



A study on parenting style in relation to academic self concept among students of secondary schools

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Abstract

The purpose of present study was to study the relationship among variables and to find out the effect of parenting style on academic self concept among students of senior secondary. A sample of 600 students was selected from 24 schools from Bhiwani and Sonipat districts including both private and government school was selected by using random sampling technique. The present study is based on co-relational and t-test. After analysis the finding of present study revealed that Mean value of parenting style of the boy's students is higher than girls' students. There's also no difference between males and females in academic self concepts within secondary school pupils. The research findings also demonstrate that secondary school students' academic self-concept is highly connected to their parenting style.

Keywords: parenting style and academic self-concept

Introduction

Education is a useful mechanism that teaches an individual with his or her rights and responsibilities with his or her home, community, or nation. Education improves an individual's ability seeing the environment and also to struggle for wrongdoings including such inequality, hypocrisy, aggression, and on and on. It really is no revelation because research is indeed the primary tool for improving our immediate and potential lives. This even boosts a person's self-esteem, which is a vital factor in achieving successful. In today's world, learning plays a critical part in every country's national employment generation. Despite the relevance of schooling, it's indeed critical to boost the intellectual ability of pupils, which provides a framework again for country's growth.

This same research results of various studies conducted discovered that various variables including such students' academic motivation, and parenting style affect student's academic self concept because the new paradigm about learning assumes that all students can and should gain knowledge at elevated amounts, but it should not be recognized a barriers because there are many other influences such as ethnic background, families' social class, economics factors, teachers' aspirations, identity, learning skills and talents, efficacy, and so on.

Parenting, without it the development of any child is incomplete. Parenting is the name of that art, in which you take care of the child's health and safety. At the same time, you make them a responsible, cultured and mature adult. The parenting style you use for this development of the child is called parenting style.

The parenting style determines how baby will develop. The parenting style is also influenced by child's self-esteem. It's critical to ensure that the parenting approach promotes his growth. Parent's interactions with their children, as well as how they punish them, will have an impact on their whole life. Children's first teachers are their parents, so the parenting style tells a lot about the child.

Parenting style is yet another external, but perhaps the most essential and inevitable, component that affects an individual's personal decision-making process and academic self-concept. The attitude, encouraging, engagement, and behavior of parents toward their children also have tremendous impact on the decision-making process of their students. Parents are their children's major source of knowledge and help them develop a decision-making mindset. Their professional choices are influenced by their families' support, engagement, and nurturing attitude. A child's perspective on life is influenced by his or her parents' parenting style.

Self-concept is the ability to feel good about oneself and one's abilities. A person's view of their capacity to learn is referred to as academic self-concept. It differs by intellectual pursuit and also is influenced by previous academic performance. Students believe their could excel academically have such a positive "academic self-concept." Ambrom (1975) defined self concept "as the description of oneself including a person's mental age of his physical self, his expectations about his own behavior and other such expressions of the person's sense of himself." Markus and Wurf (1987) defined self concept as "multifaceted phenomenon as a set or collection of images, schemes, conception, prototypes, theories, goals or tasks."

M. Popelková, &E. Jurišová (2020) found that a significant relation among parenting style and academic self concept. The findings confirm the influence of both parents' parenting practices on older kids' school self-concept.

Priyanka (2020) conducted a study on the effect of family on professional decisions made by undergraduate and graduate students. The study employed a non-probability purposive sampling approach with a sample size of 100. This study discovered that family influence had a beneficial effect on the career dynamics of UG and PG students in an Indian environment. Indian families choose the sort of training their children receive from the start. Hafsa. N., *et al.* (2022) ^[1] also found that Many parents used to have an authoritarian parenting style, and a substantial proportion of parents had a caring and

supporting connection with their children.

As a result, the study was published critical in order to investigate the association between parenting style and academic self-concept. According to the above-mentioned overviews of many researchers, such elements are thought to influence students' academic self concept and accomplishment. In terms of scholarly understanding, there have been considerable studies conducted by many experts on the link between parenting styles, self-concept, academic motivation, and academic accomplishment. As a result, the greatest assurance of this study's examination is that there appears to be no locally performed research in the region. As a result, research into the link between parenting approaches, and academic self concept, is critical. As a consequence, the researchers assumed that it was essential to explore the relation among students' academic self-concept and parenting approaches in relation to gender differences among students.

Objectives of Present Study

There were following objectives of present study

1. To find out the difference between Parenting Style of secondary school students with respect to gender.
2. To find out the difference between Academic Self Concept of secondary school students with respect to gender.
3. To find out the relationship between Parenting style and Academic Self Concept of secondary school students.

Hypotheses of Present Study

1. There is no significant difference between Parenting style of secondary school students with respect to gender.
2. There is no significant difference between Academic Self Concept of secondary school students with respect to gender.
3. There is no significant relationship between Parenting style and Academic Self Concept of secondary school students.

Data Analysis and Interpretation

Comparison the parenting style among students of secondary school with respect to gender

Table 1: Difference between boys and girls with respect to students parenting style among secondary schools students.

Variable	Gender	N	Mean	SD	t-value	Remark
Parenting Style	Boys	300	112.86	12.43	4.043	Significant
	Girls	300	108.62	13.24		

**Significant at 0.01 level

Table shows that mean of boys of secondary school students is 112.86 and for girls of secondary school students is 108.62 on students parenting style whereas S.D for boys of secondary school students is 12.43 and S.D for girls of secondary school students is 13.24. Upon calculating the t-value 4.034 is received which is significant at 0.01 level. Hence the null hypothesis, "There is no significance difference between students parenting style among secondary schools students with respect to gender" is rejected. Mean value of the boy's students is higher than girls' students. So there is a need to pay aid and also support of professionals for increasing the parenting style level of girls' student.

Difference in academic self-concept among students of secondary school with respect to gender

Table 2: Difference in academic self concept among students of secondary school with respect to gender

Variable	Gender	N	Mean	SD	t-value	Remark
Academic self concept	Boys	300	67.46	14.41	1.1307	Not Significant
	Girls	300	68.9	16.7		

**Significant at 0.01 level

Table 2 shows that mean of boys of secondary school students is 67.46 and for girls of secondary school students is 68.9 on students academic self concept whereas S.D for boys of secondary school students is 14.41 and S.D for girls of secondary school students is 16.7 Upon calculating the t-value 1.1307 is received which is not significant at 0.01 level. Hence the null hypothesis, "There is no significance difference between academic self concepts among secondary schools students with respect to gender" is accepted.

Relationship between parenting style and academic self concept of students of secondary school

Table 3: Co-efficient of correlation between parenting style and academic self concept of secondary school students

Variables	Number	Means	SD	Coefficient of correlation	Remark
Parenting style	600	106.47	19.68	0.401	Significant
Academic self-concept	600	68.9	13.21		

** Significant at 0.01 level

A Perusal of Table 3 shows that the obtained 'r' value 0.401 between parenting style and academic self concept of secondary school students is found higher than the table value i.e. 0.148 that is significant at 0.01 level of significance. So the null hypothesis, "There is no significant relationship between the parenting style and academic self concept of secondary school

students” is rejected. This reveals that academic self concept is significantly related to parenting style of secondary school students. The magnitude of ‘r’ indicates positive correlation which means that increase in academic self concept leads to increase in parenting style and vice versa.

Conclusion

According also with results of a study, the relevant conclusions can be made: parental style influence on academic self-concept. As a result, pupils who have a very authoritative parenting style will have a strong intellectual self-concept. “Authoritarian and permissive parenting styles,” on the other hand, have a detrimental impact on students' academic attainment. According to the findings, authoritative parenting has a significant impact on students' intellectual self-concept. Mean score of male in parenting approaches and academic self concept from the mean of females students. In conclusion, the current study's findings indicated that parents have a crucial influence in shaping adolescents' academic self-concept levels. As a result, It really is important that parents get the training and expertise to provide appropriate advise to their children's rapid expansion, related to the educational self-concept.

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