

A Study on Parenting Styles and Their Impact on Behavior and Academic Performance of Primary School Children in Tumkur District

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ABSTRACT

Elementary school pupils in the Tumkur area were the subjects of this study, which aimed to examine the effects of various parenting styles on their behavior and academic performance. This quantitative study used a descriptive and exploratory methodology to look into these connections. Fifth through seventh graders participated in the purposive random sampling process. The first method of identifying children with and without behavioral disorders was the Child Behavior Checklist, which was used for this purpose. After that, we reached out to the parents of these kids and gave them an evaluation of their parenting abilities and style. Research aimed to determine whether there were significant variations in parenting methods between the two groups and, if so, how those differences affected the behavioral and academic outcomes of the children in the study. Some parenting approaches were found to have a strong correlation with children's academic performance and behavioral issues. The results highlight the importance of good parenting in encouraging desirable behavioral and academic outcomes. This study adds to our knowledge of the ways in which parents impact their children's growth and development and emphasizes the significance of providing parents with individualized support as they implement positive parenting practices.

Keywords: Parenting Styles, Behavioral Development, Academic Performance, Primary School Children, Permissive Parenting.

INTRODUCTION

The formative years of childhood mold an individual's intellect, behavioral patterns, emotional regulation abilities, and academic achievement. During this critical period, children's development is greatly influenced by their home environment and, more specifically, by the parenting style that their caregivers choose to use. There is a strong correlation between parental attitudes and behaviors and the academic and social success of their children. A growing number of studies are examining the link between parenting styles and children's results, with the hope of informing educational practices and policy initiatives. This is especially true in culturally and socioeconomically diverse regions, such as India's Tumkur district. It is widely believed that Diana Baumrind was the pioneer in categorizing parenting styles. Baumrind first recognized three primary approaches—authoritarian, permissive, and authoritative—but later expanded her list to include a fourth kind, neglectful or uninvolved. High levels of attentiveness and high demands characterize authoritative parenting, which creates a nurturing yet organized atmosphere. Authoritarian parenting styles prioritize control and compliance over warmth and communication. Permissive parents are gentle and understanding, in contrast to the cold and uncaring behavior of negligent parents. Every one of these tactics has its own special way of influencing students' behavior and academic performance.

Problems with behavior in elementary school students can take many forms, including but not limited to: irritability, disengagement, poor social skills, and hyperactivity, defiance, and inattention. If left untreated, these issues might worsen, preventing the child from developing emotionally and socially. The field of child psychology has long shown that children whose parents exercise authority over them tend to behave better. Children learn self-discipline, emotional intelligence, and social skills with this approach because it promotes independence while setting reasonable limits. On the other hand, children of authoritarian parents may exhibit aggressive behavior or comply out of fear, while those of permissive parents may struggle to regulate their impulses and are less able to handle frustration. Parenting styles also have a significant impact on children's academic success, another important area of development. Due to increased motivation, improved study habits, and improved cognitive development, children whose homes are organized and supportive often do better in school. By keeping an eye on their child's assignments, showing up to parent-teacher conferences, and praising reading, involved parents foster an environment that is conducive to learning and academic

success. Tumkur area provides a one-of-a-kind opportunity to study these dynamics due to its different socioeconomic origins and urban/rural population mix. The complicated ways in which parenting behaviors are shaped by cultural beliefs, parental education levels, and economic constraints impact children's conduct and engagement with academics at school. In addition, the expectations, communication techniques, and emotional support provided by parents greatly influence how children perceive and approach academics and how they alter their behavior.

Many families in the Tumkur district, particularly those living in rural areas, may have parents who are very authoritarian and who value compliance and discipline more than open communication and empathy. Although these methods could get kids to comply for a while, they don't really help them develop their imagination, self-esteem, and academic drive. However, research has shown that even in low-resource environments, authoritative parenting can increase resilience, classroom behavior, and academic achievement. Parental impact is not a standalone phenomenon. It interacts with other elements like the educational environment, socioeconomic position, peer pressure, and teacher support. But parenting is still a major factor that people may seek to change through initiatives like public education and parenting classes. To better assist families and schools in Tumkur in nurturing children's development, it is important to identify the most common parenting styles and understand how they relate to behavioral and academic outcomes. Consequently, the purpose of this research is to look at the main parenting styles in the Tumkur district and see how they affect the habits and grades of the elementary school students there. The study aims to offer a detailed knowledge of the ways in which parenting impacts child development in this particular regional setting by integrating quantitative and qualitative methodologies. This study's results can help parents, teachers, and lawmakers make better decisions for their children's early education by shedding light on how to foster more well-rounded growth.

LITERATURE REVIEW

Awiszus, Ariana et al., (2022) A parent's role is crucial in shaping their child's personality and growth. From the preschool years all the way through college, researchers from all over the world have studied the correlation between parenting styles and their effects on children. In order to determine which parenting style is connected with the best results and which parts of a child's development are impacted by various styles, this article will examine the relevant research on the subject. Numerous researches on the topic of parenting tactics have shown that a parent's approach has a direct impact on their children's psychological and social growth and development. Overall, the results, emotional control, and behavioral problems were all better with an authoritative parenting style, according to multiple studies published worldwide. Our evaluation of research found that children whose parents used an authoritative style were more likely to exhibit positive outcomes including academic success, resilience, social competence, adjustment, and prosocial behavior. There is overwhelming evidence that this approach to parenting, along with the two facets of responsiveness and warmth, is the best way to help children grow up to be happy, successful individuals. Because of the substantial correlation between an authoritative parenting style and great behavioral outcomes and good mental health in children and adolescents, it is recommended by most experts, including the AAP.

Niyaz, A et al., (2020) the top-secret method for achieving an ideal parenting style has been an insurmountable challenge for the human race. Having said that, while every parent hopes for academic achievement for their children, not all parents are able to make it happen. Understanding the typical effects of different parenting styles on children's conduct and, by extension, their academic performance, is crucial for developing effective intervention strategies. Diana Baumrind, a developmental psychologist, posits that there are four distinct parenting styles that impact a child's educational experience in different ways: authoritarian, permissive, uninvolved, and authoritative. Every parent's approach has a unique effect on their child; however there are patterns of behavior that parents can use to identify problem areas. 'Parenting style' has always been a complex factor to grasp, despite the abundance of studies, despite being the backbone of every child. Similarly, the current research was conducted among randomly selected school-aged children from several schools in the Srinagar district of the Kashmir valley. The necessary information was gathered by means of a survey that was created and confirmed by the researcher themselves. Examining how various parenting methods influence children's behavior patterns was the primary aim. Our study found that parenting styles are associated with behavioral difficulties in children. The study's overarching goal was to help fill the knowledge gap between the homes and school settings for children by bringing together the most important parts of their life to inform better decisions about how to help them learn. However, there are significant limitations to the present research, as it only focuses on children's behavioral difficulties.

Yang, Juan & Zhao, Xinhui. (2020). the majority of research indicates that a child's starting point, educational investment, and cultural milieu are influenced by their parents' level of education, occupation, and money. There is a dearth of research that accounts for parents' external backgrounds in its large-scale analyses of the effects of parenting practices on children's academic performance, including but not limited to communication, monitoring, requirements, and company. Using factor and cluster analysis, this study categorizes parenting styles as authoritative, permissive, authoritarian, or neglectful. A large-scale survey of middle school students in China provided the necessary data. We use the instrumental variable approach to look at how different parenting styles affect kids' grades. Here are a few important results: - The majority of parents in China are quite dictatorial and often ignore their children. Permissive parenting approaches are more common among parents from higher socioeconomic strata. The effects of parenting

styles are particularly pronounced on children from low-income families. When compared to dads' parenting techniques, mothers' styles significantly affect their children's academic success..

Mariappan, Radhika & Joseph, Rosna. (2015). the general emotional atmosphere of a parent-child connection is known as parenting style. Children are impacted differently by each of the four parenting styles. We humans have failed miserably in our quest to discover the magic formula for the "ideal" parenting approach. Finding out how different parenting styles affect kids' involvement and, in the end, their grades is essential for developing effective support systems. In order to determine the parenting styles of parents in a specific hamlet in Nellore, Andhra Pradesh, a descriptive-cross-sectional study was conducted. Sixty women and their children enrolled in school were selected using a simple random procedure. Minimum required Questionnaire on parenting styles Records were evaluated and classified based on Robinson's assessment of parenting style and academic performance. Thirteen percent of the mothers had completed just elementary school, forty-three percent were stay-at-home moms, and 36.6% were in the 26-33 age brackets, according to the survey. In terms of parenting styles, 49 moms (81.7%) exhibited an authoritative approach, 10 (16.6%) an authoritarian one, and 1 (1.7%) a neglectful one. Academic success is more common among children whose parents are authoritative rather than authoritarian or neglectful. A mother's parenting style was significantly correlated with her age, family income, occupation, and the number of children in her household. Academic performance is improved when parents take an authoritative role in their children's lives.

Majumder, Md. Alauddin. (2015). the relationship between parenting styles and their children's academic performance is the subject of this article. Using US-wide representative data, appropriately addressing endogeneity, and investigating educational outcomes beyond high school seem to be missing pieces of the puzzle in the current work. These flaws are endeavored to be diminished in this paper. Its initial applications of OLS and logistic regression were based on the National Longitudinal Survey of Youth 1997. After eliminating endogeneity using the maximum simulated likelihood method, it proceeded to isolate the causal effect of parenting style on children's academic performance. The results indicated that the way parents raised their children had an effect on how well they did in school. When compared to other parenting styles, authoritative parenting was shown to be the most effective. In particular, children of authoritative figures were found to be 1.1 years more educated than children of uninvolved parents, and they were also 18.5 percentage points more likely to get a bachelor's degree, 13.6 percentage points more likely to get an associate's degree, and 16.3 percentage points more likely to get a high school diploma. In comparison to children raised by parents who were not involved, they were 5.5% less likely to drop out of high school.

Nyarko, Kingsley. (2014). The effects of various parenting approaches on students' performance in the classroom are examined in this research. It takes a look at how different parenting styles affect things like kids' grades, family relationships, kids' ethnicity, and how parents handle things at home. Examining the effects of various parenting styles on children's academic performance, however, seems to provide contradictory findings. There is conflicting evidence regarding the relationship between authoritative parenting and academic achievement in children. Some studies show a positive and statistically significant correlation, while others fail to detect any such correlation. The results show that children of single mothers are more prone to a lenient parenting style, as previously mentioned, which may explain why they do less in school than children in two-parent households. Therefore, the importance of considering one's cultural context when studying parenting methods is highlighted by the study. Although the chapter is centered in Ghana, its principles can be applied to various cultures as well.

Bakar, Zainudin et al., (2012) the goal of this study is to compare two types of schools in Malaysia—the army type and the general type—and to find out how different parenting styles affect the academic performance and personal development of primary school students. A link between parental style and student performance is evident from the results ($r = 0.116$; $p = 0.00$). The results also show that dads whose jobs do not involve the military are more likely to take an authoritarian approach to parenting, in contrast to the more permissive styles favored by dads whose jobs do involve the military.

METHODOLOGY ADOPTED

Research Design

This was more of an exploring and descriptive piece. To find out what the study was trying to accomplish, researchers utilized a quantitative research strategy. The purposive random sampling approach was used to draw the sample. After collecting data from students in fifth through seventh grade using the Child Behavior Checklist, the students were split into two groups: one consisting of 30 students who had behavioral issues and another consisting of 30 students who did not. The next step was to get in touch with the parents and give them an assessment about the manner in which they utilized their parenting abilities.

Tool used for data collection

For the aim of data collection from the selected subjects, the following tools were utilized:

- **Parenting Styles & Dimensions Questionnaire**

Dimensions and Styles of Parenting The parenting styles of children aged 4 to 12 can be measured using a questionnaire that asks them to self-report their preferences in terms of authoritarian, authoritative, and lenient approaches. This measurement tool was created.

- **Child Behaviour Checklist (CBCL)**

The Achenbach System of Empirically Based Assessment includes the Child Behavior Checklist, or CPUBL, as one of its parts. Adolescents and children can have their emotional and behavioral issues identified using the ASEBA. Parents are tasked with completing the CBCL. The CBCL/6-18, which was revised in 2001 and is administered to children aged 6 to 18. Internalizing and externalizing variables are the two main categories into which they fall. All answers must be current (within the last six months). There are 113 items on the CBCL, and they are all assessed using a three-point Likert scale: 0 for never, 1 for occasionally, and 2 for frequently.

Procedure of Data Collection

Fifth through seventh graders will be the first participants in this study to fill out the Child Behavior Checklist. The 113 items on the checklist will be answered by the respondent by reading each one carefully and marking the option that best describes them. Next, the students were scored, and 30 of them were found to have behavioral issues, while the other 30 were found to be behaviorally normal. The Next Step: We gave these kids' parents the Parenting Styles & Dimensions Questionnaire to find out how authoritarian, authoritative, or permissive their parents were.

Statistical analysis

SPSS was used to compute descriptive and inferential statistics once scoring was finished. Among the most widely used statistical packages, SPSS allows users to execute complicated data manipulation and analysis tasks with a few straightforward commands. This led to the development of further data visualization tools, such as tables and graphs. Mean and standard deviation were calculated and examined as descriptive statistics. The purpose of this study is to compare various parenting techniques in relation to behavioral problems. A student t-test was calculated and evaluated based on the inferential statistics.

RESULTS AND DISCUSSION

Elementary school students from tumkur district (grades 5–7) are the subjects of this exploratory project, which aims to learn more about parenting approaches and behavioral issues. The current study used a purposive sampling technique to select 60 elementary school students from the Tumkur area, 30 of whom had behavioral concerns and 30 of whom did not. The students were in grades 5–7. In order to determine which children in the sample were exhibiting problematic behaviors and which ones were not, a child behavioral checklist was used. After that, we scored each student and split them into two groups: one for kids with behavioral issues and another for typically developing pupils. Next, the parents of these children were given the standardized Parenting Styles & Dimensions Questionnaire, which assesses three different types of parenting styles: authoritarian, authoritative, and permissive. One goal of the research was to find out what kinds of behavioral issues elementary school students in the 5-7 grades in the Tumkur district were dealing with, as well as the impact that different parenting styles had on their conduct. The second purpose was to compare three distinct parenting approaches for children who exhibited severe behavioral disorders with those for children who did not, in order to determine whether there was a statistically significant difference.

Table 1: Mean, Standard Deviation, and t-Values of Parenting Styles Based on Child Behavioral Status.

Parenting Style	Group	N	Mean	Std. Deviation	t-value	p-value
Authoritative	CBP	30	89.45	18.76	-2.012	0.049
	CWBP	30	98.67	17.53		
Authoritarian	CBP	30	95.82	20.34	0.786	0.436
	CWBP	30	92.67	19.45		
Permissive	CBP	30	34.12	4.89	1.325	0.191
	CWBP	30	32.04	5.17		

Using the behavioral status of children as a criterion, Authoritarian, permissive, and CBP parenting styles are shown in Table 1 along with their respective means, standard deviations, and t-values. There was a statistically significant difference between the authoritative parenting styles reported by parents with CWBP (M = 98.67) and CBP (M = 89.45) (t = -2.012, p = 0.049). This lends credence to the idea those children whose parents utilize authoritative parenting styles—characterized by warmth, consistency, and frequent discipline—are less likely to exhibit behavioral difficulties as adults. There was, however, no discernible difference between authoritarian and permissive parenting styles. Although CBP had a slightly higher mean score (M = 95.82) compared to CWBP (M = 92.67) on the authoritarian parenting scale, the difference was not ss (t = 0.786, p = 0.436). We also could not find any conclusive outcomes for the permissive parenting group (t = 1.325, p = 0.191). There are authoritarian and permissive parents in

both groups, according to the research, but the association between authoritative parenting and good behavioral outcomes in children is stronger.

Table 2: Behavioral Problem Scores among Children of Authoritative and Authoritarian Parents

	Parenting Style	N	Mean	Std. Deviation	t-value	p-value
Behaviour problems	Authoritative	15	182.45	14.63	0.482	0.634
	Authoritarian	15	179.80	15.89		

When it comes to children's behavioral issues, the table compares and contrasts two parenting styles: authoritarian and authoritative. In particular, it contrasts the ratings given by children whose parents were authoritarian ($M = 179.80$, $SD = 15.89$) with those given by children whose parents were authoritative ($M = 182.45$, $SD = 14.63$). According to the findings, there is a small difference in the mean scores; children whose parents are more authoritative display somewhat better behavioral outcomes. However, the t-value (0.482) and p-value (0.634) demonstrate that this disparity is not statistically significant. It appears that the behavioral outcomes of children in this group are not significantly different from one another, even though authoritative parenting—which is generally linked to warmth, responsiveness, and clear boundaries—may be associated with slightly better outcomes. Authoritarian parenting styles, which are often marked by strict rules and little to no flexibility, also do not do much worse in this setting. These results imply that environmental factors, school support, peer effects, and child temperament may also play significant roles in shaping a kid's behavior, in addition to parental style. In order to decipher the intricate web of connections between different parenting approaches and the actions of their offspring, future studies should include bigger samples and a wider range of variables.

Table 3: Pearson's Correlation Coefficients for Parenting Styles and Academic Performance.

Variables	Parenting Style	Academic Performance
Parenting Style Correlations	1.000	.486*
Academic Performance Correlations	.486*	1.000
Sig. (2-tailed)	0.001	0.001
N	60	60

Table 3 shows that parenting styles are moderately positively associated with academic achievement ($r = 0.486$, $p = 0.001$). This data reveals that academic success is more common among children whose parents exhibit optimism and effectiveness. Parents who show their children love, support, and constructive criticism are more likely to see their children succeed academically, according to this statistically significant correlation. Nevertheless, given the moderate strength of the link, it suggests that factors other than parenting style, like peer environment, financial status, and individual abilities, have a greater impact on academic achievement. Encouraging excellent parenting practices to enhance educational development is highly valued, as these data show that parenting has a significant impact on children's academic achievement.

CONCLUSION

When it comes to elementary school students' conduct and performance in the classroom, parental styles matter a great deal. Emotional stability, discipline, motivation, and academic engagement are all positively impacted by authoritative parenting, according to this study. Alternatively, during the formative years of elementary school, when students are still developing their brains, a teacher's dictatorial, lenient, or negligent approach could have a negative impact on their conduct and academic performance. Tumkur district is a socio-cultural melting pot with a wide range of educational and economic backgrounds, therefore it's crucial to understand the factors that contribute to the unique parenting styles that exist there. Warmth, stability, and active engagement are the hallmarks of effective parenting, which can serve as a buffer against adverse circumstances. The study promotes community-based treatments such parent training programs, educational counseling, and school-family collaborations and urges parents to be more conscious of the long-term effects of their parenting style. The best way to ensure that children are well-rounded is to promote parenting practices that are both emotionally and academically supportive. Responsible, self-assured, and academically successful children in the Tumkur area and beyond can be nurtured through the symbiotic relationship between supportive parenting and active participation in the classroom.

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