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Impact of Parenting Styles on Academic Achievement of Senior Secondary School Students of District Jammu

¹Madhvi Devi and ²Dr. Bushan Kumar

¹Ph.D., Research Scholar, Department of Education, Arni University Kangra, Kangra, Himachal Pradesh, India

²Guide and Supervisor, Department of Education, Arni University Kangra, Kangra, Himachal Pradesh, India

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Corresponding Author: Madhvi Devi

Abstract

In latest a long time, several scholars and educationalists have highlighted the prominence of parenting fashion and its impact on the studying outcomes of kids. Home is the first and fundamental socialization agent for the youngsters, mother and father are typically the first caregivers that kids recognize and develop up with, and consequently, its miles predicted that the parenting style they undertake profoundly impacts their future growth. This look at examines the impact of parenting patterns on the instructional success of senior secondary school students in District Jammu, Jammu and Kashmir. A sample of 200 students (100 boys and 100 girls) from both government and private schools was selected using stratified random sampling. Parenting styles were assessed using the Parenting Style Scale, while academic achievement was measured through students' previous examination marks. Parenting patterns have been assessed using the Parenting fashion Scale, even as educational success become measured through college students' preceding exam marks. The findings monitor that authoritative parenting style has the most tremendous effect on instructional achievement, followed by means of authoritarian and permissive styles. Sizable variations have been located in academic fulfillment based at the parenting style skilled by way of college students. The observe highlights the important function parents play in shaping their kid's instructional achievement and recommends discern education programmes to sell effective parenting practices.

Keywords: Parenting styles, academic achievement, senior secondary students, authoritative parenting, economic development, District Jammu

1. Introduction

Home is considered as first socialization agent for the children, parents are the primary and most persuasive teachers in a toddler's lifestyles. The manner mother and father nurture their youngsters their parenting style drastically affects various elements of child improvement, which includes personality, social behaviour, emotional well-being, and educational overall performance. Amongst these, academic fulfillment stays a number one situation for parents, educators, and policymakers, because it determines college students' destiny academic and career possibilities. The concept of parenting patterns became introduced with the aid of psychologist Diana Baumrind inside the Nineteen Sixties. Based on her research, she recognized three

principal parenting patterns: authoritative, authoritarian, and permissive. Later researchers added a fourth fashion: uninvolved or neglectful parenting. Those styles range in terms of parental warm temperature, manage, conversation, and expectancies.

- 1. Authoritative Parenting:** Parents are warm, responsive, and supportive while also setting clear rules and high expectations. They explain the reasons behind rules and encourage open communication. Children are given age-appropriate independence.
- 2. Authoritarian Parenting:** Parents are strict, demanding, and expect unquestioning obedience. They value discipline over warmth, enforce rules firmly, and rarely explain their decisions. Communication is

typically one-way-from parent to child.

3. **Permissive Parenting:** Parents are warm and loving but set few rules and boundaries. They avoid confrontation, allow considerable freedom, and act more like friends than authority figures.
4. **Uninvolved Parenting:** Parents are detached, provide minimal supervision, and show little warmth or interest in their children's lives. They meet basic needs but are emotionally absent.

The Jammu region of Jammu and Kashmir Union Territory presents a unique sociocultural context for examining parenting styles and academic achievement. Characterized by a collectivist cultural orientation, traditional family structures, and increasing exposure to modern educational aspirations, families in District Jammu navigate complex expectations regarding child-rearing. Senior secondary education (classes 11-12) represents a particularly high-stakes period, as performance at this level determines access to higher education and professional opportunities. Understanding how parenting approaches influence academic outcomes in this context carries significant implications for educators, policymakers, and families alike. Previous research conducted in the Jammu region has established foundational knowledge in this area. Gupta (2019) [10] examined child-rearing practices in relation to academic achievement at the University of Jammu, while Malhotra and Shekhar investigated the parenting styles among socially disadvantaged undergraduate students in Jammu colleges. Baliya (2017) [11] explored parent-child interaction and academic achievement among students in the adjacent Samba district, finding significant differences between low and high achievers in emotional and moral areas of parental involvement. These studies provide regional context for the present investigation while highlighting the need for focused examination of senior secondary students specifically.

2. Objectives of the study

1. To identify the parenting styles prevalent among senior secondary school students of District Jammu.
2. To study the academic achievement of senior secondary school students.
3. To compare the academic achievement of students based on their parenting styles.
4. To study gender differences in academic achievement in relation to parenting styles.

2.1 Hypotheses

- There is a significant difference in academic achievement of students based on their parenting styles.
- Students with authoritative parenting style show higher academic achievement than those with authoritarian and permissive parenting styles.
- There is no significant gender difference in academic achievement among students with similar parenting styles.

3. Review of Related Literature

1. Baumrind (1967, 1971) [1, 2] conducted pioneering research on parenting styles, identifying authoritative, authoritarian, and permissive patterns. Her work

established that authoritative parenting, characterized by warmth and appropriate control, produces the most positive outcomes in children, including better academic performance and social competence.

2. Steinberg, Lamborn, Darling, Mounts, and Dornbusch (1994) [9] studied the relationship between parenting styles and adolescent academic achievement. They found that authoritative parenting positively influenced school performance through its effects on self-reliance, work orientation, and academic engagement. Their longitudinal research confirmed that the benefits of authoritative parenting persist over time.
3. Sharma and Sandhu (2006) [8] examined the effect of parenting styles on academic achievement of adolescents in Punjab. They reported that authoritative parenting was associated with higher academic achievement, while authoritarian parenting led to moderate achievement, and permissive parenting resulted in lower achievement. The study highlighted the importance of parental warmth combined with appropriate control.
4. Manju (2014) [6] conducted a study in Haryana on parenting styles and academic achievement of secondary school students. The findings revealed that students with authoritative parents performed better academically compared to those with authoritarian and permissive parents. The study also found that maternal parenting style had a stronger influence on academic achievement than paternal style.
5. Kaur and Singh (2018) [4] investigated parenting styles and academic achievement among adolescents in Jammu region. Their sample of 150 students showed that authoritative parenting positively correlated with academic achievement ($r = 0.52$), while authoritarian parenting showed a negative correlation ($r = -0.31$). Permissive parenting showed no significant correlation.
6. Kumar and Sharma (2022) [5] in the Kashmir division examined the relationship between parenting styles and academic motivation among secondary school students. They found that authoritative parenting fostered intrinsic motivation and better academic outcomes, while authoritarian parenting led to extrinsic motivation and examination-related anxiety.
7. Gupta and Mehta (2023) [3] compared parenting styles in urban and rural areas of Jammu and Kashmir. Their findings indicated that urban parents tended to be more authoritative, while rural parents leaned towards authoritarian styles. Academic achievement was higher among students from urban areas, partly attributable to parenting differences.

The literature consistently shows that authoritative parenting is associated with positive academic outcomes across different cultural contexts. However, cultural variations exist in how parenting styles are expressed and perceived. In collectivist cultures like India, some elements of authoritarian parenting may be viewed as caring and protective rather than controlling. Therefore, context-specific research is essential.

4. Methodology

- 4.1 **Research Design:** This study employed a descriptive

survey method with a comparative research design to examine the impact of different parenting styles on academic achievement.

4.2 Population and Sample: The target audience of this study contains all male and female students studying in the public, private, or semi-government higher education institutions located in Jammu District.

The researcher collected data from class 11th and class 12th students from the different departments District Jammu. A questionnaire was given to the students, and they were requested to fill it and give their opinion independently. A sample of 200 students was selected using stratified random sampling, ensuring representation across gender and school type. The sample distribution is shown in Table 1.

Table 1: Sample Distribution

School Type	Boys	Girls	Total
Government Schools	50	50	100
Private Schools	50	50	100
Total	100	100	200

4.3 Tools Used

4.3.1 Parenting Style Scale

Parenting styles were assessed using the Parenting Style Scale developed by Bharti Sharma (2011) [7]. The scale measures three parenting styles authoritative, authoritarian, and permissive based on students' perceptions of their parents' behaviour. The scale has established reliability (test-retest reliability = 0.82) and content validity.

4.3.2 Academic Achievement

Academic achievement was measured using students' percentage of marks obtained in the previous annual examination. For Class XI students, Class X board results were used; for Class XII students, Class XI final examination marks were considered.

4.4 Data Collection Procedure

Permission was obtained from school principals. Students were explained the purpose of the study and assured of confidentiality. The Parenting Style Scale was administered in classroom settings. Academic achievement data were collected from school records.

4.5 Statistical Analysis

The following statistical techniques were used:

1. Percentage analysis to identify prevalence of parenting styles
2. Descriptive statistics (Mean, SD)
3. One-way ANOVA to compare academic achievement across parenting styles
4. Independent samples t-test for gender comparisons

5. Data Analysis and Interpretation

5.1 Prevalence of Parenting Styles

Table 2 shows the distribution of parenting styles among the

sample students.

Table 2: Prevalence of Parenting Styles

Parenting Style	Number of Students	Percentage
Authoritative	96	48%
Authoritarian	68	34%
Permissive	36	18%
Total	200	100%

The data shows that authoritative parenting style is most prevalent (48%) among senior secondary students in District Jammu, followed by authoritarian (34%) and permissive (18%). This indicates that while warm but firm parenting is common, a significant proportion of parents still adopt strict, rule-based approaches.

5.2 Academic Achievement Based on Parenting Styles

Table 3 presents the mean academic achievement scores of students grouped by parenting styles.

Table 3: Academic Achievement Mean Scores by Parenting Style

Parenting Style	N	Mean (%)	SD
Authoritative	96	72.45%	7.82
Authoritarian	68	64.38%	8.91
Permissive	36	61.27%	9.34

Students with authoritative parenting style achieved the highest mean score (72.45%), followed by authoritarian (64.38%) and permissive (61.27%). This supports Hypothesis H₂ that authoritative parenting leads to better academic outcomes.

5.3 Comparison of Academic Achievement across Parenting Styles

To determine whether the differences in academic achievement across parenting styles are statistically significant, one-way ANOVA was applied. Results are shown in Table 4.

Table 4: One-way ANOVA for Academic Achievement by Parenting Style

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	
Between Groups	4156.32	2	2078.16	26.84	<0.01	Significant
Within Groups	15253.68	197	77.43			
Total	19410.00	199				

The calculated F-value of 26.84 ($p < 0.01$) indicates significant differences in academic achievement among students with different parenting styles. This supports Hypothesis H₁. The results confirm that parenting style significantly influences students' academic performance.

5.4 Gender Differences in Academic Achievement by Parenting Style

Table 5 compares the academic achievement of boys and girls within each parenting style category.

Table 5: Gender-wise Academic Achievement by Parenting Style

Parenting Style	Gender	N	Mean (%)	SD	t-value	Significance
Authoritative	Boys	46	71.82	8.12	0.84	Not Significant
	Girls	50	73.04	7.51		
Authoritarian	Boys	36	63.91	9.23	0.51	Not Significant
	Girls	32	64.89	8.67		
Permissive	Boys	18	60.44	9.78	0.62	Not Significant
	Girls	18	62.10	9.02		

Within each parenting style category, girls scored slightly higher than boys, but the differences are not statistically significant ($p > 0.05$ for all comparisons). This supports Hypothesis H₃ that there is no significant gender difference in academic achievement among students with similar parenting styles. The parenting style appears to affect boys and girls similarly.

5.5 Summary of Findings

1. Authoritative parenting style is most common (48%) among senior secondary students in District Jammu, followed by authoritarian (34%) and permissive (18%).
2. Students with authoritative parenting style achieved the highest academic scores (Mean = 72.45%), followed by authoritarian (64.38%) and permissive (61.27%).
3. Significant differences exist in academic achievement based on parenting style ($F = 26.84, p < 0.01$).
4. Authoritative parenting leads to significantly better academic outcomes than both authoritarian and permissive styles.
5. No significant gender differences were found in academic achievement within any parenting style category.

6. Discussion

The finding that authoritative parenting style is most prevalent (48%) among senior secondary students in District Jammu is encouraging. It suggests that many parents in the region are adopting balanced approaches that combine warmth with appropriate control. This may reflect increasing awareness about positive parenting practices and exposure to modern educational ideas. However, the substantial proportion of authoritarian parenting (34%) indicates that traditional strict parenting approaches remain common. Permissive parenting (18%) is least prevalent, possibly because Indian culture generally emphasizes parental authority and guidance.

The moderate achievement of students with authoritarian parents may be explained by the compliance-oriented nature of this style. While these students may work hard to meet parental expectations, their motivation is often extrinsic. They study to avoid punishment or gain approval rather than from genuine interest. This can lead to examination anxiety and surface learning rather than deep understanding. Additionally, the lack of warmth and open communication may prevent students from discussing academic difficulties with parents.

The lowest achievement among students with permissive parents suggests that lack of structure and expectations hampers academic success. Without clear guidelines and parental involvement, students may struggle to prioritize studies over leisure activities. They may lack the self-discipline required for consistent effort, particularly during

the challenging senior secondary stage. The absence of significant gender differences within parenting style categories indicates that parenting styles affect boys and girls similarly. Both genders benefit equally from authoritative parenting and are similarly disadvantaged by authoritarian and permissive approaches. This finding is important because it suggests that gender-based differential treatment in parenting may be less common than sometimes assumed, at least in terms of academic outcomes.

7. Educational Implications

The findings of this study have several practical implications:

7.1 For Parents

- Adopt authoritative parenting approach: be warm, responsive, and supportive while setting clear rules and high expectations.
- Explain the reasons behind rules rather than demanding blind obedience.
- Encourage open communication and listen to children's perspectives.
- Show interest in children's academic work without being overbearing.
- Provide age-appropriate autonomy and responsibility.

7.2 For Schools

- Organize parent-teacher meetings to discuss not just academic performance but also parenting approaches.
- Conduct workshops and seminars on effective parenting for parents.
- Include parenting education in school outreach programmes.
- Train teachers to recognize signs of problematic parenting and provide appropriate support.

7.3 For Teacher Education

- Include content on family influences and parenting styles in teacher training programmes.
- Prepare teachers to work collaboratively with parents from diverse backgrounds.

8. Conclusion

This study examined the impact of parenting styles on academic achievement of senior secondary school students in District Jammu. The findings clearly demonstrate that parenting style significantly influences students' academic performance. Authoritative parenting characterized by warmth, appropriate control, clear expectations, and open communication produces the best academic outcomes. Authoritarian parenting leads to moderate achievement, while permissive parenting results in the lowest achievement. These patterns hold true for both boys and girls.

The study contributes to understanding the specific context of Jammu district and adds to the growing body of research on parenting and education in India. It highlights that parents are not just providers but active shapers of their children's academic success through their parenting approaches.

However, the study has limitations. It relied on students' perceptions of parenting styles rather than direct observation

or parental reports. The sample was limited to 200 students from selected schools. Future research could include larger samples, multiple informants (parents and children), and qualitative methods to understand the mechanisms through which parenting affects achievement.

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