

PARENTING STYLE AND ACADEMIC MOTIVATION: A CORRELATIONAL STUDY

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Abstract

The main purpose of this research was to study the relationship between parenting style and academic motivation among adolescents. The sample for this research consisted of 300 (150 males and 150 females) adolescents from of U.P.Purposive sampling technique was used. Data analysis was done descriptively by using mean and standard deviation and further pearson coefficient correlation was used Research results revealed that out of the four parenting styles the democratic parenting style has a high positive correlation with 'r-value 0.591 which was significant at 0.01 level. Beside that the autocratic, permissive and uninvolved parenting styles have a negative significant relationship with academic motivation with 'r' value -0.724, -0.606, -0.644 respectively which were significant at point 0.01 level.

Keywords: parenting style, academic motivation, pearson coefficient correlation

1.INTRODUCTION:

1.1 Parenting Style:

Parents play a highly powerful role in their children's advancement. Parenting techniques can be divided according to the levels of parental demandingness i.e. control, supervision & maturity ,pressures and responsiveness i.e. warmth, approval & involvement. Parenting styles have often been illustrated as a three-category structure which is; authoritarian, authoritative, and permissive parenting styles. Parenting is a method of holding up and nurturing a child from birth until maturity, which is carried out in a teenager's family by the mother and father or biological parents. The first theoretical tripartite model of parenting style was given by Developmental psychologist Diana Baumrind during the 1960s, described three different types of parenting styles based on child nurturing process. First, authoritarian parenting style, second, authoritative parenting style and third was permissive parenting style. Later, Maccoby and Martin (1983) elaborated and revised her typologies. Their conceptualization adds the fourth type, the neglecting or uninvolved parenting style. In elucidating these subfactors of parenting, two important features are inferred to be essential namely, parental responsiveness and parental demandingness.

Authoritarian Parenting Style (Autocratic Parenting Style):

First one is the Authoritarian parenting style, is defined by high intentions of conformity and compliance to rules and regulations, while allowing limited communication or open conversation between parental and child.

Authoritative Parenting Style (Democratic Parenting Style):

Second parenting style identified by Baumrind 'Authoritative' which is some time implied to as 'democratic', involves a child centric attitude. They are responsive to their children and are ready to give attention to them. Such parents are more nurturing and gracious rather than restrictive or punishing.

Permissive Parenting Style:

Permissive parenting styles are seen as less severe outcomes than the autocratic but not ideal as democratic parenting is characterized by low demandingness and high parental responsiveness or affection. Permissive parents, referred to as indulgent parents, with few demands on their children.

Uninvolved Parenting Style:

Maccoby and Martin later added a fourth type of parenting style already defined earlier by Baumrind as Indulgent parenting. Uninvolved parenting style is characterized by low behavior control, parental responsiveness and poor communication.

1.2.Academic Motivation:

Academic motivation is also understood as 'motivation to learn'. Following Krapp (1993) motivation to learn deals with psychological processes which explain the manifestation and involvement of learning activities and its effects. Academic motivation helps the students to continue their activities in consistent manner in which they learn more activities and not depend on their teachers. Obviously it is also part of academic learning. Academic motivation is an individual's judgment of his or her potentials to perform given actions. A child, who is academically motivated wants to learn, likes learning related activities, wants to investigate different types of task and believes school is important for their flourishing life. Motivation can be considered a driving force; a psychological drive that enhances or compels an action toward a desired goal. It is goal directed behavior which leads for academic success.

2:REVIEW OF LITERATURES:

Dordi & Pol(2018) conducted a study to find out the relationship of parenting styles with adolescents' personality and their academic motivation. The sample population chosen for this study was, 60 adolescents (30 males and 30 females) aged 13-19 years. There was a positive correlation found between intrinsic type of Motivation and Openness to Experience trait. ($r= 0.26$, $n= 60$, $p \leq 0.001$). There was a positive correlation found between Authoritative Type of Parenting Style and Intrinsic type of motivation. ($r= 0.38$, $n= 60$, $p \leq 0.001$).

Tang & et al.,(2018) examined the relationship between parenting styles and students' academic motivation by applying the self-determination theory (SDT)'s multidimensional perspective of motivation. Students' academic motivation was assessed directly within the school environment. The result showed that mothers' authoritative parenting styles were related to enhanced intrinsic motivation and identified regulation. Secondly, mothers' authoritarian parenting styles were negatively related to introjected regulation and external regulation. Lastly, both mothers' and fathers' permissive parenting styles were positively related to external regulation.

Perween & Dewan(2017) aims to study the impact of parenting style and ethnicity on academic achievement motivation and mental health of female adolescent students.. The result revealed that the student sample of rejecting parenting style had lower academic achievement motivation and poor mental health whereas that of loving parenting style had higher academic achievement motivation and better mental health. There has been also found significant impact of ethnicity on academic achievement motivation and mental health of the sample.

Rubin & Stephanie(2017) examined if the student's perceived parenting style was correlated to their academic motivation level. Result are showed that the average mean of academic motivation was higher in students with authoritative parents compared to students with authoritarian or permissive parents. The average mean of academic motivation in students with authoritarian and permissive parents were similar and lower than students with authoritative parents.

Prabandari & Yulianti(2016) aimed to analyze the effects of social media use and parenting styles on teenagers' academic motivation and academic achievement. The population was grade 11 students of four schools. Intrinsic academic motivation was influenced by authoritative and permissive parenting styles, and duration of social media use. Extrinsic academic motivation was influenced by authoritarian and authoritative parenting styles, and duration of social media use.. Meanwhile, authoritarian parenting style was proved to lower teenagers' academic achievement.

METHDOLOGY:

Objectives:

- Present study aimed to elucidating the relationship between subfactors of parenting styles (democratic, autocratic, permissive and uninvolved) and academic motivation among adolescents.

Hypothesis:

- There is a positive relationship between democratic parenting style and academic motivation among adolescents.
- There is a negative relationship between autocratic, permissive, uninvolved and academic motivation among adolescents.

Sample:

Present study was conducted on 300 students. 75 male and 75 female adolescents were taken from rural area. 75 male and 75 female adolescents were taken from urban area with age range of 13-18 years. Purposive sampling technique was used.

Measures:

Parenting Style

Parenting style scale PSS GMMD is constructed by Dr. Madhu Gupta and Ms. Dimple Mehtani This scale consists of 44 items divided into four parenting styles: Democratic, Autocratic, Permissive, Uninvolved. It was administered on 600 students senior secondary and college Student. This test-retest reliability was 0.911 which is significant at the level of 0.01 and split half reliability was 0.795 which was significant at the level of 0.01. The coefficient correlation for different type of parenting style ranges from 0.508 to 0.819 and indicate high construct validity of the scale.

Academic Motivation Inventory

The academic motivation inventory (AMI - MKS) constructed by Prof. K. S. Mishra. This inventory consists of 46 items. Participants can respond their answer on five-point rating scale which is strongly agree, Agree, undecided, disagree, strongly disagree. It was administered on IX to XI class students. The Split half reliability for AMI has been found to be 0.875. Face validity has been ascertained with help of expert opinion.

Analysis tools

To achieve a logical conclusion, the collected data was analyzed by SPSS 20.0 by using various relevant statistical tests like mean, S.D., Correlation.

RESULT:

Table-1 Table showing the values of Mean and S.D. of parenting style and academic motivation among adolescents:

Variable	Mean	S. D.	N
Democratic parenting style	36.733	7.477	300
Autocratic parenting style	30.037	8.207	300
Permissive parenting style	31.226	8.236	300

Uninvolved parenting style	31.243	7.964	300
Academic motivation	194.27	9.251	300

Table 1 revealed the values of mean and standard deviation scores of adolescents on the variable academic motivation was 194.27 and 9.251 respectively and also it showed the values of mean and SD score of adolescents on the variable democratic parenting style (M=36.733, S.D.=7.477) , Autocratic parenting style (M=30.037, S.D.=8.207), Permissive subfactor of parenting style(M=31.226, S.D.=8.236), Uninvolved parenting style (M=31.243, S.D.=7.964) respectively.

Table1.1 Coefficient of correlation between Academic motivation and Parenting styles among Adolescents.

Variables	Coefficient correlation	Sig. /Not Sig.
Democratic parenting style & Academic motivation	0.591**	Sig. at 0.01
Autocratic parenting styles & Academic motivation	-0.724**	Sig. at 0.01
Permissive parenting styles & Academic motivation	-0.606**	Sig. at 0.01
Uninvolved parenting style & Academic motivation	-0.644**	Sig. at 0.01

Table 1.1 showed

The coefficient correlation between academic motivation and democratic parenting style of adolescents were 0.591 which is significant at 0.01 level. The table further showed that there were a positive relationship between them.

The coefficient correlation between academic motivation and autocratic parenting style of adolescents were -0.724 which is significant at 0.01 level. This value also showed negative relationship between academic motivation and autocratic parenting style.

The coefficient correlation between academic motivation and permissive parenting style of adolescents were -0.606 which is significant at 0.01 level. Table further showed that there were negative relationship between academic motivation and permissive parenting style.

The coefficient correlation between academic motivation and uninvolved parenting style of adolescents were -0.644 which is significant at 0.01 level. It also showed the negative relationship between academic motivation and uninvolved parenting style.

DISCUSSION:

Parents play most important roles in development of adolescents' life. Academic motivation is an important concept that has been discussed in hopes to increase the levels within students. There are several factors can influence academic motivation. One of the many factors is student's perceived parenting style. According to the results there were positive significant relationship between democratic parenting style and academic motivation so it can be said that the support of parents with democratic attitudes provide a positive environment to adolescents' high academic performance and high academic motivation. On the other hand there were negative relationship between other parenting styles such as autocratic, permissive, uninvolved and academic motivation so it can be said adopting autocratic, permissive and uninvolved parenting style in rearing adolescents are more likely to be less motivated and face more learning difficulties in their life. Finding also indicated that autocratic parenting style had high negative relationship with academic motivation because parents with autocratic attitude were very restrictive in their

behaviours so that adolescents had less motivation to go school. In line with the results previous finding as (Muhammad Ilyas (2020), Rubin & Stephanie (2017)).

CONCLUSION:

Thus it can be concluded that democratic parenting style was considerably more child centric and favourable approach as compared to others parenting styles.

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