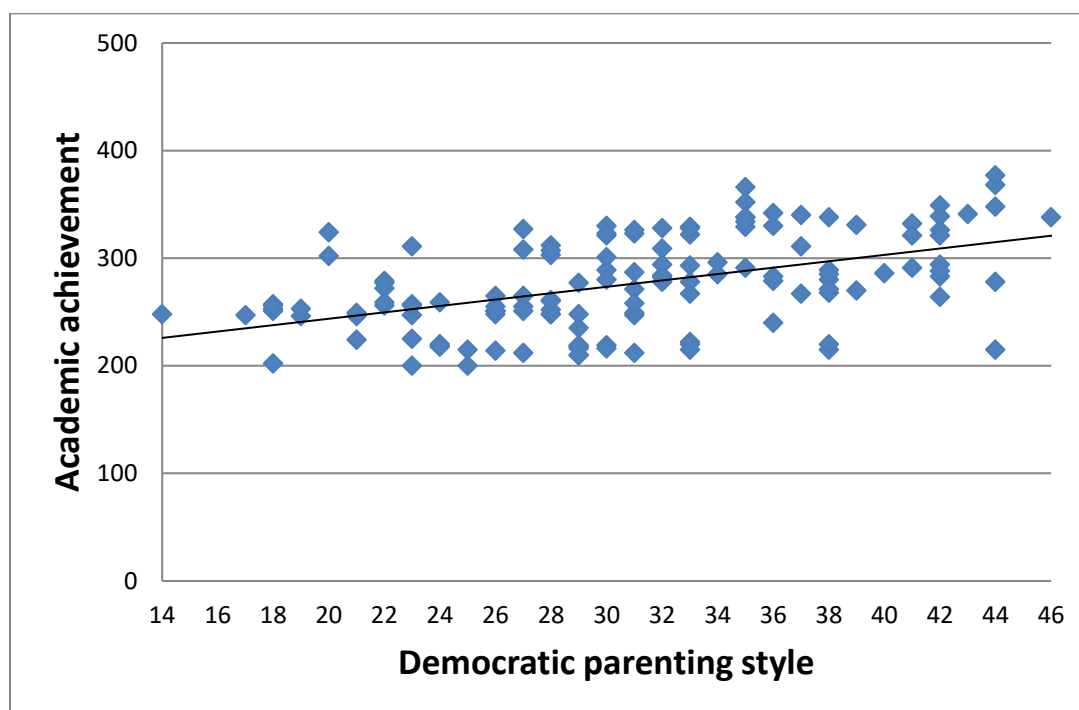


Figure: 3 Scatter diagram representing the correlation between Academic Achievement and Democratic Parenting Style of Higher Secondary Students

The above table depicts the correlation between academic achievement and democratic parenting style of Higher Secondary Students. The calculated co-efficient of correlation values is found to be positive. Significance of r value has been test at 0.01level. The obtained ' r ' value 0.494312 are greater than the critical value 0.208(df=136) at 0.01 level which shows positive and significant relationship between academic achievement and democratic parenting style. Hence, the stated null hypothesis 'There is no significant relationship betweenacademic achievement and democratic parenting style of Higher Secondary students' is **rejected**. This leads to the conclusion that democratic parenting style has a

significant relation with the academic achievement of Higher Secondary students. The result of the study is also in consonance with the result of the study carried by Gupta and Mehtani (2017), Odongo, Aloka and Raburu (2016). It was also found that students who perceived their parents' democratic parenting style as extremely high and high have high academic achievement which is also in consonance with the findings of the study carried by Gupta and Mehtani (2017).

CONCLUSION:

Parents play an important role and have substantial effect on children's development and upbringing. From the study, it has been observed that Parenting Style had significant relation on Academic Achievement of Higher Secondary students. So, parents must be made aware of their contribution in children's academic achievement. It was also found that democratic parenting style leads to better academic achievement. Since academic achievement found correlated with democratic parenting style, it is essential that parents must try to understand the importance of democratic parenting style and adopt it to deal with their children practically. Understanding the importance of democratic parenting style in the academic achievement of students, higher secondary schools and colleges, administrators and teachers should organize workshops and trainings for parents about the various strategies that can be adopted for parenting their children.

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