

A STUDY OF PARENTING STYLE ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Dr. V. Kasirajan

Assistant Professor in Education, Arulmigu Kalasalingam College of Education Krishnankoil

K. Rajkumar

M.Ed Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil

Abstract

The main objective of the study was carried out to find out whether there is any significant correlation between parenting style and academic achievement of high school students. The sample consists of 300 participants at high school students procured from seven schools in Watrap Taluk through a random sampling technique. The collected data was analyzed statistically by using the SPSS package. The findings of the investigation reveal that there is no significant relationship between parenting style and academic achievement of high school students.

Introduction

A parenting style is a psychological build on behalf of standard approaches that parents use in their child-rearing. Parental investment starts soon after birth. Many parents generate their own style from a blend of aspects, and these may progress as the children develop their own personalities and move through life's stages. Parenting style is exaggerated by both the parent's and children's temperaments and is mainly stand on parents and civilization. "Most parents learn parenting practices from their own parent-some they accept, some they discard." The point to which a child's instruction is fraction of parenting is a additional substance of discuss (Esfandiari, 1995).

The excellence of family interactions has significant associations with children's and adolescents' scholastic motivation and achievement and with youthful adults' eventual educational and occupational attainments (*Thomas Callaghan 1993*). The family environment is the most powerful influence in determining learners' school attainment and educational motivation. States that parents' participation in learning movements has considerable emotional and intellectual proceeds for children. He observes, however, that because helpful and strong families are most important for school success, instructors undertake increasing challenges many children experience harsh family disruption and upheaval. Although it is acknowledged that families are perhaps the most substantial influence on children's school success, it is not clear which family influences are the most significant. Also, research findings are inconclusive about the amount to which associations between family connections and educational performances are independent of a child's family background and family structure (*James Coleman, 1991*).

Significance of the Study

This world today consists of both the best of times and worst of times for adolescents. Their world possesses powers and perspective inconceivable 50 years ago: computers, longer life expectancies, television, satellite, and air travel. So much availability of knowledge through can be chaotic and dangerous.. Most adolescents today successfully negotiate the path from childhood to adulthood; however, too many of today's adolescents are not provided with sufficient possibilities and hold to become competent adults.

Adolescence is the transition period from childhood to adulthood. One can encounter stress and storm during his period due to physical, emotional, intellectual, and social change the concentration diversion would also be the result if they are not studied correctly. To flourish in the academic aspect kids should prepare all efforts to study systematically the external distraction should also be controlled to provide children conducive environment for their study. Hence parents love concerning care involvement, and guidance will make a tremendous change in the behavior of the children.

Researchers have found that parenting styles influence the academic achievement of children. The present study focuses on the parenting style and academic achievement of high school students. The investigator feels on this study is the need of the hour to bring about the desirable improvement and parenting styles perceived by the student's pastoral and educational ministries in his place. The present study is unique to explore how far the parenting style relate to the academic achievement of high school students.

Objectives

1. To find out the level of parenting style of high school students.
2. To find out the level of educational accomplishment of high school students.
3. To find out whether there is any significant relationship between parenting style and academic achievement of high school students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for The Study

The population of the present study is the high school students of Watrap Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 students from high school, seven high schools of Watrap Taluk, Virudhunagar district of Tamilnadu.

Tool

Inventory of Parenting style inventory by investigator and guide (2019)

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

1. To find out the level of parenting style of high school students

Table 1.1 The Level of Parenting Style of High School Students

Low		Average		High	
Count	%	Count	%	Count	%
45	15.0	212	70.7	43	14.3

15.0% of the students have low, 70.7% of them have average, and 14.3% of them have a high level of parenting learning style of high school students.

2. To find out the level of academic achievement of high school students

Table 1.2 The Level of Academic Achievement of High School Students

Low		Average		High	
Count	%	Count	%	Count	%
12	4.0	248	82.7	40	13.3

4.0% of the students have low, 82.7% of them have average and 13.3% of them have a high level of academic achievement of high school students.

3. There is no significant relationship between Parenting Style and Academic Achievement of high School Students.

Table 1.3 Relationships between Parenting Style and Academic Achievements High School Students

Parenting style		Academic Achievement		ΣXY	Calculated value	Remarks
ΣX	ΣX^2	ΣY	ΣX			
17764	1057064	95448	30905958	5647607	0.079	NS

The calculated 'r' value (0.079) is less than the table value (0.088) at 5% level of significance. Hence the null hypothesis is accepted. Thus, the result shows that there is no significant relationship between parenting style and academic achievement of high school students.

Major Findings of The Study

1. 15.0% of the students have low, 70.7% of them have average, and 14.3% of them have a high level of the parenting learning style of high school students.
2. 4.0% of the students have low, 82.7% of them have average, and 13.3% of them have a high level of scholastic achievement of high school students.

3. There is no significant correlation between parenting style and academic achievement of high school students.

Educational Implications

Parents must adopt a democratic parenting style and must use it practically while dealing with their children. The Parents must encourage their children to contribute in activities that match their flairs and work hard by being authentically interested in their activities. Understanding the importance of parenting style in the life of children, schools and administrators should arrange workshops and training for parents to direct the parents about the various strategies which they should use for their child's development.

References

1. Avdhesh, S.Jha.(1984). *Research Methodology*. New Delhi: APH Publishing.
2. Darling, N. (1999, March 3).Parenting Style and Its Correlates. Retrieved from <http://www.athealth.com/Practitioner/ceduc/parentingstyles.html>
3. Davies, M. (2000).Parenting. The Blackwell encyclopedia of social work (Vol. 1, p. 245). Oxford: Wiley-Blackwell.
4. Rimm, S. (2006). *Growing up too fast: the secret world of America's middle scholars*. Emmaus, Pa.: Rodale Books.
5. Rimm, S. (2008). *Handbook of giftedness in children: psycho-educational theory, research, and best practices* (1st ed.). New York:
6. Singh, Y.K.(2007). *Research Methodology*. New Delhi: APH Publishing.
7. Springer. Seid, E., &Mikre, F. (2008). The teacher relationship behavior and parenting style correlate with students scholastic attainment in grade seven English. *Ethiopian Journal of Education and Sciences*, 4(1), 39-50.