



FROM HOME TO SCHOOL: THE DYNAMICS OF PARENTING STYLES, SELF-EFFICACY AND ACADEMIC PERFORMANCE

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ABSTRACT

This study investigated the relationships between parenting styles, self-efficacy, and academic performance among adolescents. A sample of 150 students from various high schools and higher secondary schools in the north-eastern state of Mizoram participated in the study. The Perceived Parenting Style Scale (PPSS) by Divya and Manikandan (2013), Generalized Self-Efficacy Scale (GSE) by Schwarzer and Jerusalem (1995), and academic performance measures were utilized. Results revealed significant positive correlations between authoritative parenting and both self-efficacy and academic performance. Conversely, authoritarian and permissive parenting styles were negatively associated with academic performance and self-efficacy. Self-efficacy demonstrated a positive correlation with academic performance. These findings underscore the

importance of authoritative parenting in fostering adolescents' self-efficacy and academic success, highlighting the need for interventions to promote positive parenting practices and enhance adolescents' confidence and resilience for improved academic outcomes.

Keywords: *Parenting Styles, Self-Efficacy, Academic Performance, Adolescents*

INTRODUCTION

PARENTING STYLES

Parenting style means an intricate amalgamation of parental behaviours, attitudes, and beliefs, and stands as one of the foundational pillars in the framework of a child's development. Its significance is seen across various domains of a child's life, including, but not limited to social, emotional, and cognitive dimensions. Parenting styles are made up of distinct parenting actions that represent differences in parents' beliefs and practices. Parenting style describes a collection of parenting behaviours that result in comparatively consistent and recognizable patterns in the results of children's adjustment. One of the most important concepts in parenting styles study is parental authority, which describes the kind and degree of punishment parents use to exercise their parental authority (behavioural control as opposed to psychological control).

Parenting style holds a pivotal role in shaping the developmental journey of children and adolescents. It serves as the framework through which parents interact with their offspring, influencing various aspects of their psychological and academic growth. At its core, parenting style encompasses the attitudes, behaviours, and approaches that parents employ in raising their children. It reflects the emotional climate of the parent-child relationship, encompassing dimensions such as warmth, responsiveness, discipline, and autonomy. Parenting styles serve as

guiding principles that shape the daily interactions, expectations, and dynamics within the family unit, exerting a profound and enduring influence on children's development.

The parent-adolescent relationship has long been a popular subject for study, and scientists have discovered a strong correlation between many aspects of parent-adolescent interactions, such as cohesiveness and conflict, and parenting styles, such as authoritarian, authoritative and permissive parenting.

Types of Parenting Styles

Researcher Diana Baumrind specialized in categorizing parenting philosophies into what is now called Baumrind's parenting typology. After conducting extensive research, she identified what she believed to be the four fundamental components that may influence effective parenting: *being demanding or not and being responsive or unresponsive*. The degree to which a parent responds to their child's needs in a way that is both accepting and supportive is referred to as parental responsiveness. The term "parentally demandingness" describes a parent's expectations for their child's behaviour, the rules they have in place, and the severity of the consequences if the rules are broken. Baumrind's research led her to identify three primary parenting philosophies: permissive, authoritarian, and authoritative parenting:

1) Authoritative Parenting: This style strikes a balance between warmth and firmness, with parents being both nurturing and assertive in setting expectations. Authoritative parents foster open communication, mutual respect, and autonomy within reasonable boundaries. As a result, children raised in authoritative households tend to exhibit high levels of self-esteem, self-regulation, and academic success.

High standards of maturity combined with a child-centred approach define authoritative parenting. Parents who are authoritative can help their kids learn how to control their emotions by understanding how they are feeling. Even though they have high standards for maturity, authoritative parents are typically understanding of any potential flaws. They frequently assist their kids in finding healthy ways to cope with life's challenges. Although they still set boundaries for their kids' behaviour, authoritative parents foster independence in their kids. Prolonged verbal exchanges are accepted, and parents make an effort to show their child warmth and care. Authoritative parents typically give their children more freedom to explore and make their own judgments based on their own logic since they are less controlling than authoritarian parents. The primary setting for the development of authoritative parenting styles is one of strong expectations and strong parental reactions.

2) Authoritarian Parenting: Authoritarian parenting leans towards control over warmth, emphasizing obedience and discipline. Parents adopt a directive approach, setting strict rules and expecting unquestioning compliance from their children. While authoritarian parenting may yield immediate obedience, it can also stifle independence, creativity, and socio-emotional development in the long run.

Authoritarian parenting is a severe, punitive parenting approach where parents emphasize the views and status of their children and force their children to obey their instructions with little to no explanation or feedback. Authoritarian parents frequently favour corporal punishment as a method of discipline, such as yelling and hitting their children. This method, at least when done with good intentions, aims to teach the child how to behave, live, and prosper as an adult in a cruel and unforgiving world by getting them ready for the bad emotions that would arise from inappropriate behaviour, such as rage and aggressiveness. Furthermore, proponents of the

authoritarian parenting approach frequently think that because kids are used to their parents imposing both acute and chronic stress, they won't be as shocked by aggressiveness from someone outside of their immediate family.

3) Permissive Parenting: Permissive parents prioritize warmth and acceptance but provide limited structure and control. They are indulgent and lenient, allowing their children considerable freedom without imposing many rules or consequences. While permissive parenting fosters a close parent-child bond, it may also result in children lacking self-discipline, struggling with authority, and facing challenges in academic settings.

Few behavioural expectations are placed on the child by indulgent parenting, which is also known as permissive, non-directive, tolerant, libertarian, or (by proponents) anti-authoritarian. Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. In addition to being receptive to their child's wants and desires, parents are kind and accepting. Children who have indulgent parents are not expected to self-regulate or behave well. Children of indulgent parents will be less conscious as adults of abstaining from actions that incite others to become aggressive.

Instead of acting as a parent, permissive parents want to become "friends" with their children. There is minimal discipline and very low expectations for the child. In addition to letting their kids make their own decisions, permissive parents offer guidance and support as friends. There aren't many rules or penalties in this kind of parenting. Additionally, permissive parents often give in to their kids' requests and think that their willingness to be agreeable would be appreciated. Some indulgent parents provide their kids the freedom and resources they were denied as kids in order to make up for what they missed out on as kids. Studies conducted on pre-schoolers

whose parents were lenient revealed that the kids were immature, had poor impulse control, and were careless.

4) Neglectful/Uninvolved Parenting: Neglectful or uninvolved parenting is characterized by low levels of both warmth and control. Parents in this category are emotionally distant and detached, showing little interest or involvement in their children's lives. This lack of parental guidance and support can have detrimental effects on children's emotional well-being, academic motivation, and overall development.

When parents engage in neglectful behaviour, they don't know what their kids are up to and, if they do, they don't care. Parents may exhibit neglect at times due to personal pressures they are going through.

Children raised by negligent parents—also referred to as latchkey parents—are frequently lonely, depressed, immature, and find it difficult to fit in with society. They engage in dangerous behaviours, are more likely to become involved in abusive relationships, and have higher rates of injury. They may also suffer from emotional neediness and low self-esteem, which can be brought on by early childhood experiences of being left alone.

The adoption of a parenting style by a parent can be influenced by various circumstances, such as:

- **Culture:** Parents may be influenced by the standards and expectations of their culture, and different cultures may favour different parenting approaches.
- **Personality:** A parent's parenting style may also be impacted by their personality. A parent who is by nature more easy going and carefree, for instance, would be more inclined to employ a permissive parenting approach.
- **Childhood memories:** A parent's parenting style may also be influenced by their own

childhood memories. An authoritarian parenting style may be more likely to be adopted by a parent who was raised by one, for example.

- **Temperament of the child:** A parent's parenting style decision may also be influenced by the temperament of their child.

For instance, parents may choose to take a more authoritarian approach to parenting if their child is inherently more tough or problematic.

SELF-EFFICACY

Self-efficacy is a fundamental construct in psychology, and plays a crucial role in shaping individuals' beliefs, behaviours, and achievements. Grounded in social cognitive theory, self-efficacy refers to one's beliefs in their capabilities to execute courses of action required to attain specific goals. In this section, we explore the multifaceted nature of self-efficacy, its determinants, and its implications for adolescent development, particularly in the context of academic performances. The concept was originally proposed by the Canadian-American psychologist and psychology professor at Stanford, Albert Bandura in the 1960s.

A person's confidence in their capacity to finish a task or reach a goal is known as self-efficacy. It includes a person's self-assurance in their ability to manage their conduct, have an impact on their surroundings, and maintain motivation while working toward their objective. Self-efficacy can exist in a variety of contexts and domains, including relationships, the workplace, education, and other crucial areas.

Self-efficacy is crucial since it affects both how you see yourself and your ability to accomplish your life's objectives. Albert Bandura's social cognitive theory, which emphasizes the

importance of social experience, reciprocal determinism, and observational learning in the formation of personality, is centered on the idea of self-efficacy.

As to Bandura, self-efficacy is a component of the self-system, which is made up of an individual's abilities, attitudes, and cognitive capabilities. This system has a significant impact on our perception of and reactions to various circumstances. An crucial component of this self-system is self-efficacy.

Albert Bandura defines self-efficacy as, "The belief in one's abilities to organize and execute the courses of action required to manage prospective situations." Self-efficacy is the conviction that one can succeed in a specific circumstance. These kinds of ideas influence people's thoughts, feelings, and behaviours.

Since the publication of Bandura's ground breaking 1977 paper, "Self-Efficacy: Toward a Unifying Theory of Behavioural Change," self-efficacy has become one of the most researched subjects in psychology. Why is self-efficacy a subject that psychologists and educators are discussing so much these days?

Self-efficacy has been shown by Bandura and other researchers to have an impact on motivation, behaviour, and psychological states.² What objectives we seek, how we achieve them, and how we evaluate our own performance are all influenced by our level of self-efficacy. Our perception of our own potential for success influences our thoughts, behaviours, and feelings regarding our position in the world.

ACADEMIC PERFORMANCE

Academic performance is the measure of a student's overall achievement across various academic subjects. Teachers and educators will measure academic performance using various measures such as classroom performance, results from standardized tests, attendance, participation and results of yearly or terminal examinations held within the school.

While different writers may define academic performance differently, it generally refers to how well students succeed in their academic endeavours as indicated by grades, test scores, and general understanding of the subject matter. It's crucial to a student's experience for a number of reasons. First of all, it offers a concrete gauge of their comprehension and subject-matter expertise, providing teachers and students with a clear picture of their progress and areas in need of development. Good academic standing is vital in determining a student's future career and prospects since it frequently opens access to competitive programs, scholarships, and higher education options.

Academic performance can also be the extent to which a student meets the expectations and standards set by educational institutions regarding their learning outcomes, knowledge acquisition, and skill development. It encompasses students' achievements in various academic domains, including but not limited to grades, test scores, class rank, completion of coursework, and mastery of subject matter.

Beyond this, achieving academic success can help students feel more motivated and confident, which can foster a lifetime love of studying. Additionally, it fosters critical thinking and problem-solving abilities, which are beneficial in both personal and professional contexts. Essentially, academic performance is about educating children for success in a world that is always changing, not just about grades.

Purpose of the Study

The purpose of this study was to investigate the relationships between perceived parenting styles, self-efficacy, and academic performance among teenagers. Specifically, the study aimed to examine how different parenting styles, including authoritative, authoritarian, and permissive styles, are associated with teenagers' self-efficacy beliefs and their academic achievements. By exploring these relationships, the study sought to contribute to the understanding of the factors that influence adolescents' academic success. It aimed to identify whether certain parenting practices are conducive to higher levels of self-efficacy and academic performance in teenagers, and whether these relationships vary across different parenting styles.

Overall, the study aimed to provide insights into the role of parenting in shaping teenagers' beliefs about their capabilities and their academic outcomes. Its findings could have implications for parenting interventions, educational policies, and strategies to support adolescents' academic success and well-being.

Hypotheses-

- There will be a significant and positive correlation between authoritative parenting style and self-efficacy.
- There will be a significant and positive correlation between authoritative parenting style and academic performance.
- There will be a significant and negative correlation between permissive parenting style and self-efficacy.
- There will be a significant and negative correlation between permissive parenting style and

academic performance.

- There will be a significant and positive correlation between self-efficacy and academic performance. There will be a significant and positive correlation between authoritarian parenting style and self-efficacy.
- There will be a significant and positive correlation between authoritarian parenting style and academic performance.

Sample

The data was collected through a purposive and snowball sampling approach. The sample consisted of 150 individuals aged between 13 and 19 years, selected from various high schools and higher secondary schools around the state of Mizoram.

Tools

Perceived Parenting Style Scale (PPSS): The Perceived Parenting Style Scale, developed by Divya and Manikandan in 2013, is a self-report instrument designed to assess individuals' perceptions of their parents' parenting styles. Drawing from Baumrind's typology, the scale typically measures three parenting styles: authoritative, authoritarian, and permissive. To find out the reliability of the scale Cronbach Alpha coefficient was computed for each style and it was found that the authoritative style is having an Alpha coefficient of 0.79, authoritarian 0.81 and permissive 0.86. All the styles of the perceived parenting style scale have an acceptable level of reliability. The authors claim that the scale has face validity.

Generalized Self-Efficacy Scale (GSES): The Generalized Self-Efficacy Scale (GSES), developed by Schwarzer in 1992, is a widely used psychological assessment tool designed to measure individuals' perceived self-efficacy beliefs. It consists of a series of statements related to one's beliefs in their ability to cope with and perform tasks effectively across various situations. Respondents rate their agreement with each statement on a Likert scale, typically ranging from 1 (not at all true) to 4 (exactly true). The scale aims to assess individuals' overall confidence in their capabilities to overcome challenges and achieve desired outcomes in different domains of life. It has been extensively validated and utilized across diverse populations and contexts. In samples from 23 nations (the scale is reported to be available in 33 languages), Cronbach's alphas ranged from .75 to .90, with the majority in the high .80s. The retest reliability was found to be 0.47 for men and 0.63 for women over a two-year period. The scale is unidimensional.

RESULTS

Descriptive Statistics

					Mean				Skewness		Kurtosis	
	N	Range	Minimum	Maximum		Std. Error	Std. Deviation	Variance		Std. Error		Std. Error
Academic Performance	149	62.00 %	37.00%	99.00%	69.1946%	1.15533%	14.10261%	198.884	-.055	.199	-.506	.395

Self-Efficacy	1 4 9	27	13	40	27.87	.452	5.514	30.40 9	- .3 84	.1 99	.1 17	.39 5
Authoritative Parenting	1 4 9	28	20	48	36.06	.504	6.157	37.90 8	- .0 13	.1 99	-.5 49	.39 5
Authoritarian Parenting	1 4 9	38	12	50	27.07	.564	6.886	47.42 0	.4 77	.1 99	.2 75	.39 5
Permissive Parenting	1 4 9	39	11	50	23.83	.573	6.993	48.89 7	.2 95	.1 99	.0 67	.39 5
Valid N (listwise)	1 4 9											

Correlations

		Academic Performance	Self- Efficacy	Authoritative Parenting	Authoritarian Parenting	Permissive Parenting
Academic Performance	Pearson Correlation	1	.143*	.165*	-.025	-.123
	Sig. (1-tailed)		.041	.022	.380	.068
	N	149	149	149	149	149

Self-Efficacy	Pearson Correlation	.143*	1	.270**	-.091	-.137*
	Sig. (1-tailed)	.041		<.001	.135	.048
	N	149	149	149	149	149
Authoritative Parenting	Pearson Correlation	.165*	.270**	1	-.445**	-.595**
	Sig. (1-tailed)	.022	<.001		<.001	<.001
	N	149	149	149	149	149
Authoritarian Parenting	Pearson Correlation	-.025	-.091	-.445**	1	.651**
	Sig. (1-tailed)	.380	.135	<.001		<.001
	N	149	149	149	149	149
Permissive Parenting	Pearson Correlation	-.123	-.137*	-.595**	.651**	1
	Sig. (1-tailed)	.068	.048	<.001	<.001	
	N	149	149	149	149	149

*. Correlation is significant at the 0.05 level (1-tailed).

**. Correlation is significant at the 0.01 level (1-tailed).

DISCUSSION

The correlation table shows the Pearson correlation coefficient between the different variables- Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting

Style, Self-Efficacy and Academic Performance.

For the variable Authoritative Parenting Style, there is a significant positive correlation ($r=0.165$, $p=0.022$) with Academic Performance. This means that students whose parents show Authoritative Parenting Style also tend to have better Academic Performance also.

Similarly, Authoritative Parenting Style also has a significant positive correlation ($r=0.270$, $p<0.001$) with Self-Efficacy. This means that students with parents having high Authoritative Parenting Style also tend to show increased Self-Efficacy.

The variable of Permissive Parenting Style has a significant negative correlation ($r=-0.137$, $p=0.048$) with Self-Efficacy. This means that students whose parents show Permissive Parenting Style also tend to have lower Self-Efficacy.

There is also a significant positive correlation ($r=0.143$, $p=0.041$) between Self-Efficacy and Academic Performance. This means that students who report higher levels of Self-Efficacy also tend to have better Academic Performance.

There is no significant correlation between Academic Performance and Authoritarian Parenting Style ($r = -0.025$, $p = 0.380$) or Permissive Parenting Style ($r = -0.123$, $p = 0.068$), though both show negative correlations to Academic Performance.

Similarly, there is no significant correlation between Self-Efficacy and Authoritarian Parenting Style ($r = -0.091$, $p = 0.135$).

The significant positive relationship between authoritative parenting style and academic performance ($r=0.165$) indicates a moderate relationship between the two variables. It means that for every one unit increase in parents with authoritative parenting styles, the academic performance

of their children increased by 0.165 standard deviations. Authoritative parents are characterized by warmth, responsiveness, and clear expectations, which foster a supportive and conducive environment for learning and development. These findings are consistent with previous research demonstrating the positive impact of authoritative parenting on various aspects of children's wellbeing and achievement.

Conversely, the negative correlations between academic performance and authoritarian ($r=-0.025$) and permissive parenting styles ($r=-0.123$) suggest that these parenting approaches may hinder adolescents' academic success. Authoritarian parents, who are characterized by strict rules and punitive discipline, may create a hostile and controlling environment that undermines students' motivation and engagement with academic tasks. Similarly, permissive parents, who are indulgent and lax in enforcing rules, may fail to provide the structure and guidance necessary for academic achievement.

More notable are the significant positive correlations shown between authoritative parenting style and self-efficacy ($r=0.270$), and the significant negative correlations between permissive parenting style ($r=-0.137$). These results show that the outcome of one's upbringing may be seen in one's belief in their own strengths and abilities, their self-efficacy. The positive correlation between self-efficacy and authoritative parenting style indicates that adolescents raised by authoritative parents are more likely to develop a strong sense of self-efficacy, while the negative correlation between self-efficacy and permissive parenting style indicates that youth raised by permissive parents tend to have difficulties standing on their own feet, and lack confidence in their own abilities. This finding underscores the role of parenting practices in shaping adolescents' beliefs about their abilities and highlights the importance of providing support and encouragement to foster confidence and resilience, while at the same time, allowing them to

explore things, and find new experiences on their own.

In conclusion, these results emphasize the significance of parenting styles on self-efficacy beliefs and in predicting academic performance among adolescents. Educators, parents, and policymakers should recognize the importance of promoting authoritative parenting practices and fostering students' self-efficacy to support academic success and overall wellbeing during adolescence. Future research should explore the longitudinal effects of parenting styles and self-efficacy on academic outcomes to provide further insights into the mechanisms underlying these relationships.

LIMITATIONS

1. **Sample Size and Generalizability:** The study's sample size may be limited, potentially affecting the generalizability of the findings. A larger and more diverse sample could provide a more representative picture of the population.
2. **Self-Report Bias:** The data collected, specifically on parenting styles, self-efficacy and academic performance, relies on self-report measures, which may be subject to bias. Participants may provide socially desirable responses or inaccurately assess their own or their parents' behaviour.
3. **Causality:** The correlational nature of the study design limits the ability to establish causal relationships. While correlations indicate associations between variables, they do not prove causation. Other factors not considered in the study could also influence the relationships observed.
4. **Perception of Parenting Style:** The study relies on adolescents' perception of parenting styles, which may not always align with actual parenting practices. Factors such as cultural background, family dynamics, and individual differences in perception could influence how parenting styles are perceived.

5. **Academic Performance Measures:** Academic performance is often multifaceted and can be influenced by various factors beyond self-efficacy and parenting styles, such as school environment, peer relationships, and individual differences in learning abilities. Further, the study only takes the academic performance of the students in the past academic year, which may not accurately represent the entirety of their academic performance.

CONCLUSION

This research was conducted to study the complex dynamics between perceived parenting styles, self-efficacy, and academic performance among teenagers. Through rigorous analysis, it revealed significant associations that underscored the pivotal role of authoritative parenting in shaping adolescents' educational outcomes. Notably, adolescents who perceived their parents as authoritative, characterized by warmth, support, and balanced control, demonstrated higher academic achievement and greater self-efficacy beliefs. This highlights the profound impact of authoritative parenting practices in fostering an environment conducive to academic success and instilling confidence in adolescents' abilities. Conversely, no significant associations were found between authoritarian or permissive parenting styles and academic performance or self-efficacy. These findings underscore the unique potency of authoritative parenting in nurturing adolescents' beliefs and behaviours in the academic realm. Moreover, negative correlations between parenting styles highlighted the distinctiveness of authoritative parenting in maintaining a balance between nurturing warmth and firm guidance. Overall, these findings emphasize the critical importance of promoting supportive, nurturing, and empowering parenting approaches to optimize teenagers' educational outcomes and overall well-being. Further research is warranted to delve deeper into the underlying mechanisms of these relationships and to inform targeted interventions aimed at maximizing adolescents' academic potential and holistic development.

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