

A Correlation Study to Assess the Relationship Between Parenting Style and Academic Performance

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Abstract

Background and objectives: Parenting plays a significant role in promoting the child's growth and development. Many writers have noted that the broad pattern of parenting is important in predicting child's well-being as well as each and every parent has their own unique style of dealing with their children. For achieving good academic performance, children need great influence of parents. In the past 25 years, numerous studies on the family and school connection have examined the influence of distinct types of parenting styles on student's school based outcomes. This study aims to assess the relationship between parenting style and academic performance among B.Sc nursing students. *Methods:* The study was done by quantitative approach with correlation study design. The tool consist of structured questionnaire to assess the demographic variables, students perception of parenting style and the leadership qualities along with the percentage of marks achieved in the university examination. *Results:* The study findings reveled that among 150 samples the 'r' value was found to be 0.088. Hence, the result showed that there was no significant correlation between parenting style and academic performance. *Conclusion:* The study findings identified that there was no significant correlation between parenting style and academic performance. But there was a significant association between parenting style and gender of the samples.

Keywords: Relationship; Parenting Style and Academic Performance.

Introduction

"Children have to be educated, but they have also to be left to educate themselves."

Ernest Dimnet

The word parenting is derived from Latin verb *parere*; a word defined as to bring forth or produce. Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development to raise a child rather than biological relationship.

"WHO" defines Parenting style as a psychological construct representing standard strategies that parents use in their child rearing. Over all, it depicts that the quality of parenting is more essential in child rearing than the quantity of time with them.

Education has been highlighted as one of the main Millennium Development Goals found in the year 2015.

Parenting styles can be categorized according to the levels of parental demandingness (i.e. control, supervision and maturity demands) and responsiveness (i.e. Warmth, acceptance and involvement). Parenting styles have often been presented as a three-category structure which is, authoritarian, authoritative, and permissive parenting styles.

The findings of this study would help parents to understand the important role they must play in the education of their children in order to ensure

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success. It will also help them to know which parenting style is more appropriate and how their involvement by means of their responsiveness and demandingness could go to ensure success for their children academic or non academics.

Many studies have been revealed, that the parents play an important role in the educational achievement of their children and their participation both at school and home leads to positive development in their children. However, a few studies of this nature do exist in Ghana and as such this study will go a long way to help contribute to, and fill gaps in the literature on parenting styles and academic performance in general

Materials and Methods

The study was done by quantitative approach with correlation study design. The tool consist of structured questionnaire to assess the demographic variables, students perception of parenting style and the leadership qualities along with the percentage of marks achieved in the university examination. 150 B.Sc Nursing students were participated in the study from Westfort College of Nursing, Thrissur, Kerala.

Socio-demographic data collected by using demographic proforma, academic performance of the samples were identified by the percentage of marks obtained in the university examination. Student’s perception of their parent’s parenting style and leadership skills were assessed by parenting style questionnaire and leadership self assessment questionnaire respectively. Collected data tabulated and analyzed.

Results

The present study aims to assess the relationship between parenting style and academic performance among B.Sc nursing students in Westfort College of Nursing, Thrissur, Kerala. The data collected were categorized and analyzed based on study objectives and hypothesis by using descriptive and inferential statistics with the application of Statistical Package for Social Sciences (SPSS Version 17).

Figure 1 shows that the percentage wise distribution of subjects based on their parent’s parenting style. Figure 2 shows that the percentage wise distribution of subjects based on their academic performance.

Table 1 reveals the mean parenting style score was found to be 65.17 with a SD ± 5.69 and mean academic performance score of 5.22 with SD ± 0.61. The ‘r’ value was 0.088. And it found that there is no significant correlation between parenting style and academic performance of the samples.

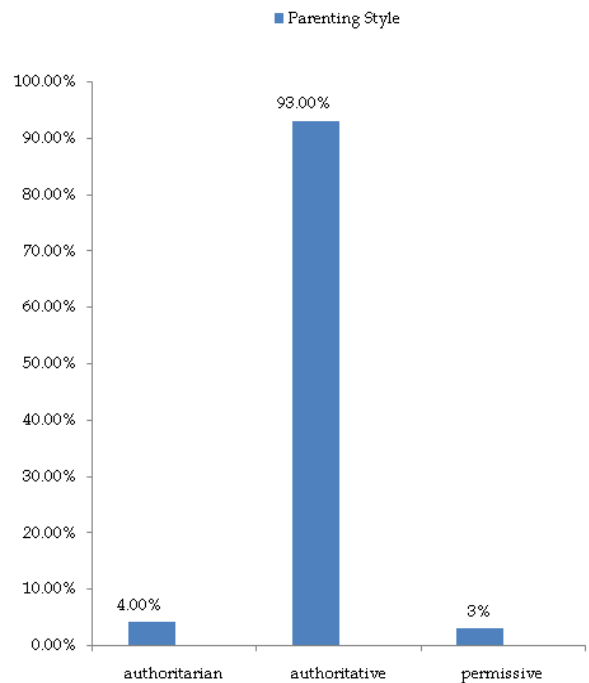


Fig. 1: Percentage wise distribution of subjects based on their parent’s parenting style

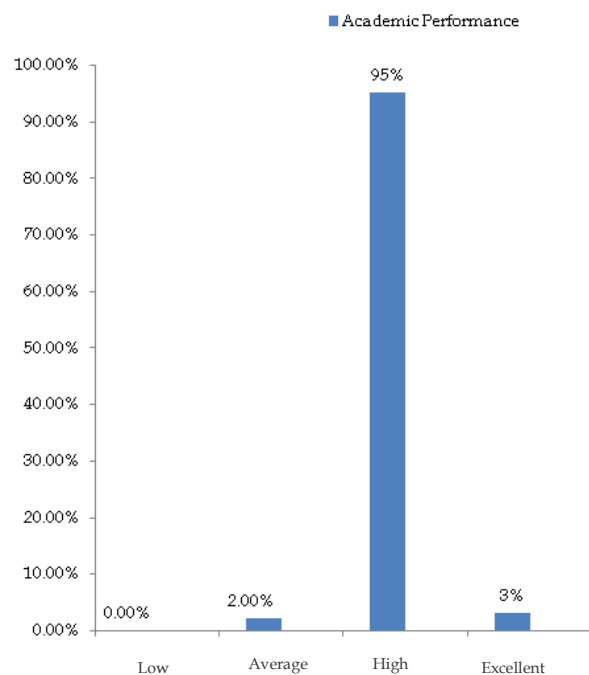


Fig. 2: Shows that the percentage wise distribution of subjects based on their academic performance

Table 1: Description of correlation between parenting style and academic performance

(n = 150)				
Variable	Mean	SD	'r' value	Inference
Parenting style	65.17	5.69		No
Academic performance	5.22	0.61	0.088	significance

Discussion

In the present study, 150 B.Sc Nursing students were selected as samples. The study findings revealed that among 150 samples the 'r' value was found to be 0.088. Hence, the result showed that there was no significant correlation between parenting style and academic performance. However, there was a significant association between parenting style and gender of the samples.

The Parent Authority Questionnaire was designed to measure Baumrind's three dimensions: Authoritative, Authoritarian, and Permissive. The Children's Behavioral Checklist included forms to evaluate competency, and affective-behavioral problems. The results of the study indicated that there is a significant correlation between the parenting style of mothers and children's behavioral problems. The Authoritative level of mothers had a negatively significant correlation with internalizing symptoms in children. The Permissive level of mothers has positive significant correlation with

internalizing symptoms in children. The findings of this study support the findings of the present study.

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