



Impact of Parenting Styles on Family Relationships and Academic Motivation among Young Adults

Sejal Arora, M.A. Clinical Psychology, Amity University, Noida

sejalarora1590@gmail.com

Dr. Babita Prusty

bpurusty@amity.edu

Abstract: This study explores the impact of parenting styles on family relationships and academic motivation among young adults. Using a quantitative approach, data was collected from 190 participants through Google Forms, assessing their experiences with parenting styles and their effects on family dynamics and academic motivation. The results revealed that authoritative parenting significantly contributes to positive family relationships and higher academic motivation. Regression analysis indicated that parenting styles explained a small but significant portion of the variance in both family relationships and academic motivation, with positive correlations between the variables. The study highlights the importance of adopting supportive, balanced parenting practices, particularly authoritative parenting, to foster healthy family dynamics and encourage academic success. However, the study's cross-sectional design, reliance on self-reported data, and limited sample diversity are recognized as key limitations. Further research with longitudinal designs and more diverse samples is recommended to deepen the understanding of these relationships.

Keywords: Parenting Styles, Family Relationships, Academic Motivation, Young Adults, Authoritative Parenting, Academic Success, Parenting Practices, Regression Analysis, Quantitative Study.

1. Introduction

Parenting techniques significantly influence the psychological, emotional, and behavioural development of young people. Parental interactions, boundary-setting, and support profoundly

affect both familial ties and academic motivation. Comprehending the influence of various parenting styles—authoritative, authoritarian, permissive, and neglectful—can aid in evaluating their consequences on young people's scholastic ambitions and family relationships. Familial ties are essential to an individual's emotional health and personal development. Parents act as principal carers and exemplars, and their parenting style influences the dynamics of their connection with their children. A supportive and loving atmosphere cultivates trust, open communication, and a strong emotional bond, while a restricted or negligent parenting style may engender emotional detachment and discord. Positive familial connections enhance young people's self-esteem, social competencies, and problem-solving skills, which are essential for managing academic and personal obstacles.

The family environment significantly impacts academic motivation in young people. Parents who prioritize education, provide support, and promote autonomy often cultivate children who are self-driven and purpose focused. In contrast, excessive control or apathy in parenting may result in diminished motivation, heightened anxiety, or withdrawal from academic activities. Research indicates that authoritative parenting, defined by warmth, attentiveness, and explicit expectations, is the most helpful in fostering academic achievement. Authoritarian parenting, characterized by rigidity and high demands, may foster obedience but often lacks the emotional support essential for intrinsic drive. Permissive parenting, characterized by indulgence and a deficiency of discipline, may lead to diminished academic performance owing to insufficient structure and supervision. Neglectful parenting, characterized by low engagement, is often linked to subpar academic achievement and emotional turmoil.

The transition to early adulthood presents several problems, including heightened academic obligations, job decisions, and personal autonomy. In this era, parental influence continues to be substantial, despite young people pursuing independence. A robust familial connection founded on reciprocal respect and transparent communication may equip young individuals with the confidence and resilience essential for academic success. Conversely, disrupted parent-child interactions may result in stress, diminished self-esteem, and a lack of desire in academic endeavors. This research seeks to examine the influence of various parenting styles on familial connections and academic motivation in young people. Analyzing diverse parenting methodologies and their impacts allows us to discern optimal strategies for cultivating strong parent-child ties and augmenting academic drive. Comprehending these interactions is crucial for parents, educators, and legislators to provide supportive settings that foster young people's intellectual and personal development.

In summary, parenting styles significantly influence familial connections and academic motivation in young people. An equitable, nurturing, and organized parenting methodology is essential for cultivating a strong familial connection and academic achievement. Understanding the enduring effects of parenting approaches may assist families in fostering stronger connections and preparing young individuals with the skills and drive essential for future success.

2. Review of Literature

A total of 202 Palestinian Arab teenage girls had their motivational constructs—extrinsic/intrinsic drive, amotivation for learning, and authoritarian/permissive/authoritative parenting styles—correlated with one another. Previous research has shown intricate correlations between the analyzed variables; this work employed structural equation modelling and smallest space analysis, a type of multidimensional scaling (MDS), to calculate those associations. Rather than being authoritarian or permissive, participants rated their parents as authoritative. The path analysis revealed that there was a positive correlation between a lack of intrinsic motivation and an authoritarian parenting style, a negative correlation between an authoritative style and a lack of incentive to learn, and a positive correlation between a permissiveness and a lack of intrinsic motivation to learn. So yet, no agency has verified the hypothesized link between authoritative parenting and intrinsic motivational factors. Discussed are the results' implications and potential avenues for further study (Alt, 2015).

This study used an ex-post facto prospective methodology to test a parental and social-cognitive framework for academic achievement along with look at how different parenting styles, academic confidence, along with achievement motivation affected academic performance. A total of 1,116 first-year undergraduates (763 females and 1,353 males) were chosen using a multi-stage cluster sampling method. They were students at Addis Abeba University, Kotebe College for Teacher Education, along with Wolayta Soddo University in Ethiopia. The Registrars' Offices of each university provided the students' 2008/09 academic year GPAs, and the students themselves filled out self-report questionnaires to collect information regarding demographic information, parenting styles, academic self-efficacy, and achievement motivation. Percentage & correlational analyses were the data's first analysis. In order to determine if the proposed model was adequate and to investigate the interrelationships between the variables, we used Structural Equation Modelling (SEM) studies using Analysis on Moment Structures (AMOS 18.0 version). Students' confidence in their studies, achievement motivation, & academic accomplishment were examined for sex differences using

a one-way multiple-variate analysis with Variance (MANOVA). Parents in Ethiopia tended to be more authoritarian with their daughters but more permissive with their sons, according to preliminary analyses of the most popular parenting style in Ethiopian households. This pattern persisted even among children in their late teens and early adult years. Examining the hypothesized model of academic performance, which incorporates both parental and social-cognitive factors, yielded positive findings for both the entire sample and sub-samples of male and female students (Gota, 2012).

Motivation, goal orientation, & self-efficacy were investigated as potential mediators of the relationships among parenting styles and academic success. Of the 138 high school pupils that took part, 90 were female and 58 were male. Students' impressions regarding their parents' parenting styles were assessed using the Parenting Style/Parental Participation Questionnaire. Motive among students was assessed using the Intrinsic-Extrinsic Orientation Scale. Patterns for Adapted Learning assessed students' academic self-efficacy and goal orientation. Research has shown that teenagers whose parents are more authoritarian tend to be more self-motivated to succeed academically. Discussions are held on potential future research and intervention implications (Fortner, 2012).

3. Methodology

3.1 Aim

The aim of the study was to examine impact of parenting styles on family relationship and academic motivation among young adults.

3.2 Variable of the Study

Independent Variable

Parenting styles: Parenting styles are the general approaches parents choose to parenting their children, which have a profound impact on how those children turn out.

Dependent Variable

Family relationships: A family's connections are the social and emotional ties that bind its members together, especially the attachments that form between parents and children. Factors like communication, emotional support, trust, and general happiness with family dynamics are all part of these partnerships.

Academic Motivation: The term "academic motivation" describes a person's inclination to participate in and excel in academic pursuits, as well as their determination to set and consistently meet educational objectives.

3.3 Research Objectives

- a) To examine the impact of parenting styles on family relationship among young adults.
- b) To analyse significant impact of parenting styles on Academic motivation among young adults.
- c) To explore significant relationship between parenting styles, family relationship and motivation among young adults.

3.4 Hypothesis

- 1. There is significant impact of parenting styles on family relationship among young adults.
- 2. There is significant impact of parenting styles on Academic motivation among young adults.
- 3. There is significant relationship between parenting styles, family relationship and motivation among young adults.

3.5 Participants of the Study

The 190-person sample was selected using a combination of purposive and random selection techniques, and it consisted of both male and female participants. Adults ranging in age from 18 to 30 made up the bulk of the sample.

3.6 Data Collection Instruments

The data for this study was collected using a mixture of a demographic form and assessments called the "Parenting styles, Academic Motivation Scale & Brief Family Relationship Scale."

3.7 Data Collection Procedure

The data has been collected using the "Parenting styles, Academic Motivation Scale & Brief Family Relationship Scale ". Participants will be requested to participate after the study's aims have been explained. They will then be given a package of questionnaires that contain information about the study, privacy concerns, the researcher's contact information, and other metrics. The review of the instruments will take about 10 minutes.

3.7.1 Parenting Style Scale

An individual's level of connection to their parents can be measured using a specially developed scale. Respondents may choose from five possible score options on this 44-item scale: "often," "often," "sometimes," "rarely," and "never." The values of the responses are ['always'= 4, 'often'= 3, 'sometimes'= 2, 'rarely'= 1, and 'never'= 0]. Using this scoring approach, we may statistically evaluate the replies; higher scores show that the examined characteristic or behaviour is more widespread.

Reliability

The Parenting Style Scale was administered to 525 students in Rohtak and Bhiwani, Haryana State, using the Test-Retest and Split-Half techniques to assess its reliability. A substantial correlation value of 0.911 at the 0.01 level was observed when the Test-Retest technique was used with a 30-day gap between tests, indicating strong dependability over time. The Split-Half approach yielded a statistically significant coefficient of 0.795 at the 0.01 level when tested using the Spearman-Brown Prophecy Formula. This provides evidence that the partition of the scale into halves achieved an adequate level of regularity. The reliability coefficients for several parenting ideologies were also determined using the Test-Retest method.

3.7.2 Brief Family Relationship Scale

Description and Scoring of The Scale

The BFRS incorporates items from the FES's 27-item Relationship dimension, which includes subscales measuring Cohesion, Expressiveness, and Conflict (9 items each) (Moos & Moos, 1994). Family support, opinion expression, and violent conflict are measured by these subscales. There are twelve items on the BFRS with positive wording and six items with negative wording. Prior to conducting analysis, it is necessary to reverse-score the items with negative wording. The things in question are 20, 13, 11, and 5.

Reliability

The BFRS has a satisfactory level of internal consistency, as seen by its Cronbach's alpha coefficient of 0.77. This indicates a reasonable level of dependability, suggesting that the items within the scale are somewhat associated. The BFRS has an IC value between 0.89 and 0.94, according to reports. That the items on the scale are highly correlated or agree with one another is indicative of its high dependability. Over the course of a year, the BFRS demonstrates strong test-retest reliability ($r=0.73$). This provides more evidence that the scale is stable across time, as it yields the same findings when given to the same people at various times.

3.7.3 Academic Motivation Scale

The Academic Motivation Scale (AMS) is a widely used instrument for assessing academic motivation; it is based on Self-Determination Theory (SDT). Using a total of 28 items broken down into 7 subscales, the AMS assesses students' intrinsic and extrinsic desire to learn. Amotivation (the worst possible situation), extrinsic (externally controlled) motivation, and intrinsic (internally driven) motivation are all situated on a continuum of self-determination on the scale.

Reliability

The Academic Motivation Scale (AMS) has proven to be reliable, with Cronbach's alpha values between 0.83 and 0.86.

3.8 Statistical Analysis

Descriptive statistics were used to summaries the data in the statistical study, and then regression analysis was used to determine how different parenting styles affected family connections and academic motivation. To further investigate the interrelationships of the variables, we employed Pearson's correlation analysis.

4. Data Analysis

The purpose of this research is to examine how different parenting methods affect the connections within families and the drive to succeed in school among young adults. Participants, ranging in age from 18 to 25, were asked to fill out a standardized Google Form questionnaire in order to gather data. The primary goal of this research is to determine how the parenting styles affect young adults' drive to succeed in school and the strength of their family ties. In order to get valuable insights and achieve the study's goals, the data obtained was statistically analyzed.

Table 1: *Descriptive statistics of all variables*

	<i>Parenting Styles</i>	<i>Family Relationship</i>	<i>Academic Motivation</i>
Mean	91.73684	63.64737	133.3684
Sample Variance	236.2902	156.9491	573.6942
N	190	190	190

Table 1 summarizes the descriptive data for the study's three main variables: academic motivation, family ties, and parenting methods. According to the young adults who took the survey, there is a moderate to high frequency of certain parenting behaviors (mean parenting style score: 91.74). Participants describe a generally favorable although diverse experience within their family setting, as shown by the mean score of 63.65 for family relationship. The participants' rather strong drive for academic accomplishment is reflected in the highest mean score of 133.37 for academic motivation. When comparing academic motivation to parenting styles (236.29) and family connections (156.95), the maximum sample variance value (573.69) indicates that there are more individual variations in academic motivation than in the other two domains. Consistent data representation throughout the investigation is ensured by using a sample size of 190 for all three variables.

Table 2: *Regression analysis of impact of parenting styles on family relationship among young adults.*

Regression Statistics	
Multiple R	0.196401
R Square	0.038573
Adjusted R Square	0.033459
Standard Error	12.31656
Observations	190

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	1144.212	1144.212	7.542711	0.006611
Residual	188	28519.16	151.6977		
Total	189	29663.37			

H1: There is significant impact of parenting styles on family relationship among young adults.

Table 2 displays the results of a regression study that looks at how different parenting methods affect young people's connections with their families. Parenting styles explain around 3.8% of the variation in family connection ratings, according to the R Squared value of 0.038. Despite the small percentage, the model is considered statistically significant since the Significance F value is 0.0066, which is below than the widely recognised criterion of 0.05. This provides statistical evidence of a considerable correlation between parenting methods and interpersonal dynamics within families. This data lends credence to the first study hypothesis (H1), which posits that different parenting techniques have varying effects on the relationships that young adults have with their families.

Table 3: *Regression analysis of impact of parenting styles on Academic motivation among young adults.*

Regression Statistics	
Multiple R	0.20312
R Square	0.041258
Adjusted R Square	0.036158
Standard Error	23.5149
Observations	190

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>

Regression	1	4473.512	4473.512	8.090257	0.004943
Residual	188	103954.7	552.9505		
Total	189	108428.2			

H2: There is significant impact of parenting styles on Academic motivation among young adults.

The findings of the regression analysis that was done to find out how different parenting styles affect academic motivation in young people are shown in Table 3. Approximately 4.1% of the diversity in academic motivation may be explained by differences in parenting styles, according to the R Square value of 0.041. The Significance F value of 0.0049, which is less than the 0.05 threshold, shows that the regression model is statistically significant, despite the tiny effect size. This provides further evidence that parenting approaches do, in fact, correlate with academic motivation. Hypothesis 2 (that parenting styles significantly affect young people's motivation to succeed in school) is, thus, accepted.

Table 4: *Pearson Correlation Analysis of relationship between parenting styles, family relationship and motivation among young adults.*

	<i>Parenting Styles</i>	<i>Family Relationship</i>	<i>Academic Motivation</i>
Parenting Styles	1		
Family Relationship	0.196401	1	
Academic Motivation	0.20312	0.147421	1

H3: There is significant relationship between parenting styles, family relationship and motivation among young adults.

Table 4 displays the outcomes of the Pearson correlation study that looked at the connections between different parenting styles, family dynamics, and young people's drive to succeed in school. There appears to be a slight positive association between parenting styles and family ties, as indicated by the correlation value of 0.196. In a similar vein, there is a weak positive link ($r=0.203$) between parenting approaches and academic motivation. There is a weak positive association between family bonds and academic ambition, as indicated by the correlation coefficient of 0.147. The correlations are all positive, but the modest magnitudes indicate that the association may not be very significant, even though it does exist. With positive values for the correlation coefficients, we may conclude that there is a substantial association between parenting styles, family bonds, and academic motivation among young adults. This supports hypothesis H3.

5. Conclusion

The purpose of this research was to look at how different parenting methods affect the connections within families and the drive to succeed in school for young adults. The research, which drew on 190 participants, shed light on the impact of parents on their children's development by demonstrating a connection between academic drive, family dynamics, and parenting styles.

A statistically significant correlation was found between the types of parenting and the quality of relationships within families. Parental styles accounted for around 3.86 percent of the variation in family relationships, with authoritative parenting contributing significantly to harmonious relationships. Consistent with other studies, these results show that parents should be balanced and helpful in order to create good family dynamics (Baumrind, 1991). Stronger emotional relationships and improved communication are hallmarks of authoritative parenting, which is defined by warmth, responsiveness, and structure. The opposite is true for authoritarian parenting styles, which are characterised by strict regulations and a lack of empathy for children.

Study participants' academic motivation was also found to be substantially impacted by their parents' parenting practices. Approximately 4.13 percent of the variation in academic motivation was explained by differences in parenting methods, according to the study. This confirms what previous research has shown: that children whose parent's model authoritative behaviour are more likely to be academically motivated and successful (Llorca et al., 2017). Specifically, young people benefit from an increase in academic self-efficacy and intrinsic drive when their authoritative parents cultivate an autonomy-supportive atmosphere. It is important to strike a balance between authoritarian and permissive parenting styles in order to enhance academic performance, as poorer academic motivation was connected with both patterns.

While there is some evidence of a link between parenting styles, family dynamics, and academic motivation (as shown by the modest positive associations found in the Pearson correlation study), it is possible that other factors have a greater impact. The weak correlation coefficients suggest that other variables, such as peer relationships, socioeconomic status, and individual personality traits, may have a larger impact than parenting styles in explaining the variation in family relationships and academic motivation.

Ultimately, the study highlights how different parenting methods greatly affect the way young adults see their family ties and their ambition to succeed in school. Family relations and academic motivation might both benefit from treatments that encourage authoritative parenting

styles, according to these results. The intricacies of parenting and its impact on the development of young adults can be better understood if future studies investigate more factors in larger cultural contexts.

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