

Relationship between Parenting Style and Academic Achievement among Secondary Students in Mizoram

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Abstract

This study aims to explore secondary students' perceptions of their parents' parenting styles and their academic achievement levels. It also seeks to understand the relationship between these perceived parenting styles and academic achievement. The findings indicate that students generally perceive moderate levels of all parenting styles, with the exception of uninvolved parenting. Additionally, most students were found to have average academic achievement. The study revealed a weak but statistically significant negative correlation between autocratic parenting and academic achievement. Conversely, there is a weak but statistically significant positive correlation between democratic parenting and academic performance. There is a very weak positive relationship between permissive parenting and academic achievement. Finally, a weak but statistically significant negative correlation was identified between uninvolved parenting and academic performance among secondary students in Mizoram.

Keywords: Parenting style, Academic achievement, relationship, secondary students

Introduction:

Parenting styles are the ways in which parents raise and interact with their children, influencing their behaviour, personality, values, and development. These styles are shaped by cultural, social, psychological, and personal factors. Psychologists have identified several parenting styles, each with its own unique effects on children's well-being.

Autocratic parenting involves a high level of control and authority. Parents make decisions without seeking their children's input, focusing on strict discipline, obedience, and adherence to rules. Punishments may be severe, and expressions of affection might be limited.

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Democratic parenting, also known as authoritative parenting, balances firmness and warmth. Parents involve their children in decision-making, value their opinions, and set rules that are open to discussion. They provide guidance and support while encouraging independence.

Permissive parenting lacks structure and discipline. Parents are lenient, allowing considerable freedom and autonomy. They might avoid setting clear rules or enforcing consistent consequences, prioritizing being their child's friend over being an authority figure.

Uninvolved parenting, or neglectful parenting, involves a lack of emotional involvement and attention. Parents are disengaged and may fail to meet their children's emotional and physical needs, focusing more on their own interests or challenges.

Academic achievement refers to the level of success the students attain in their educational pursuits. It is often measured through grades, test scores, and completion of educational milestones such as graduation. High academic achievement indicates that a student has effectively mastered the content and skills taught in their coursework, which can lead to opportunities for advanced education, scholarships, and career advancements. Academic achievement is influenced by various factors, including individual ability, motivation, teaching quality, parental support, and socio-economic status.

Elliot and Dweck (2005) defines Academic achievement as “performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university”.

Spinath (2012) defines academic achievement as “the extent to which a student, teacher, or institution has achieved their short or long-term educational goals.”

Relation between parenting style and academic achievement

The relationship between parenting styles and academic achievement has been a focal point of educational and psychological research. Parenting styles, as conceptualized by Baumrind (1966), can significantly influence a child's development and performance in school. The four main parenting styles—autocratic, democratic, permissive, and uninvolved—each have distinct characteristics that can impact academic outcomes in different ways.

Autocratic parenting is characterized by high levels of control and low levels of warmth. Parents who adopt this style enforce strict rules and expect obedience without question. While such an environment can instill discipline, it may also lead to high levels of anxiety and lower intrinsic motivation among students. These students might perform well academically due to fear of punishment but might lack critical thinking skills and self-reliance (Baumrind, 1991). *Democratic parenting*, also known as authoritative parenting, strikes a balance between control and warmth. This style involves parents setting clear expectations while

being responsive and supportive. Research suggests that children raised by democratic parents tend to have higher academic achievement. This is attributed to the encouragement of independence, self-discipline, and problem-solving skills, which are crucial for academic success (Darling & Steinberg, 1993). The supportive nature of this style helps students develop a positive attitude towards learning and fosters resilience.

Permissive parenting is defined by high levels of warmth but low levels of control. Permissive parents are indulgent and often avoid setting strict boundaries. Although this style may create a nurturing environment, it can lead to poor academic outcomes. Students with permissive parents might struggle with self-discipline and time management, resulting in lower academic achievement. These students may lack motivation to meet academic challenges due to the absence of clear expectations and accountability (Maccoby & Martin, 1983). *Uninvolved parenting*, or neglectful parenting, is marked by low levels of both control and warmth. Parents are often emotionally detached and indifferent to their children's needs. This lack of involvement can severely hinder a child's academic performance. Students with uninvolved parents often exhibit lower self-esteem, motivation, and academic achievement. The absence of parental support and guidance leaves these students unprepared to cope with academic demands (Steinberg, 2001). To conclude, the democratic parenting style is generally associated with the highest levels of academic achievement among secondary students, while autocratic, permissive, and uninvolved styles tend to have more negative impacts. Understanding these relationships can help educators and parents create supportive environments that foster academic success.

Rationale of the study

Understanding the relationship between parenting styles and academic achievement is crucial for both educators and parents, particularly in the context of secondary students in Mizoram. Parenting styles, as defined by Baumrind (1966), encompass various approaches to raising children, each with distinct impacts on their development and educational outcomes. The four main parenting styles—autocratic, democratic, permissive, and uninvolved—offer a framework for analysing how different parental behaviours influence students' academic performance.

Research has consistently demonstrated that parenting styles significantly affect various aspects of child development, including academic success. In Mizoram, a region with unique cultural and social dynamics, it is essential to explore how these parenting styles impact the academic achievement of secondary students. This study aims to bridge the gap in existing literature by providing insights specific to this region, thereby helping educators, policymakers, and parents understand the best practices for fostering academic success among students.

Autocratic parenting, characterized by strict discipline and high control, may either motivate students to achieve high grades out of fear of repercussions or hinder their intrinsic

motivation due to increased anxiety. Conversely, democratic parenting, which balances firmness and warmth, is often associated with higher academic achievement due to the supportive environment it creates. Permissive parenting, marked by leniency and lack of discipline, may result in lower academic performance due to insufficient guidance and structure. Uninvolved parenting, characterized by emotional detachment and lack of support, is likely to correlate with the poorest academic outcomes due to the absence of parental involvement and encouragement.

By investigating these relationships, this study aims to provide valuable insights into how different parenting styles influence academic achievement among secondary students in Mizoram. The findings can inform interventions and strategies that support effective parenting practices, ultimately contributing to the academic success and overall well-being of students. Besides, this research will add to the broader body of knowledge on the impact of parenting styles, offering region-specific data that can be used to modify educational and parental support programs in Mizoram.

This rationale of the study emphasizes the importance of understanding the nature of effects of parenting on academic achievement, particularly in the context of Mizoram, where cultural and social factors may play a significant role in shaping these dynamics. By shedding light on these relationships, the research aims to empower stakeholders to create environments that nurture and enhance students' educational journeys.

Objectives

1. To find out the extent to which secondary school students perceived the various parenting styles exhibited by their parents.
2. To find out the level of academic achievement among secondary students of Mizoram
3. To find out the relationship between Autocratic Parenting style and academic achievement among secondary students
4. To find out the relationship between Democratic Parenting style and academic achievement among secondary students
5. To find out the relationship between Permissive parenting style and academic achievement among secondary students
6. To find out the relationship between uninvolved parenting style and academic achievement among secondary students

Methodology

Descriptive status survey method was used to carry out the present study

Population and Sample

The population consists of all secondary school students in Mizoram, India. For the present study, the investigators used stratified random sampling technique. The present sample comprises of 483 Class X students comprising of 203 male and 280 female students.

Tools Used

The investigator utilized the ‘Perceived Parenting Style Scale’ (2023), which was developed by the researchers. To measure academic achievement, the marks obtained by the sample students in their High School Leaving Certificate examinations, conducted by the Mizoram Board of School Education, were used.

Analysis and findings of the Study

The collected data were analyzed according to the objectives as follows:

Objective 1: To find out the extent to which secondary school students perceived the various parenting styles exhibited by their parents.

In order to find out the extent to which high school students perceived the various parenting styles exhibited by their parents, the scores obtained by the students in the different styles of parenting were converted into z-score and based on this z-score, students were classified into three categories as high, moderate and slight as depicted in Table - 1 below

Table – 1

Secondary school students’ perception on their parents parenting styles

Sl. No.	Parenting style	High	Moderate	Slight
1	Autocratic parenting style	128 (26.5%)	212 (43.89%)	143 (29.61%)
2	Democratic parenting style	151 (31.26%)	206 (42.65%)	126 (26.09%)
3	Permissive parenting style	128 (26.5%)	197 (40.79%)	158 (32.71%)
4	Uninvolved parenting style	149 (30.85%)	152 (31.47%)	182 (37.68%)

From the above table – 1, we can see that the largest group of students (43.89%) perceive their parents displays moderately autocratic parenting style. A significant portion (26.50%) observes their parents exhibits highly autocratic parenting style, indicating a substantial number of students experience strict and controlling parenting style. The remaining

29.61% notice that their parents shows slightly autocratic parenting style, suggesting that a notable portion of students view their parents as less authoritarian.

The above table also shows that most students (42.65%) perceive their parents' democratic parenting style as moderate. A relatively high percentage (31.26%) observe their parents exhibit highly democratic parenting style, reflecting that many students experience a balanced and supportive parenting style. The remaining 26.09% believe their parents displays a slightly democratic parenting style, indicating some students do not experience as much involvement and warmth from their parents.

The above table also demonstrates that most number of students (40.79%) identify their parents' permissive parenting style as moderate. A significant portion (26.50%) remarks that their parents demonstrate a highly permissive parenting style, suggesting a notable number of students experience lenient parenting. A relatively high percentage (32.71%) witness that their parents demonstrate a slightly permissive parenting style, indicates that a significant portion of students do not see their parents as overly permissive.

The Table also shows that for the uninvolved parenting style, perceptions are fairly evenly distributed. The highest percentage (37.68%) of students felt that their parents' displays a slightly uninvolved parenting style, indicating that most students perceive their parents as more engaged than uninvolved. A significant portion (30.85%) perceives their parents demonstrate a highly uninvolved parenting style, suggesting a considerable number of students experience a lack of parental involvement. An almost equal percentage (31.47) of students believes their parents' exhibits a moderately uninvolved parenting style.

These findings provide valuable insights into how secondary school students perceive their parents' parenting styles. The predominance of moderate perceptions across all styles suggests that while there are elements of strictness, democracy, permissiveness, and un-involvement, they are generally balanced.

Objective 2: To find out the level of academic achievement among secondary students of Mizoram.

To determine the academic achievement levels of secondary students, their total marks from the High School Leaving Certificate were used. These marks were then converted into z-scores. Using these z-scores, students were categorized into three groups: high, average, and low academic achievement, as displayed in Table – 2.

Table – 2

Secondary students' level of Academic achievement

Sl.No.	Levels of Academic achievement	No, of Students	Percentage
1	High academic achievement	134	27.74%
2	Average academic achievement	208	43.07%
3	Low academic achievement	141	29.19%

The above table shows that 43.07% of secondary students had Average level of academic achievement, 27.74% students had high achievement level and 29.19% students had low level of academic achievement.

Objective 3: To find out the relationship between Autocratic Parenting style and academic achievement of secondary students.

To determine the relationship between the Autocratic Parenting style and academic achievement, the Pearson Product Moment Correlation was employed. This method was used to assess the strength and direction of the relationship between these two variables. The results are shown in Table – 3.

Table – 3

Correlation coefficient between Autocratic parenting style and Academic achievement of secondary students (N-483)

Categories	Autocratic Parenting style	Academic achievement
Autocratic Parenting style	1	-.122**
Academic achievement	-.122**	1

***Significant at 0.01 level*

As can be seen in the above table 3, the findings indicate that there is a weak but statistically significant negative relationship between autocratic parenting style and academic achievement among secondary school students. This means that higher levels of autocratic parenting are associated with slightly lower levels of academic achievement. Despite the weak correlation, the negative direction aligns with existing research suggesting that high levels of control and low warmth in parenting may hinder children's academic performance.

Autocratic parenting often emphasizes strict discipline and obedience, potentially creating a high-pressure environment that may lead to increased anxiety and decreased intrinsic motivation in students. This can negatively impact their ability to perform well academically. However, the weak magnitude of the correlation suggests that other factors might also play a significant role in influencing academic achievement, and the impact of autocratic parenting, while significant, may be limited.

The results highlight the importance of considering various parenting styles and their potential effects on students' academic performance, encouraging further exploration into how different approaches can support or hinder academic success.

Objective 4: To find out the relationship between Democratic Parenting style and academic achievement of secondary students.

To explore the connection between the Democratic Parenting style and academic achievement, the Pearson Product Moment Correlation was utilized. This approach helped in evaluating both the strength and direction of the relationship between these two variables. The findings are presented in Table – 4.

Table – 4

Correlation coefficient between Democratic parenting style and Academic achievement of secondary students (N-483)

Categories	Democratic Parenting style	Academic achievement
Democratic Parenting style	1	.135**
Academic achievement	.135**	1

***Significant at 0.01 level*

As shown in table - 4, the findings indicate that there is a weak but statistically significant positive relationship between the Democratic Parenting style and academic achievement among secondary school students. This means that higher levels of democratic parenting are associated with slightly higher levels of academic achievement. Despite the weak correlation, the positive direction aligns with existing research suggesting that supportive, nurturing, and communicative parenting can foster better academic outcomes.

Democratic parenting, characterized by a balance of control and warmth, encourages open communication, independence, and mutual respect. These factors can positively influence a student's motivation and attitude towards learning, leading to better academic performance. Students with democratic parents may benefit from a supportive environment that values their opinions and encourages self-discipline and problem-solving skills, all of which contribute to academic success.

The results highlight the importance of democratic parenting in promoting academic achievement among secondary students. While the relationship is weak, the positive correlation suggests that democratic parenting practices can play a role in enhancing students' academic performance.

Objective 4: To find out the relationship between Permissive Parenting style and academic achievement of secondary students.

To examine the relationship between the Permissive Parenting style and academic achievement, the Pearson Product Moment Correlation was employed. This method facilitated the assessment of both the strength and direction of the association between these variables. The results are displayed in Table – 5.

Table – 5

Correlation coefficient between Permissive parenting style and Academic achievement of secondary students (N-483)

Categories	Permissive Parenting style	Academic achievement
Permissive Parenting style	1	0.048
Academic achievement	0.048	1

Not Significant

As indicated in table – 5, the findings indicate that there is a very weak positive relationship between the Permissive Parenting style and academic achievement among secondary school students. However, this relationship is not statistically significant. This means that higher levels of permissive parenting are not reliably associated with changes in academic achievement in this sample of students.

Permissive parenting, characterized by high warmth and low control, often results in children lacking self-discipline and the ability to set boundaries for themselves. The non-significant and weak positive correlation found in this study suggests that permissive parenting does not have a strong impact on students' academic performance, and any observed changes might be due to other factors rather than the parenting style itself.

These results highlight the complexity of the factors influencing academic achievement and suggest that permissive parenting alone is not a strong predictor of academic outcomes. Further research might explore additional variables or different contexts to better understand the dynamics at play.

Objective 4: To find out the relationship between Uninvolved Parenting style and academic achievement of secondary students.

To investigate the relationship between the Uninvolved Parenting style and academic achievement, the Pearson Product Moment Correlation was used. This method enabled the evaluation of both the strength and direction of the association between these two variables. The findings are presented in Table – 6.

Table – 6

Correlation coefficient between Uninvolved parenting style and Academic achievement of secondary students (N-483)

Categories	Uninvolved Parenting style	Academic achievement
Uninvolved Parenting style	1	-.115*
Academic achievement	-.115*	1

**Significant at 0.05 level*

As demonstrated in table – 6, the findings indicate that there is a weak but statistically significant negative relationship between the Uninvolved Parenting style and academic achievement among secondary school students. This means that higher levels of uninvolved parenting are associated with slightly lower levels of academic achievement. Despite the weak correlation, the negative direction aligns with existing research suggesting that lack of parental involvement and support can negatively impact children's academic performance.

Uninvolved parenting, characterized by low levels of both control and warmth, often leads to children feeling neglected and unsupported. This can result in lower self-esteem, motivation, and academic performance. The weak yet significant negative correlation found in this study suggests that uninvolved parenting, while not the sole determinant, has a measurable and detrimental effect on students' academic achievement.

The result emphasizes the importance of parental involvement and support in promoting academic success among students. It highlights the need for parents to engage actively in their children's education to foster better academic outcomes.

Conclusions:

This study sheds light on the complex relationship between parenting styles and academic achievement among secondary students in Mizoram. The findings suggest that different parenting styles can have varying impacts on students' academic achievement. Specifically, democratic parenting, characterized by a balanced approach of warmth and control, is positively associated with better academic outcomes. On the other hand, autocratic and uninvolved parenting styles show a significant negative correlation with academic achievement, indicating that extreme control or lack of involvement can hinder students' academic success.

Permissive parenting, while showing a weak positive correlation, does not significantly influence academic achievement, highlighting the importance of structure and guidance in students' educational journeys. Overall, the study emphasizes the critical role of parenting in shaping students' academic trajectories and the need for a supportive and balanced parenting approach to foster academic excellence.

By understanding these dynamics, educators, parents, and policymakers can work together to promote parenting practices that enhance academic achievement and contribute to the holistic development of students in Mizoram. Further research could expand on these

findings by exploring additional factors and contexts that influence the relationship between parenting styles and academic performance.

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