

Parenting Styles & Their Impact on Educational Performance of Children at High School Level: Review of Literature

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1.1 Abstract:- Evaluating educational performance is complex phenomena. Why one performs well is difficult to decide. More complex is to understand which of the factors (Social, Economical, Cultural ,Biological, Psychological) can influence the educational performance and to what extent . Educationists agree on the relationship between a few factors and educational performance of learners. One of such areas that has attracted the attention of researchers is the complex link between the parental styles and educational performance of learners. This paper aims at presenting an overview of the review of literature that helps to understand the relationship between various parenting styles and their impact on educational performance of learners at high school level.

1.2 Problem: - This paper aims at presenting an overview of the review of literature that helps to understand the relationship between various parenting styles and their impact on educational performance of learners at high school level.

1.3 Significance :- Research has clearly shown a strong correlation between various parenting styles and the child's performance in various domains such as academic performance, problem behavior, and social skills. Several factors affect how a child will grow up and parenting is just one of them.

In general:

- Student with uninvolved parents perform poorly at school.
- Student with indulgent parents tend to have high self-esteem and good social skills but are more prone to problem behavior and poor performance in school. Accepting responsibility is difficult for many of them.
- Student with authoritarian parents perform reasonably well in school and stay out of problem behavior. However, they are more likely to have lower self-esteem, poor social skills, and higher levels of depression.
- Student with authoritative parents are less likely to indulge in drug abuse. On an average, they perform well in school. Their social skills are high, and they have high self-esteem.

Thus, authoritative parenting, where the parent is clear about his expectations from his children, and at the same time, is emotionally responsive and recognizes his son's independence, has been shown to be one of the most consistent predictors of a child's good performance in many aspects. These observations are the result of various studies that have been conducted to show linkages between parenting styles and child's achievement levels in various domains of life.

1.4 Scope and Limitations :-

1.4 A Scope :- The scope of this study is to review the research studies and articles that have been published to point out and explore the linkages between parenting styles and educational performance of learners.

1. Aishwarya Raj Lakshmi and Meenakshi Arora 1(2006) Journal of the Indian Academy of Applied Psychology

Vol.32, No.1, Banaras Hindu University, Varanasi
Perceived parental Behavior as related to student's academic success and competence

Objective:-

1. It investigates the perceived parental behavior and its relationship with academic school success and academic competence.

Findings:-

1. Parental control (psychological and behavioral) showed negative relationship with academic success and competence.

2. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence

2. Awujo, G.2(2006) Journal of Sustainable Development in Africa Volume:8 Issue:2 Period: Summer Nigeria DaBu subjects: Education and Oral Traditions Peoples of Africa (Ethnic Groups) Link: http://jsdafrica.com/Jsda/Summer_2006/PDF/ARC_RelationChildRearingPattern_SecondarySchoolHabit.pdf

Relationship between Child Rearing Pattern and Secondary School Students Study Habits

Objective:-

1. To investigate if any relationship exists between childrearing pattern and secondary school students' study habits.

Finding:-

1. The results indicate that Autocratic, democratic and laissez-faire child rearing patterns had significant relationship with students study habits.

3. Golda S. Ginsburg & Phyllis Bronstein 3(2008) Child Development Volume 64, Issue 5.

Family Factors Related to Children's Intrinsic/Extrinsic Motivational Orientation and Academic Performance.

Objective :-

1. Parental surveillance of homework, parental reactions to grades, and general family style—in relation to children's motivational orientation and academic performance.

Findings :

1. Higher parental surveillance of homework, parental reactions to grades that included negative control,

uninvolvement, or extrinsic reward, and over- and under controlling family styles were found to be related to an extrinsic motivational orientation and to lower academic performance.

2. On the other hand, parental encouragement in response to grades children received was associated with an intrinsic motivational orientation, and autonomy-supporting family styles were associated with intrinsic motivation and higher academic performance. In addition, socioeconomic level was a significant predictor of motivational orientation and academic performance.

4. [Roy A. Bean](#) (Texas Tech University), Kevin R. Bush (University of Georgia), Patrick C. McKenry (Ohio State University), Stephan M. Wilson (University of Kentucky) 4 (2007) 4 Journal of adolescent research

The Impact of Parental Support, Behavioral Control, and Psychological Control on the Academic Achievement and Self-Esteem of African American and European American Adolescents

Objective :

1. The purpose of this study was to examine the relationships between adolescent functioning (i.e., self-esteem and academic achievement) and parental support, behavioral control, and psychological control in European American and African American adolescents.

Findings :-

1. Psychological control was significantly related to adolescent self-esteem in both the models of paternal parenting (African American and European American) and maternal parenting (African American).

2. In addition, among European American adolescents, behavioral control was a significant predictor of academic achievement and self-esteem.

5. [Eva M. Pomerantz](#) and [Elizabeth A. Moorman](#) (University of Illinois at Urbana-Champaign) [Scott D. Litwack](#) (University of Connecticut) Journal of Family Issues 5(2006)

The How, Whom, and Why of Parents' Involvement in Children's Academic Lives: More Is Not Always Better

Objective :-

1. To assess the involvement of parents in children's education.

Findings :-

1. The increased involvement of parents in education of children leads to better performance in majority of children.

2. As educational performance is influenced by the number of factors, in few children the increased environment does not result in better performance.

6. S. Farhana Kazmi¹, Muhammad Sajjid², Tahir Pervez³ 6
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E-mails: s.farhanakazmi@yahoo.com, drtahir_56@yahoo.com international journal of academic research Vol. 3. No. 2. March, 2011, Part II

Parental Style And Academic Achievement Among The Students.

Objective :-

1. To explore and evaluate the impact of father's style of

dealing with their children at home and their academic achievements at school.

Finding :-

1. The study proved that father's involvement resulted in enhanced academic achievement of a child.

7. Kingsley Nyarko 7(2011) American Journal Of Social And Management Sciences ScienceHuß, <http://www.scihub.org/AJSMS> University of Ghana, Psychology Department, P.O.Box LG 84, Legon Ghana

The influence of authoritative parenting style on adolescents' academic achievement

Objective:-

1. To find out the influence of parental authoritativeness on adolescents' academic achievement.

Finding:-

1. The result shows that both mothers and fathers' authoritativeness positively relate to the academic achievement of the students.

8. Abdorreza Kordi 8 Department of Human Development & Family Studies, Faculty of Human Ecology University Putra Malaysia, 43400 Selangor, Malaysia
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Rozumah Baharudin Department of Human Development & Family Studies, Faculty of Human Ecology University Putra Malaysia, 43400 Selangor, Malaysia (2010)

www.ccsenet.org/ijps International Journal of Psychological Studies Vol. 2, No. 2; December 2010

Parenting Attitude and Style and Its Effect on Children's School Achievements

Objective:-

1. To examine parenting attitude and style with children's school achievement.

Findings :-

1. A strong relationship between children's school achievement and parenting attitude and style was reported in the paper.

2. Findings from the review revealed that authoritative parenting styles were associated with higher levels of children's school achievement, though findings remain inconsistent across cultures and societies. Future studies may explore some of the salient issues underlying the inconsistencies reported in the study, particularly the contradictory results between Asian and European American school children.

9. Valerie J. Shute, Eric G. Hansen, Jody S. Underwood, and Rim Razzouk 9(2011)

Department of Educational Psychology and Learning Systems, Florida State University, Tallahassee, FL 32306, USA, 2. Research and Development, Educational Testing Service, Princeton, NJ 08541, USA, 3. Intelligent Automation, Inc., Rockville, MD 20855, USA
Education Research International Volume 2011 (2011)

A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement

Objective :-

1. To find the relationship between parental involvement (PI) and academic achievement, with special focus on the secondary school (middle and high school) level.

Finding :-

1.It was found that both parents and peers can have an influence on a child's academic achievement.

10. [Sharon E. Paulson](#) 10(1994) Ball State University

Relations of parenting style and parental involvement with ninth-grade students' achievement**Objective:-**

1.To find out the relation between parenting style and parental involvement with 9th grade students' achievement.

Finding :-

1.It was found that adolescents' reports of parenting correlates only moderately with parents' reports.

2.Adolescents'(both boys' and girls'), but not parents', reports of parenting significantly predicted their achievement outcome, with parental involvement significantly predicting achievement above and beyond dimensions of parenting style.

11. Esther Ho Sui-Chu & J. Douglas Willms 11 (April 1995) University of British Columbia & University of New Brunswick

This paper was prepared for the annual meeting of the American Educational Research Association. San Francisco.

Effects of Parental Involvement on Eighth-Grade Achievement**Objective :-**

1.To find out the effect of parental involvement on eighth grade achievement

Finding:-

1.The findings provide little support for the conjecture that parents with low socioeconomic status are less involved in their children's schooling than are parents with higher socioeconomic status.

12. [Kusterer](#) DMK, 12(2010) Long Island University, The Brooklyn Center, ProQuest,

Impact of Parenting Styles on Academic Achievement: Parenting Styles, Parental Involvement, Personality Factors and Peer Orientation**Objectives:-**

1.To find out the relationships between four parenting styles and academic achievement as well as the mediating effect of three types of parental involvement.

Findings :-

1. The relationships between personality characteristics, academic achievement and peer orientation were evaluated.

2. The mediation model proposed was only partially supported. Only one of the components of parental involvement, described as parental support of academic endeavors, was found to mediate the effect of parenting styles on academic achievement

13.Taylor.C.L ,Hinton.D.I, Wilson .N.M ,13(September 1995) [Journal of Child and Family Studies](#) , Volume 4, Issue 3, pp 293-302 .

Parental influences on academic performance in African-American students**Objectives :-**

1.To find the relationship between parental influences and academic outcomes for African-American students.

Findings :-

1.The outcome emphasizes not what works to promote school success rather than what does not work for

African-American students.

14. [Mkumbwa A.](#) ,14 (2012) Lap Lambert academic publishing <https://www.lap-publishing.com/>

Parenthood And Academic Performance :Influence Of Single Parenthood On Academic Performance Of Secondary School Students.**Objectives :-**

1. The objective of the study has been to determine the extent to which the factors of hailing from single parenthood families affects performance secondary school students, either negatively or positive.

Findings :-

1. The results show that students from intact families scored significantly higher marks in targeted subjects compared to students from single parenthood.

15. Attaway M.N. and Bry .F.B Rutgers, 15(May 2004)The State University of New Jersey Journal of Black Psychology,; vol. 30, 2: pp. 229-247.

Parenting Style and Black Adolescents' Academic Achievement**Objectives :-**

1.To study the relationships between maternal beliefs in control and responsiveness and adolescent academic achievement

Findings :-

1.The analyses revealed that higher maternal beliefs in control were significantly associated with lower grade point averages.

2. No other statistically significant relationship was found in this sample between the other parenting and demographic variables and adolescent academic achievement

16. Alsheikh, N., Parameswaran, G, & Elhoweris, H. 16(2010). Parenting Style, Self-Esteem and Student Performance in the United Arab Emirates. Current Issues in Education, 13(1). MaryLou Fulton Teachers College. Arizona State University PO Box 37100, Phoenix, AZ85069,USA

Retrieved from <http://cie.asu.edu/>

Parenting Style, Self-Esteem and Student Performance in the United Arab Emirates**Objectives :-**

1. To find out the impact of parenting styles on 5-8th grade students' performance and self-esteem was analyzed within a sample of the United Arab Emirates (UAE) public school children.

Findings :-

1. The results show that demandingness was found to have a significant impact on GPA scores.

2. Mothers' interactions with children were dependent on both the gender of the child and the age of the child.

3.Factor analysis results suggested that Family Cohesion and Effort were positively related to school performance and Self-autonomy was negatively related to school performance.

4. Self-esteem was not significantly related to any of the variables studied.

17. Baharudin R 17(December 2010)Dept. of Human Dev. and Family Studies, Faculty of Human Ecology University

Putra Malaysia, Serdang, Selangor, Malaysia
www.ccsenet.org/ass Asian Social Science Vol. 6, No. 12;
144 ISSN 1911-2017 E-ISSN 1911-2025

Educational Goals, Parenting Practices and Adolescents' Academic Achievement

Objectives:-

1. The present study examines the linkages between educational goals, parenting practices (school involvement and monitoring) of single-mothers and single-fathers, and the academic achievement of their school-going adolescents.
2. To examine the differences in educational goals and parenting practices between the single fathers and mothers, as well as the parents' differential treatments toward their male and female adolescents.

Findings :-

1. The results shows that the parents differ only in terms of educational goals where single fathers had significantly lower goals compared to single mothers.
2. In zero order correlational analyses, we discovered positive relationships between parenting practices and academic achievement of adolescents from both families; fathers' educational goals and their monitoring behaviors; and mothers' educational goals and their school involvement, and monitoring behaviors.

18. Elias.H and Yee .H.T 18 (2009) Faculty of Educational Studies University Putra Malaysia European Journal of Social Sciences – Volume 9, Number 2

Relationship between Perceived Paternal and Maternal Parenting Styles and Student Academic Achievement in Selected Secondary Schools

Objectives :-

1. The purpose of this study was to examine the relationship between perceived paternal and maternal parenting styles (permissive, authoritarian, and authoritative) and students' academic achievement.

Findings :-

1. The findings revealed that perceived paternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievement.
2. The findings revealed that perceived maternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievement.

19. Dehyadegary E, Yaacob N.S, Juhari R.B, Talib.A.M, 19(2012) Department of Human Development & Family Studies, Faculty of Human Ecology, University Putra Malaysia (UPM), Malaysia, www.ccsenet.org/ass Asian Social Science Vol. 8, No. 1; January 2012 ,156 ISSN 1911-2017 E-ISSN 1911-2025

Relationship between Parenting Style and Academic Achievement among Iranian Adolescents in Sirjan

Objectives :-

1. The purpose of the present study was to determine the relationship between parenting styles and academic achievement among adolescents in Iran.

Findings :-

1. The result of the study indicated that authoritative parenting style has positive significant correlation with academic achievement, while permissive parenting style has

negative correlation with academic achievement.

2.The result of the study also showed that there is no significant relationship between authoritarian parenting style and academic achievement.

3.The results of the present study implied that academic achievement among adolescents can be enhanced through positive parenting style

20. Watabe A, 20(2011)A Thesis Presented to the Faculty of California State University, Chico, in Partial Fulfillment of the Requirement for the Degree Master of Arts in Psychology, Psychological Science Option, Spring 2011

The Influence of Parenting on Children's Academic Achievement: Comparison between The United States and Japan.

Objectives :-

1. The purpose of the present study is to examine the influence of parenting styles on children's academic achievement using the theoretical model and framework identified by Steinberg et al. (1992).

Findings :-

1. The results indicated that there is a surprising effect of the two countries on the components of children's academic achievement and parenting styles.
2. There was evidence that differences between the two countries significantly impact enjoy school, excellent learn, aspiration, try hard, strong parental encouragement, parental expectations, and obeying parents.
3. There was evidence that American children have perceived that their parents are more authoritarian.
4. The results of a two-way factorial ANOVA suggested that children in both the United States and Japan have higher academic achievement in second (lower) graders and less academic achievement in six (upper) graders.

1.4 b Limitations :- The above mentioned twenty studies prove it that much research has been carried out to explore the complex relationship between parenting styles and academic achievement of learners. It is to be noted that the above list is not exhaustive. The authors found about other equal number of studies on the same subject but due to the limited scope of the paper they could not be incorporated in it. Another limitation of this study is that all the reviews of literature included in this paper are those which are available online world wide. There must be many more studies on this subject available in print but not online. All such studies could not be incorporated here.

1.5 Methodology:- Intensive online search was carried out to find the research studies that attempt to understand the relationship between parenting styles and educational performance. By longing on various sites forty- one such studies came to notice. The authors have short listed them to twenty taking into account the limited space available in the paper. In order to present the essence of every study every review is presented with reference to its objectives and findings.

1.6 Statistic Used :- No statistical have been used to elaborate the reviews concerning parenting styles and educational performance.

1.7 Conclusion: - The above survey of literature shows that the various studies have been carried out to explore the

linkages between role of parenting, a particular parenting style, parents involvement, a Socio-economic class and impact of single parent on educational performance of students. These studies have tried to assess the impact of above mentioned factors on either primary school goers, adolescents, sometimes with relation to particular standard such as 8th , 9th etc. In order to understand the complex relationship between a particular parenting style and the specific performance of a child in a particular subject, there is a need to carry out a study that comprehensively researches the impact of parenting styles on educational performance of children with specific reference to the subjects especially taught at high school level. This review of literature would be of immense use to the researchers and scholars who intended to devote themselves to explore the relationship between a particular parenting style and its impact on educational performance of learner at high school level. This kind of research would enable the educationists, policy maker and parents to evolve better strategies to help the learners to improve their educational performance.

1.8 Recommendations :- Before any theory could be formulated to indicate definite linkage between a particular parenting style and educational performance of learners in a particular subject , more and more research studies need to be undertaken. This is imperative because every parenting style is the product of complex interplay of socio-psychological and cultural factors. Similarly, the pattern of education all over the world is not uniform. Therefore, the educational achievement of learners is influenced by a number of variables.

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