

**Influence of Parenting Styles on Achievement Motivation, Self-esteem and  
Academic Performance among School Students**

**Submitted by**

**Madhu Bashini S**

**(21PCP010)**

**Supervised by**

**Dr. R. Govarthini**

**A Thesis submitted to**



**Avinashilingam Institute for Home Science and Higher Education for Women**

**In Partial Fulfillment of the Requirements for the Degree of**

**Master of Science in Clinical Psychology**

**(2021-2023)**

**May 2023**

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**Signature of the Head of the Department**

**Signature of the Guide**

# **CERTIFICATE**

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This is to certify that the project work entitled “**Influence of Parenting Styles on Achievement Motivation, Self-esteem and Academic Performance among School Students**”, submitted to Department of Clinical psychology, Avinashilingam Institute for Home Science and Higher Education for Woman, Coimbatore, in partial fulfilment of **Master Of Clinical Psychology**, is the record of the original project work done by **Madhu Bashini S (21PCP010)** during the period of her study, under my supervision and guidance.

**Signature of the Guide**

**Signature of the Head of the Department**

**Submitted for the viva voice examination held on \_\_\_\_\_**

**Internal Examiner**

**External Examiner**

# **DECLARATION**

## DECLARATION

I hereby declare that this project work entitled “**Influence of Parenting Styles on Achievement Motivation, Self-esteem and Academic Performance among School Students**” submitted to Department of Clinical psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, in partial fulfilment of the requirement for the award of the **Degree of Master of Clinical Psychology** is the bonafide record of original project work done by **Madhu Bashini S (21PCP010)** during the period of her study under the supervision and guidance of **Dr. R . Govarthini** .,Department of Clinical psychology.

Place: Coimbatore

Signature of the candidate

Date:

**Madhu Bashini S**

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# **ABSTRACT**

## **Abstract**

Family is where the children gain necessary skills and their own attitude, beliefs and behaviour starts to develop. The way parents raise their children has an effect on their personality and character. Further, the influence of parenting styles has its major roots in the characteristic traits over the children. The aim of the study was to find the Influence of Parenting Styles on Achievement Motivation, Self – esteem and Academic Performance among School Students. The data was collected from 150 school students (75 females and 75 males) between the age group of 12-16 years who are from class 8<sup>th</sup> and 9<sup>th</sup> standard by Purposive Sampling Method in Coimbatore. Perceived Parenting Style Scale, Rao's Achievement Motivation Test, State Self-Esteem Scale and Academic Performance Scale was used. The data was analysed statistically using the SPSS software version 29.0.0.0. The results indicated that there was significant relationship between dimensions of parenting styles with academic performances and self-esteem of school students. Authoritative parenting style with academic performance and self-esteem are positively correlated and authoritarian parenting style with academic performance and self-esteem are negatively correlated. There was no significant relationship between permissive parenting style with self-esteem and academic performances of school students. There was no significant relationship between parenting styles and achievement motivation among school students.

**Keywords:** Parenting styles, self-esteem, academic performance, achievement motivation and school students

# **INTRODUCTION**

# CHAPTER 1

## INTRODUCTION

### **Parenting Styles Definitions**

All actions related to the raising of offspring. Researchers have described different human parenting styles—ways in which parents interact with their children—with most classifications varying on the dimensions of emotional warmth (warm vs. cold) and control (high in control vs. low in control). (American Psychological Association).

Parenting style is defined as a constellation of parents' attitudes and behaviors toward children and an emotional climate in which the parents' behaviors are expressed (Darling and Steinberg, 1993).

In the field of parenting, Maccoby and Martin's (1983) and Baumrind's (1991) typological approach of conceptualizing parenting has had a tremendous impact. They classified parenting into four types based on responsiveness and demandingness (Maccoby and Martin, 1983; Baumrind, 1991).

### **Parenting**

Parenting practices around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adults, and transmitting cultural values. A high-quality parent-child relationship is critical for healthy development. (American Psychological Association)

### **Meaning of Parenting Styles**

Parenting is the act of bringing up a child and ensuring their safety and well-being in order to ensure their healthy development into maturity.

Parenting style is a term used to describe the typical variations in how parents try to discipline and socialize their children. Parenting style refers to how a parent interacts and raises their child; they typically follow a certain pattern of actions, attitudes, and methods.

## **Theories of Parenting Styles**

### **Diana Baumrind Theory**

According to Baumrind's theory, a child's behavior can be related to the particular parenting style they were exposed to growing up. She created what she coined the "Pillar Theory" to explain the key facets of parenting that influence how parents engage with their children.

**Structure:** This is a reference to the parent's tendency to establish and specify guidelines and limits.

**Presence:** This refers to the parents' accessibility and response

**Social support:** This refers to the collective assistance that a family receives from its friends, extended relatives, and other organizations. These organizations are crucial because they support the legitimacy of the parental authority

**Self-control:** This is the parent's capacity to deliver persistent and self-controlled parenting that enables them to prevent the negative emotions from intensifying during stressful situations.

## **Types of Parenting Styles**

In 1960s, the psychologist Diana Baumrind distinguished 4 main parenting styles. She referred to these behaviors as authoritarian, permissive, uninvolved, and authoritative.

**Authoritarian Parenting**

High demands and poor responsiveness are traits of the authoritarian parenting style. Parents who are authoritarian set rigid regulations and demand blind compliance from their children. These parents have a tendency to have strict expectations. Rules are broken and are punished, sometimes severely. It's either frowned upon or forbidden to discuss procedures and guidelines with others. Authoritarian parenting essentially revolves around regulations, submission, and strict standards.

**Permissive Parenting**

Permissive parents are the complete opposite of Authoritarian parents. They delegated all decision-making to their children! There are not many guidelines, restrictions, or standards. Permissive parents may come off as more friendly than strict ones. They are present for their children, but perhaps not in the way that their children require in order to form healthy boundaries and sound judgment.

**Authoritative Parenting**

Parents that are authoritative spend quality time with their kids and participate in decisions in the right ways. They provide their children exactly the right amount of structure and guidance so that they may develop, learn, and start making their own decisions while still keeping them safe and healthy. Because authoritative parenting involves a give-and-take dynamic, children feel like they have more of a voice.

The parenting approach known as "authoritative" is characterized by moderate demands and high responsiveness. These parents provide clear, enforceable standards for their kids, but they are also amenable to discussion or nuances within those rules as their kids get older. While being suitably demanding, authoritative parents also pay attention to their kids' reactions and

needs. They are interested in their kids' life and help them pursue their hobbies and grow into independent adults.

### **Uninvolved Parenting**

Minimal demands and minimal responsiveness are characteristics of the uninvolved parenting style. For these parents, fulfilling their children's fundamental necessities is the extent of their obligations. They just interact with their kids when necessary and do not try to build strong bonds with them. Uninvolved parents may not be aware of their children's larger needs or concerns or may not respond to them at all. Uninvolved parents don't set boundaries or expectations, and they hardly ever enforce consequences. Sometimes, cases of neglect are the result of absentee parenting.

Baumrind (1991) states that there are two important dimensions in parenting styles: demandingness and responsiveness. Expansion mechanisms that influence children's development are represented by the intersection between the two dimensions. Demandingness can be defined as the amount or degree of strictness and control exerted by parents against children, while dimension of responsiveness can be defined as the frequency of interaction and intimacy with children either positively or negatively.

Dimension of demandingness refers to a style of parenting that is associated with high level of rigor and parental controls. According to Baumrind (1996) demandingness refer to the requirement of the parents to the children so that they become more integrated in their families and communities through maturity, supervision and discipline. Parents are often decisive for all activities undertaken by students and will scold them if they do not reach parent expectations. An authoritarian parenting style is under the dimensions of demandingness which involve obedience,

conformity, parental controls and the need to respect parental authority (Huver, Otten, Vries & Engels, 2010).

Dimension of responsiveness is related to level of support, warmth and parental involvement. According to Baumrind (1996), responsiveness is the extent to which parents foster personality and self-affirmation in children with support or fulfill the needs of adolescents. Often parents in this dimension engage and provide support to the activities carried out by their children. These types of parents can actively listen, respond warmth and focus on adolescents.

According to Nancy (2011), parents of permissive parenting style do not respond and control toward their children. These parents are preoccupied with their own problems without discharging the responsibilities as parents. Children, who are raised by permissive parenting styles, are not able to control themselves, impulsive and less self-reliant. However, they are happier and speedy recovery from a stress or crisis situation as compared with children who grew up with

### **Importance of Parenting Styles**

Important life outcomes for a child can be influenced by a parent's parenting style. Authoritarian parenting may cause children to lose confidence in them and withdraw from social situations. They frequently have worse social skills than other kids, and they frequently behave harshly or coldly. Children of permissive parents may struggle with self-control. They could be irritable, immature or violent. Children of absent parents may appear emotionally cold or uninterested. These kids might grow up with weak social abilities and low self-esteem. Additionally, they may experience a lack of affection and are more vulnerable to anxiety, sadness, and substance abuse. These kids frequently struggle with self-control and have poorer

academic performance. When it comes to parenting styles, children with authoritarian parents may do the best. These kids typically have strong self-esteem, good social skills, and a tendency to be likeable and independent. Children of assertive parents typically exhibit the highest levels of social responsibility and self-esteem.

### **Parenting styles and Attachment styles**

The emotional connection a child has with their parent or guardian is referred to as attachment. Early interactions between a child and their parent or other primary carer frequently shape how they interact with others later in life. Four distinct attachment style exists:

**Secure attachment:** It is characterized by trust and assurance in their parents' ability to care for them.

**Ambivalent attachment:** Uncertain or insecure towards their parents.

**Avoidant attachment:** Uncomfortable and mistrustful towards their parents.

**Unorganized Attachment:** Uncertainty, insecurity, mistrust, and discomfort with regard to their parents.

### **Achievement Motivation**

The desire to perform well and be successful is the meaning of achievement motivation. In this sense, the term often is used synonymously with need for achievement. (American Psychological Association)

According to Atkinson and Feather (1966) the achievement motive is conceived as a latent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.

According to Irving Sarnoff (Mangal, 1989) Achievement motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that he ought to possess them he may be regarded as having an achievement motive.

### **Meaning of Achievement Motivation**

Achievement motivation is the need for excellence and significant accomplishment, despite what rewards may be offered after the achievement has been met.

### **Drive**

Drive, in psychology, is an urgent basic need pressing for satisfaction, usually rooted in some physiological tension, deficiency, or imbalance (e.g., hunger and thirst) and impelling the organism to action. Psychologists also distinguish between drives that are innate and directly related to basic physiological needs and drives that are learned.

### **Motivation**

Motivation means any forces acting either on or within a person to initiate behavior. The word is derived from the Latin term *motivus* ("a moving cause"), which suggests the activating properties of the processes involved in psychological motivation.

Motives are frequently divided into two categories: primary, or fundamental, motives, which are unlearned and shared by humans and animals, and secondary, or learned, motives, which can vary from one animal to another and person to another. Hunger, thirst, sex, avoiding pain, and possibly aggression and terror are considered to be the main motivations. Achieving goals, being motivated by power and many other specific motives are examples of secondary motives that are usually studied in humans.

## **Types of Achievement Motivation**

Achievements are caused by implicit explicit comparison and avoidance motives. Why humans do the things that they do specifically, what creates the drive for success, has been a subject of scientific investigation for decades. The consensus is that everyone is motivated to achieve, although for different reasons. These reasons are collectively called achievement motivation and directly influence everyday actions such as doing work, practicing a sport or hobby, studying for an exam, attending college and even shopping.

There are various types of Achievement Motivation

**Intrinsic Motivation:** Individuals are commonly influenced by intrinsic motives, which come from within based on the desire to perform well and based on the incentives such incentives include a sense of self-satisfaction achieved by doing a good job, the exhilaration of having completed a challenge and a sense of mastery

**Extrinsic Motivation:** Extrinsic motives are common and come from outside the individual. Very often, they are the result of a desire to meet society's standard rather than their own.

**Avoidance Motivation:** Avoidance is a kind of motivation with which some people can identify. It offers stability and predictability in return for the performance of boring, rote or unpleasant tasks. Avoidance motivates individuals to complete such tasks to avoid unpleasant consequences. However, performing these tasks can improve an individual's overall situation.

**Universal Motivation:** The need to achieve is part of the human condition. What motivates achievement differs from individual to individual depending on factors like personality and self-esteem.

In 2005, Mathew Weller of the “Los Angeles Business Journal” wrote that Universal motivation include incentives, desire, a favorable environment and pre existing internal motivation. When any such condition exists, achievement is likely to look more attractive, resulting in more effort on the part of the achievers.

## **Theories on Achievement Motivation**

### **McClelland’s Achievement Motivation Theory**

A desire to succeed fuels the demand for achievement. Many people are motivated to improve themselves in order to stand out from the crowd. It is conceivable to define this urge as the desire to overcome challenges, to use force, to work hard, and even to complete a task as rapidly as possible.

The following three primary arousal-based and socially produced motives were found by David McClelland and his team, who established the theory:

**Need for Achievement (n-Ach):** This is the motivation that certain people have to work towards and accomplish their objectives. An individual with this drive is goal-oriented and seeks out a variety of careers or pursuits where they can flourish and climb the success ladder.

According to McClelland, those who have a high need for success outperform those who have a moderate or low need for success.

**Need for Power (n-Pow):** This is the desire to have influence—to have an effect on other people, to take action that can alter circumstances, and to enrich life. High-power individuals, particularly organizational administrators, have a stronger influence on the conduct and output of others at work.

The drive to control others and the environment can be summed up as having a craving for power. Such influence results in enhanced employee motivation and the achievement of organizational objectives.

**Need for Affiliation (n-Aff):** The need for affiliation is the desire to form deep friendships with other people and engage in social interaction.

According to McClelland's research, persons who have a high need for connection are driven to communicate their sentiments and emotions to others as a matter of course and have a great need to be accepted and loved by others. They feel compelled to emphasize friendliness and cordiality because they naturally dislike and discourage disagreements and confrontations in their interpersonal interactions.

The three motives are consistent with Maslow's requirements for love, esteem, and self-actualization:

- n-Aff = Love Need (Maslow)
- n-Pow = Esteem Need (Maslow)
- n-Ach = Self-actualization Need (Maslow)

Different people have different levels of affiliation, power, and achievement motives. Additionally, it often varies between different professions. Managers appear to be more motivated by achievement than by affinity.

- People with high n-Aff tend to place more importance on social interactions than on getting things done.
- An individual with a high n-Pow focuses on acquiring and using power/authority. Such a person strives to persuade others and prevail in debates.

- High n-Ach individuals appreciate the challenge of solving an issue and taking personal accountability for success or failure as opposed to leaving the result up to luck or the decisions of others.

### **Expectancy Value Theory of Motivation**

According to the expectation value theory, a person's drive to complete tasks is influenced by both the task's subjective value and the expected consequence. Although Jacquelynne Eccles helped popularize the idea by developing additional models like the expectation value theory of motivation, the theory was created by John William Atkinson in the 1950s and 1960s.

The theory's two main components are as follows:

- 1. Expectancy:** Whether or not a person expects to succeed at a specific job
- 2. Value:** the estimated worth of the task to the person, which is divided into four subcategories
  - **Attainment Value:** How crucial the individual believes it to be to succeed
  - **Utility Value:** the estimated value of a work in a person's life
  - **Cost:** The true expense of the task, including the time, money, happiness, etc.

Expectancy value theory is frequently used in research on education to understand why students learn what they do and how much effort they put into a subject. According to the notion, students are less likely to perform well in a class if they don't expect to succeed in it. Similar to this, students are less likely to perform well if they do not see the value in the class or do not feel it to be inherently interesting. Other elements including self-perception, gender, and ethnicity can also have an impact on expectations and value assessments.

The task difficulty must be calibrated appropriately to ensure that students' expectations for success are met. This means that the activity must neither be too easy or too challenging for them to see its worth. Making a connection between the activity and the student using personal interests, prior knowledge, demonstrating the activity's utility, and/or demonstrating the task's value are all ways to increase the perceived value of academic activities.

### **Attribution Theory of Motivation**

An inference regarding the reason behind a behavior or an event is known as attribution in psychology. The attribution theory of motivation describes how someone interprets the reasons behind events. Although it may not be accurate objectively, this attribution feels accurate to the person who made it.

The correspondent inference model and Kelley's co variation model are two theories that serve as the foundation for this attribution of motivation. According to the correspondent inference model, people typically learn about a person's stable personality by witnessing their behaviors, and this is true even when a person is in the process of learning from their own behavior. According to Kelley's co variation model, an individual will, under this model, learn how their behavior contributes to the result and thus has an effect on their behaviors because the factor must exist when an event occurs for an individual to establish a causal relationship between a factor and an event.

According to Bernard Weiner's view, a person's attribution style influences how motivated they are. A person's drive to complete a task is influenced by their level of confidence in their ability to succeed. The more important success is to someone, the more confident they are in their ability to succeed, and the more driven they will be. A key element in determining someone's level of drive is how they attribute their success or failure.

## **Weiner's Theory of Attribution**

According to Weiner, a person's motivation for their following behaviors will depend on the causal explanations they give for events that occur. One of the most crucial presumptions in this theory is that a person would unconsciously create an attribution or causal relationship that supports a favorable self-image.

This theory provided three variables—locus of control, stability, and control—that individuals will use to explain the outcome, such as success or failure. Different elements will influence a person's motivation to varying degrees. The attribution theory of motivation is the name given to this idea.

### **Locus of control**

A person's perspective of how much control they have over their lives is referred to as their locus of control. External and internal loci are the two different kinds.

- **External locus of control**

People who have an external locus of control frequently blame external forces, such as bad weather or unfavorable treatment from others, for the outcomes of life events. Additionally, they frequently act in accordance with expectations made by others, such as those of their supervisors

- **Internal locus of control**

People with this locus believe that their actions, choices, and abilities determine how things turn out in life. Additionally, they are more inclined to act in accordance with internal demands, such as one's goals and desires.

When a student with an external locus of control performs poorly on an exam, for instance, they can blame the teacher for assigning a test that is too challenging for the class,

keeping both loci in mind. When a student with an internal locus of control fails the same exam, they can blame their lack of preparation or poor performance in class for the outcome. A student with an internal locus of control, on the other hand, may attribute their success in studying to their diligence, whereas a student with an external locus of control may attribute it to their luck.

Depending on whether or not something succeeds, the same person may use a different locus of control. As was already established, people attribute reasons and occurrences to retain a positive sense of self. As a result, it is possible that someone may ascribe success to internal factors and failure to external ones.

### **Stability**

It might be either permanently stable (permanent) or unstable (temporary). Stability is the consistency of the relationship between the underlying cause and the outcome of the behavior. A stable, long-term association between the causal factor and the behavior is required for ability and task difficulty to be considered. The difference between the two causative aspects is that the ability is believed to be internally controlled, whereas task difficulty is seen to be externally controlled.

### **Controllability**

It represents the level of influence that can be exerted on a cause at the volitional level. Weiner contends that a person may be able to manage their behavior. When a person's behavior is under their control, they have some influence on how a task or behavior comes out; yet, when their behavior is out of their control, they have little to no effect.

## **Self-perception theory**

Cognitive dissonance approaches have not gone unchallenged. An alternative approach, known as self-perception theory, suggests that all individuals analyze their own behavior much as an outside observer might and, as a result of these observations, make judgments about why they are motivated to do what they do. Thus, in the example above, self-perception theory would argue that the person, in observing his own behavior, assesses the effort involved and decides that the initiation was endured because he really wanted to be a member of this group. Dissonance theory and self-perception theory are not necessarily mutually exclusive; several studies suggest that both processes can and do occur but under different conditions.

## **Studies on Achievement Motivation and Parenting Styles**

Abedi et al. (2005) in a study examined the relationship between motivations of educational achievement of high school students of Isfahan and their family characteristics. The results showed that from among family factors associated with educational achievement, motivation, parents' expectations of children's success (0.28), authoritarian parenting style (0.26) and family structure (modern natural family) (0.16) explain educational achievement motivation

Maccoby and Martin (1983) who observed that authoritative parenting style positively correlates to different developmental outcomes of children and the most effective in relation to school achievement.

Steinberg, Dornbusch, and Brown (1992) who noted that authoritative parenting is one of several means through which parents can have positive effects on their adolescents' academic achievement through their direct involvement and support in school activities.

Glasgow (1997) who opined that permissive parenting is negatively associated with academic achievements as a result of parents allowing their children to choose between work and play.

## **Self-esteem**

An individual's evaluation of himself or herself as a valuable, capable human being commendable of respect and consideration. Positive feelings of self-worth tend to be associated with a high degree of self-acceptance and self-esteem. (American Psychological Association).

According to Rosenberg (1965a), self-esteem is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself.

William James (1890) defined self-esteem as the feeling of self-worth that results from consistently meeting expectations for personally valued activities

Self-esteem is regarded as a personal psychological characteristic relating to self-judgment based on one's values about humans (Alesi et al., 2012).

Self-esteem implies an awareness of one's value system and one's emotional evaluation of one's self-worth (Schunk, 1985).

Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it."

Baumeister, Campbell, Krueger, and Vohs (2003) define self-esteem as "how much value one place on themselves, their self-worth and their capabilities."

## **Meaning of Self-esteem**

Self-esteem is how a person values and respects themselves. It includes their attitudes about what they think, feel and believe about themselves, their self-worth, abilities and limitations.

The subjective perception of a person's overall value or worth is known as self-esteem. It describes a level of self-confidence in an individual's skills and qualities, much like self-respect does.

### **Ranges of Self-esteem**

It is normal to feel better about yourself some days than others, but you should try to maintain a healthy level of self-esteem generally. Here is how the various ranges appear:

**Overly high Self-esteem:** Sense of superiority. People with very high self-esteem are frequently arrogant, indulgent, and entitled. They frequently criticize others while ignoring their own shortcomings.

**Low Self-esteem:** Feeling inferior to others. People with poor self-esteem place more value on other people's opinions than their own. They may find it challenging to receive praises since they frequently concentrate on their perceived flaws rather than their strengths. They frequently harbor a fear of failing and think that everyone else is superior to them.

**Healthy Self-esteem:** Having an accurate and balanced self-view. People with healthy self-esteem recognize and accept their abilities and their flaws, their strengths and their weaknesses. They hold realistic expectations for themselves and others.

### **Benefits of Healthy Self-esteem**

Feelings of value and security are influenced by a healthy sense of self-esteem. Positive relationships with others are more likely to exist if you have a strong sense of self-worth. You can perform at your best at work or school because of your confidence. When you have a healthy sense of self-esteem, you can be more receptive to criticism and growth possibilities, which can help you, keep a positive view even when you don't fulfill expectations.

**High self-esteem indicators**

- Assertive in expressing needs and beliefs.
- Certain of one's capacity for decision-making
- Able to establish trustworthy connections and end harmful ones
- Realistic expectations; no excessive self- or other-criticism
- More tolerant to stress and failures and more resilient.

**Low self-esteem costs**

Making decisions is tough when one has low self-esteem. Low self-esteem causes you to rely too heavily on other people's acceptance. You tend to avoid taking risks when you lack confidence because you are afraid of failing. You tend to expect failure, and you are harsh on yourself when you make mistakes. You regularly criticize yourself and often dismiss compliments. Having unhealthy connections with others is more likely if you have a low opinion of yourself.

**Low self-esteem indicators**

Paying attention to your thought patterns is one of the simplest methods to spot signs of poor self-esteem. If you have poor self-esteem, you might think in some of the following ways:

- All or nothing thinking: You either think that everything is wonderful or awful.
- Overgeneralization. You believe that a single unfavorable fact or experience establishes a general norm for your existence.
- Mental filtering: You only pay attention to and accentuate the negative parts of life.
- Negative transformation of positives: You reject or ignore life's positive features. You apologize for your accomplishments.

- Negative judgments drawn too quickly: Even in the absence of proof, you tend to assume the worst.

## **Theories of Self-esteem**

### **William James: Formula for Self-Esteem**

William James is repeatedly referred to as the creator of the self-esteem movement (Hewitt, 2005; Kling et al., 1999; Leary et al., 1995; Seligman, 1996) and given his “elementary endowment of human nature,” (as cited in Leary et al., 1995, p.518) one might hypothesize that it has existed since the birth of mankind.

James’s (1890 as cited in Seligman, 1996, p.30) original formula of self-esteem appears to be well respected:

$$\text{Self-esteem} = \frac{\text{Success}}{\text{Pretensions}}$$

The two elements, feeling good about ourselves (pretensions) and how well we actually do (success), are inextricably linked; we can feel better about ourselves by succeeding in the world but also by varying the levels of our hopes and expectations.

### **Stanley Cooper Smith’s Self-Esteem Theory**

Contemporary belief is that self-esteem is routed in early childhood with a foundation of trust, unconditional love and security, impacted on as life progresses by a combination of positive and negative evaluations. Stanley Cooper Smith’s (1967 as cited in Seligman, 1996, p.32) self evaluation scale measured self-esteem in children and then assessed the parent’s child

rearing practices for those children with high self-esteem and concluded that the origins of higher self-esteem lay in clear rules and limits enforced by the parents.

Morris Rosenberg, a Cooper smith-era researcher who concentrated on adolescence rather than early childhood, examined the growth of self-esteem. His views suggested that adolescence's uncertainty was when self-esteem grew the fastest. Rosenberg contends that during this stage of growth, self-esteem is based on a comparison of oneself to others. This means that teenagers assess their worth by comparing themselves to peers they are exposed to while also considering how others may see them.

### **Building Self-esteem**

The way you view yourself as a person is known as your self-esteem. People who have high self-esteem feel powerful, capable, and deserving of a wonderful life, while those who have low self-esteem feel weak and unworthy. Childhood self-esteem issues can persist into adulthood and cause severe emotional suffering. Therefore, it's crucial to cultivate a sound, optimistic sense of self.

Making a list of your own qualities and skills as a person will help you develop self-esteem and positive self-awareness. A big part of having good self-esteem is being content with who you are and what you can contribute to the world. This "inner peace" simply means that you accept who you are and sincerely like the person you have evolved into. It does not imply that you are unconscious of your flaws.

You should consider one deserving of consideration, adoration, and appropriate upkeep. Avoid the trap of focusing too much on others' pleasure and wellbeing while neglecting your own. Being completely aware of your capabilities and viewing setbacks as chances to use those strengths are essential to maintaining self-esteem.

Anxiety or sadness is frequently linked to low self-esteem. Learning to control your mood and your feelings might help you improve your self-esteem if your emotions feel overwhelming or out of control. Some individuals can accomplish this with the assistance of friends and family. Others must collaborate with a mental health expert to treat any issues that may be hiding beneath.

### **Parenting and Self-esteem**

Self-esteem begins to grow from a young age. It is our perception of self. Parental influence over a child's self-esteem is significant. Parents feel good about themselves when they create wholesome, nurturing interactions with their kids. Unfortunately, when parents don't feel good about themselves, some kids can start out with low self-esteem. Children who have low self-esteem may experience rejection, animosity, and harsh judgment.

The first teachers for their kids are their parents. They are in charge of fostering their offspring's self-esteem. Parents provide their children the encouragement they need to grow up to be content, intelligent, and capable individuals. Parents are the ones who teach their children their first lessons, whether they are good or bad.

### **Studies on Self-esteem and Parenting styles**

According to a study conducted by Gota (2012) students' level of self-esteem is related to parenting styles. This is because the relationship between the parents and adolescents that were built in the early stages of life can contribute to the level of self-esteem (Brown & Dutton, 1995). In addition, Cohen & Rice (1997) stated that the results of the study found that mothers who consistently respond to their adolescents during infancy and early adolescence can build high level of self-esteem in adolescents.

Studies show that parenting styles are associated with the development of students' self-esteem. For example, Lee (2001) showed that different parenting styles are associated with self-esteem in adolescence. The findings of Parker and Benson (2004) showed that authoritative parenting style is associated with high level of self-esteem in adolescence. In addition, Gota (2012) also stated that parenting styles used by parents influence students' self-esteem development.

Chao (1994) stated that the culture determines the effect of parenting style on students' self-esteem. This is because research has shown that in western culture, authoritative parenting style brings more benefits to the adolescents' self-esteem when compared with other parenting styles (New & Cochran, 2007). According to Mruk (2006), Authoritative parenting style is more conducive and tends to develop a high level of self-esteem in adolescents. However, authoritarian parenting style is more likely to increase students' self-esteem in China (Chao, 1994).

### **Academic Performance Meaning**

Academic Performance is the measurement of student achievement in a variety of academic topics. Standardized test scores, graduation rates, and classroom performance are frequently used by educators to gauge student achievement.

### **Academic Performance Definition**

Any identifiable success in the areas of scholarship or disciplined study is known as academic achievement.

In educational psychology, a level of proficiency in scholastic work in general or in a specific skill, such as arithmetic or reading. Evidence of future academic achievement is usually

based on the results of standardized ability tests and assessment of performance by a teacher or other supervisor.

Academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examination results (Narad and Abdullah, 2016)

Academic performance is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts (Bhagat, 2013).

Academic performance measures education outcome and measures the extent to which an educational institution, teachers and students have achieved their educational goals. (Arhad, Zaidi & Mahmood, 2015).

Academic performance is a measurable and observable behavior of a student within a specific period. He added that it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination. (Yusuf, Onifade and Bello, 2016).

### **Academic Performance Theory**

Elger (2007) created the theory of academic performance (TOP). The theory focuses on six fundamental ideas to create a framework for explaining performance as well as performance enhancements. To perform is to deliver worthwhile outcomes. An individual or a group of people working together in a performance is referred to as a performer. Level of performance reflects

where you are on the road of developing performance. The six elements: context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors all play a role in the current level of performance. We suggest three axioms for efficient performance enhancements. They entail adopting a performer's mindset, immersing oneself in a stimulating setting, and engaging in reflective practice.

The idea of performance presents a challenge to educators since it holds that by enhancing our own performance, we may better enable others to learn and develop. Performance and learning-for-understanding are strongly intertwined, as promoted by Harvard's Project Zero (Wiske, 1998). People are empowered to produce results that matter when they learn and develop. Higher education has always had as its main objective working and learning together in ways that improve the world.

### **Studies on Parenting style and Academic Performance**

Most parents are constantly concerned about their children's successes. Whether academics, arts, sports, or any other interest the child might have, most parents want to help their children reach their full potential. There are various theories of the best way to achieve this as parents. Some parents become very intentional about propelling their kids into success, and some find it more useful to have a relaxed attitude about it. This study was conducted to understand parenting styles and their effect on academic success in college. The four parenting styles defined for use in this study are authoritative, authoritarian, permissive, and uninvolved.

Authoritative parenting requires high performance from a child, but also provides high support. Authoritarian parenting includes high requirements like authoritative parenting, but the difference is the lack of support provided. These parents will be very demanding, but not encouraging when a personal relationship is needed. Permissive parents will not be very strict

but will be very compassionate with their kids. These parents are more like friends than authoritative figures. Lastly, uninvolved parents provide no rules, nor any support (Li, 2019). The present study is designed to understand which of these styles is strongly associated with college academic success. The expected results include authoritative parenting leading to higher GPA's combined with high support on how to get there would propel someone to be able to reach their full potential.

The work of Baumrind (1966) states that parent' non-punitive and accepting approach toward their children's desires does not assist the children in building an appropriate educational foundation but harms their potential for academic success.

The children of permissive parents are known to be highly involved in extracurricular activities in school, thereby losing concentration in classes. While the above works emphasize a negative effect of permissive parenting on educational outcome of children in such homes, the present study maintains that there is no relationship between permissive parenting and academic achievement of students (Moore, 2011).

Authoritative parents are more supportive and are involved in their children's performance academically. Children of authoritative parents are likely to do well in school. They tend to be academically sound and they are goal oriented. Children of authoritative parents are so close to their parents that if they face any difficulties with their school work; they will discuss it with their parents for a way out. It is in the light of the above background that there is need to investigate parenting style in relation to the academic performance of secondary school students (Turner, 2009).

The family is the first window of the child, parenting style and its influence on children could greatly affect their understanding, attitude and school achievements (Bowman, 2005).

### **Need for the Study**

Parents usually play a vital role in the psychosocial development of their children. The way of upbringing and nurturing a child in a family setting creates an impact on how the child views himself or herself and the environment they live. The influence of parenting styles has its major roots in the characteristic traits over the children. The impact of parenting styles on children's behavioral, personal, educational and social factors which contribute to their overall well-being is less known. Self-esteem is an important factor for an individual's mental and emotional happiness which in turn develops from childhood. Also, children's level of motivation and academic achievements can also be influenced by parenting styles. All the four aspects i.e., parenting styles, achievement motivation, self-esteem and academic performances plays a momentous role in a child's life in bringing-up a healthy adult personality. However, parents are the ideal and moral support for every child. Being responsible parent is most needed in the modern era. Hence, this study focuses to examine and understand the influence of parenting styles on achievement motivation, self-esteem and academic performances among school students.

# **REVIEW OF LITERATURE**

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter gives a brief explanation of reviewing the literature on various aspects of parenting styles, achievement motivation, self-esteem and academic performance. The literature concerning to present study “Influence of Parenting Styles on Achievement Motivation, Self-esteem and Academic Performance among School Students” is examined and discussed on the basis of the following headings

Section 1: Parenting style

Section 2: Parenting style and achievement motivation

Section 3: Parenting style and self-esteem

Section 4: Parenting style and academic performance

Section 5: Parenting style, achievement motivation and self-esteem

Section 6: Parenting style, achievement motivation and academic performance

#### **SECTION 1: PARENTING STYLES**

Lee, Kim and Kim (2022) examined an influence of parent media use, parent attitude on media, and parenting styles on children’s media use. One thousand and twenty (N=120) parents of children between 4 and 6 years of age participated in the study. Multigroup structural equation modeling was used to analyze the data. The results showed that there was a significant positive relation has been observed between the parent’s media time and the child’s daytime as well as nighttime media use. Additionally, the parent’s positive attitude toward media use was

positively related to the child's daytime media use, but not the child's nighttime media use, while the parent's negative attitude toward media has no effects on children.

Sitoiu and Panisoara (2022) conducted a study to determine the relationship between parental emotional regulation, optimism, and parenting style. The responses collected from respondents with parental status were used in the research. The majority of respondents were female in terms of the age of participants; they were predominantly in the category of 31–40 years, followed by those in the category 41–50 years. The data were analyzed statistically through operations such as correlations, regression, and analysis of variance. The results indicate that the authoritative parenting style is associated with the emotional regulation of parents ( $r = 0.25, p < 0.001$ ), but also with their level of optimism ( $r = 0.29, p < 0.001$ ). Based on multiple linear regressions, it was established that 5% of parents' level of optimism is predicted by their level of emotional regulation. These results reveal the contribution of emotional regulation and parental optimism in the process of raising and educating a child.

Carmo, Oliverira, Bras and Faisca (2021) conducted a study on the influence of parental perfectionism and parental styles on child perfectionism. The purpose of this study was to examine the relationship between child and parental perfectionism, seeking to evaluate the empirical support of the Social Learning Model and the Social Expectations Model and children's perception of parenting styles. The present study included 119 children (51.2% girls,  $M_{age} = 11.67$  years) and their parents. Data were collected through administration of several self-report measures. The results show a relationship between the majority of the same parent and child perfectionism dimensions, thus providing supportive evidence for the Social Learning Model. Concerning the analysis of the role of gender in the transmission of perfectionism,

observed fathers' perfectionism only relates with the sons' and mothers' perfectionism relates with daughters' perfectionism. This finding also allows for a deeper understanding of the role of the perception of an authoritarian parenting style in the development of maladaptive perfectionism.

Lindsay, Wasserman, Munoz, Wallington and Greaney (2018) examined the influences of parenting styles and practices on physical activity and sedentary behaviors in Latino children in the United States. This research indicates that parents influence their children's physical activity (PA) and sedentary behaviors (SB) through their parenting styles and practices. The objectives of this paper were to evaluate existing research examining the associations between parenting styles, parenting practices, and PA and SB among Latino children aged between 2 and 12 years. The examined studies also provide evidence that parenting practices, such as setting rules and implementing PA restrictions due to safety concerns, weather, and using psychological control discourage, hinder, or decrease children's PA.

Mensah and Kuranchie (2013) examined a study to ascertain the dominant parenting styles of parents in the study area and their influence on children's social development. The study utilized a sample of 480 school pupils who were in their adolescent stage and 16 teachers took part in the study. The survey study employed a structured interview schedule and a questionnaire for the data collection. The study instruments were pre-tested to establish their validity and reliability. The results of the study revealed that the majority of the parents were perceived to adopt authoritative parenting styles in the upbringing of their children. It was also revealed that parenting style has influence on students' social development. This significance of

the study would help parents, guardians, teachers and school authorities to understand and appreciate the relationship between parenting style and children's social development.

Alizadeh, Talib, Abdullah and Mansor (2011) conducted a study to investigate relationship between parenting style and children's behavioral problems. Respondents comprised of 681 mothers of children in primary school (347 girls and 334 boys) who were identified through their children selected by cluster sampling in the Iranian capital of Tehran. The results of the present study indicate that there is a significant correlation between authoritative, permissive and authoritarian. In conclusion authoritative parenting style with high responsiveness and high demanding in parenting behavior has shown to be directly related to less children's internalizing and externalizing symptoms.

Brown and Iyengar (2010) conducted a study on Parenting styles and the impact on students achievement. The purpose of this article is to synthesize the literature surrounding the influence of parenting style on student achievement, with the goal to provide a multicultural perspective that has implications for researchers as well as clinicians. This literature review resulted in the information being categorized into the following five domains: (1) parental control; (2) gender and parenting style; (3) parental education; (4) perceptual differences between parents and their children; and (5) ethnicity and diversity. Behavioral control and psychological control were found to be two inherent features of parental style that have a direct affect on student achievement. Adolescents' perceived level of independence when interacting with their parents also seemed to have a direct relationship on their academic achievement.

Turner, Chandler and Heffer (2009) conducted a study which examined the relations among authoritative parenting style, academic performance, self-efficacy and achievement motivation using a sample of college students (N = 264). Results indicated that authoritative parents continue to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant.

Gregory, Suzanne and Patrick (2000) examined the relationship between parenting styles, academic achievement, and adjustment of traditional college freshmen using self-report questionnaire & family demographic data. The samples were 101 college freshmen (aged 17–19 years). Multiple regression models demonstrated that authoritative parenting style was positively related to student academic adjustment. Moreover, self-esteem was significantly predictive of social, personal emotional, goal commitment-institutional, academic, and overall adjustment of traditional college freshmen.

Wolff (2000) examined a study on parent/child relationships and their possible influence on self-esteem. The parenting styles: authoritative, authoritarian, permissive and unmatched, are assessed (by child report) and compared to levels of global and specific domains of self-esteem to determine whether parenting style influences self-esteem in children. The samples were 84 children aged 11-12 years of both male and female who participated in the study. The results found significantly higher global, scholastic and physical self-esteem in children of parents practicing authoritative parenting style in comparison to authoritarian

parenting styles. No significant results were found for permissive and unmatched parenting styles

Zahedani, Rezaee and Nabeiei (2016) conducted research on several factors affect the academic performance of college students and parenting style is one significant factor. This is a correlation study carried out at Shiraz University of Medical Sciences. Among 1600 students, 310 students were selected randomly as the sample. The results showed there was a significant relationship between authoritarian parenting style and educational success. Also, findings showed a significant relationship between firm parenting style and Career Path of the students, authoritarian parenting style and Career Path of the students, educational success and Career Path of the students.

Nyarko (2011) a study was carried out to find out the influence of parental authoritativeness on adolescent's academic achievement. The samples were drawn from three senior high schools in the central region of Ghana and sample consists of 239 adolescents 45.2% were males and 54.8% were females. The participants belonged to different family structures. The results of the study indicated a positive and significant relationship between mothers and father's authoritativeness and the academic success of the students. This also shows that authoritative parenting style of mothers and fathers had a positive impact on the educational achievement of the students.

## **SECTION 2: PARENTING STYLE AND ACHIEVEMENT MOTIVATION**

Thakre and Shet (2020) conducted a study on Parenting styles, Study habits and Achievement Motivation among Adolescents. The study explores the impact of father's parenting style on adolescent's study habits and achievement motivation. The participants of the study consist of 76 adolescent's girls and boys within the age range of 13 to 14 years, studying in middle school (8<sup>th</sup> standard) and tools namely parental authority questionnaire, test of study habits and attitudes and achievement motivation scale. Results revealed a significant difference between parenting styles on study habits and achievement motivation. The study habits and achievement motivation among adolescents was higher when the parenting style was authoritative as compared to authoritarian and permissive parenting styles.

Mihret, Dilgasa and Mamon (2019) conducted a study which aimed at examining the relationship of adolescent's academic achievement motivation and parenting styles. Data were collected from randomly selected 192 adolescent students (93 males and 99 females) through standardized scales of achievement motivation self-report inventory and parenting style scale. The data analysis has been done through both descriptive and inferential statistical methods. The finding revealed that authoritarian parenting style is the most commonly practiced parenting style in the families of respondents among other three parenting styles (authoritative, indulgent and neglectful). There is a statistically significant relationship between authoritative parenting style and students academic achievement motivation. Significant relationship between authoritarian parenting style and students academic achievement motivation has also been reported. There is strong and negative relationship between neglectful parenting style and students academic

achievement motivation. That it means, neglectful parenting negatively affects students academic motivation.

Watabe and Hibbard (2014) examined a study on the influence of parenting on academic achievement motivation among elementary school children in the United States and Japan based on Baumrind's parenting typology. Two hundred eight students from an American elementary school and 312 from a Japanese elementary school completed measures of achievement goal orientations and parental attitudes. Results indicated that American children acquire the benefit of academic achievement motivation with both authoritative and authoritarian parenting styles today. There was no support for the prediction that contemporary Japanese children obtain higher academic achievement motivation with authoritarian parenting style.

### **SECTION 3: PARENTING STYLE AND SELF – ESTEEM**

Jannah, Hastuti and Rainy (2022) conducted a study which aims to analyze the direct effect of parenting style on adolescent depression and its indirect effect on self-esteem. An online survey was completed voluntarily by 555 respondents from four senior high schools in Bekasi, Indonesia. The Patient Health Questionnaire, Parental Authority Questionnaire, Rosenberg Self-esteem Scale, and Path-SPSS analysis were employed to prove the hypothesis. The results show a significant direct effect of parenting [authoritative ( $\beta = -.257$ ,  $p < .01$ ), authoritarian ( $\beta = .181$ ,  $p < .01$ ) and permissive ( $\beta = .109$ ,  $p < .01$ )] on depression. In addition, there is an indirect effect of authoritative ( $\beta = -.182$ ,  $p < .01$ ) and authoritarian ( $\beta = .055$ ,  $p < .01$ ) parenting styles on depression as mediated by self-esteem. The study indicates the

importance of positive parenting and the building of adolescents' self-esteem to avoid the risk of depression.

Szkody, Steele and Mckinney (2021) did research on Effects of Parenting Styles on Psychological Problems by Self-Esteem and Gender Differences. This study explored the indirect effect of parenting style through self-esteem on emerging adult psychological problems as moderated by gender among 381 emerging adults. The most notable finding suggested that maternal authoritative parenting was related to higher levels of female self-esteem, which in turn related to lower levels of female psychological problems. Results indicated a relationship between higher levels of self-esteem and lower psychological problems. Findings from the current study contribute to research emphasizing the long-lasting effects of parenting.

Aremu, John-Akinola and Desmennu (2018) examined a study on gender differences in perceived parenting styles and self-esteem of adolescents and examined the relationship between perceived parenting styles and adolescents' self-esteem among in-school adolescents in Ibadan, Oyo State, Nigeria. Responses were elicited from 504 consenting pupils using the parental authority questionnaire and a self-esteem questionnaire adjusted to the Rosenberg scale. Self-esteem was scored on a (12–30) scale; scores  $\geq 26$  indicate high self-esteem, and scores  $\leq 25$  indicate low self-esteem. The mean age and self-esteem score were  $14.9 \pm 1.5$  years and  $24.0 \pm 3.3$ . About one third of respondents reported parenting styles as authoritative or flexible (fathers: 36.3%, mothers: 38.9%). Pearson correlation coefficient test showed a positive significant relationship between flexible parenting style and adolescent self-esteem for fathers ( $r = 0.141$ ,  $p = .001$ ) and mothers ( $r = 0.137$ ,  $p = .001$ ). Research findings reveal significant association between perceived parenting styles and adolescents' self-esteem.

Hirata and Kamakura (2017) investigated a study for the extent to which individual differences in personal growth initiative (PGI) and self-esteem are affected by parenting style. The sample consisted of 329 Japanese university students. The Parental Authority Questionnaire (PAQ) measuring three parenting styles (authoritative, authoritarian, and permissive), the PGI, and the self-esteem scale were used to guide data collection. Multiple regression analyses showed that PGI and self-esteem were significantly affected by the authoritative parenting style. For female students, readiness for change which is subscale of PGI was significantly affected by the authoritarian parenting style. On the other hand, PGI and self-esteem were not significantly affected by the permissive parenting style. These results indicate the importance of the influence of the authoritative parenting style on each PGI and self-esteem among Japanese university students.

Moghaddam, Validad, Rakhshani and Assareh (2017) conducted a study to investigate the relationship between parenting styles and self-esteem in children. The population of this cross-sectional, descriptive study included primary school children of Zahedan city during 2013–2014. The data collection tools used was Coopersmith Self-Esteem Inventory and Diana Baumrind Parenting Style Inventory. The total self-esteem score of the children participating in this study was  $5.6 \pm 32.5$  and most mothers had an authoritative parenting style (80.6%). There was significant relationship between self-esteem and authoritative parenting style ( $p \leq 0.05$ ). The results indicated that authoritative parenting style was a significant predictor of children's self-esteem, which suggests that children of parents with authoritative parenting style have significantly higher self-esteem on emerging adult self-esteem and mental health, particularly among females.

Moudgil and Moudgil (2017) conducted to analyze the relationship between aggression, self-esteem and parenting styles. The participants comprised of 100 students belonging to the age range of 18-20 years, selected randomly from educational institutions in Haryana. Self-esteem inventory developed by Stanley Cooper smith (1989) was used to find out the level of self-esteem of the subjects and Parental authority questionnaire developed by John Buri was used to assess the parenting styles from the point of view of the subjects. The results revealed significant positive correlation between aggression and authoritarian mother ( $p < 0.05$ ), and a significant negative correlation with flexible father ( $p < 0.01$ ). Self-esteem was found to have a significant negative correlation with Authoritarian father ( $p < 0.01$ ), and authoritarian mother ( $p < 0.01$ ), but a significant positive correlation with flexible father and mother, both ( $p < 0.01$ ).

Saric and Sakic (2013) examined a study which aims the effects of mother's and father's perceived parenting style and friendship quality on several indicators of adolescents' well-being. High school students ( $n = 401$ ) completed scales assessing their perception of their mother's and father's parenting style (authoritarian, authoritative and permissive), quality of friendship, self-esteem, general satisfaction with life and subjective happiness. The results showed that the perceived parenting style of both parents as well as the quality of friendship had significant effects on adolescent's well-being, while the interaction effects of friendship quality and either parent's parenting style were not significant. Adolescents of authoritative and permissive mothers reported higher self-esteem and life satisfaction than adolescents who had authoritarian mothers. Also, adolescents who considered their mothers authoritative were happier than those with authoritarian mothers. Adolescents who perceived their fathers as authoritative or

permissive showed higher results on all assessed indicators of well-being than adolescents whose fathers were authoritarian.

Lee and Chiew (2011) did a study which examines the association and relationship between different parenting styles and self-esteem on University Tunku Abdul Rahman (UTAR). A sample of 100 UTAR students completed questionnaires that include Parental Authority Questionnaire (PAQ) and Rosenberg Self-esteem Scale (RSE). Result displayed that authoritative parenting style is the predominant parenting style and there was significant correlation between different parenting styles and self-esteem. Significant association was found between authoritative and authoritarian parenting style on levels on self-esteem. Greater numbers of students from authoritative families have high level of self-esteem than authoritarian families. As a conclusion, this study stated that parents' roles and their parenting styles play critical role in influencing self-esteem of children.

Zakeri and Karimpour (2011) examined the relationship between parenting styles and self-esteem. Five-hundred-forty-six Shiraz University students (240 girls and 306 boys) were participants of the study. Steinberg's Parenting Styles Scale (2005) and Coopersmith's self-esteem scale (CSEI) were used as measures of the study. Simultaneous multiple regression of CSEI total score on the parenting styles subscales, revealed that the "acceptance-involvement" and "psychological autonomy-granting" styles were significant positive predictors of the self-esteem. Also, the results of analysis t-test showed that the mean score of girls was significantly greater than boys in the "behavioral strictness-supervision" style.

A study was conducted by Wan Mohd Agil (2009) to study the relationship between parenting style and self esteem among students in "Sekolah Menengah Kebangsaan Agama " (SMKA). The subjects of this study consisted of 100 Form Four students. The Cooper smith Self-Esteem Inventory (CSEI) instrument was used to measure the level of students' self-esteem while the Parental Authority Questionnaire (PAQ) instrument was used to measure parenting style. The findings showed that parenting style has a relationship with students' self-esteem. The study found that authoritative and permissive parenting styles have a positive relationship with students' self-esteem, while authoritarian parenting style has a negative relationship with students' self-esteem. In addition, the study also showed no significant difference in self esteem by gender.

#### **SECTION 4: PARENTING STYLE AND ACADEMIC PERFORMANCES**

Gherasim and Mairean (2016) examined the relation between of the adolescent's perception of parenting styles with their goal orientations and academic achievement. The mediational role of goal orientations in the associations between parenting styles and achievement was also investigated. The sample included 174 high school students (59.8% girls) aged between 14 and 18. The adolescents completed measures regarding their perception of parenting styles and goal orientations. The findings showed that parenting styles were significantly associated with adolescents' goal orientations and academic achievement.

Zahedani, Rezaee and Nabeiei (2016) conducted research on several factors affect the academic performance of college students and parenting style is one significant factor. This is a correlation study carried out at Shiraz University of Medical Sciences. Among 1600 students,

results showed there was a significant relationship between authoritarian parenting style and educational success. Also, findings showed a significant relationship between firm parenting style and Career Path of the students, authoritarian parenting style and Career Path of the students, educational success and Career Path of the students.

Igbo and Ihejiene (2014) investigated a study on the influence of parenting styles on deviant behavior and academic achievement of secondary school students. The study was carried out in three local government education authorities in Garoua, Northern Province of Cameroun. Two research questions and two null hypotheses tested at 0.05 level of significance guided the study. Ex-post-facto design was adopted for the study. The samples of 350 students were drawn from the population using multi-stage sampling technique. A 45-item instrument tagged 'Parenting Style Questionnaire' and another of 15- item instrument tagged 'Deviant Behavior Questionnaire, all developed on a four-point scale by the researchers after extensive review of relevant literature, were used for data collection. The results of the study showed that parenting styles influence deviant behaviors and academic achievement of secondary school students.

Matejevic, Jovanovic and Jovanovic (2014) conducted research on Parenting Style, Involvement of Parents in School Activities and Adolescent's Academic Achievement. The theoretical concepts of Baumrind (1991) and Epstein (2002) were used as theoretical framework. The research was conducted with the aim to determine a correlation between a parenting style, involvement of parents in school activities and success of adolescents in schools. There were 400 parents and 200 adolescents who were examined. A PSDQ questionnaire of parenting styles and dimensions was for examining parenting styles. The results of the research showed that an authoritarian parenting style was characteristic for mothers, which was correlated with a higher

involvement in school activities and a greater success of adolescents. An authoritarian parenting style is dominant for fathers and it is correlated with a lack of time necessary for involvement in school activities.

Munyi and Esther (2013) examined a study to investigate the influence of parenting styles on academic performance of adolescents in secondary schools, a survey of Manyatta constituency in Embu County. The objectives of the study were to determine how authoritative parenting styles, authoritarian parenting styles, indulgent parenting styles and neglectful parenting styles affect academic performance of adolescents in secondary schools. The study employed a descriptive research design. The target population under study was all the 2089 students in secondary schools in Manyatta Constituency. A stratified random sampling method was applied to select a sample of 335 students who was proportionally distributed in the 46 schools and 39 parents. The results found that the students who performed best experienced authoritative parenting style and therefore it was the best method of parenting style in relation to academic performance.

Dehyadegary, Yaccob, Juhari and Talib (2012) did a study to determine the relationship between parenting styles and academic achievement among adolescents in Iran. The respondents were 382 high school adolescents (251 female and 131 male) in the age range of 15 to 18 years old from selected high schools in Iran. The instrument used to measure parenting style was the parenting style scale by Baumrind (1991). The result of the study indicated that authoritative parenting style has positive significant correlation with academic achievement, while permissive parenting style has negative correlation with academic achievement. The result of the study also showed that there is no significant relationship between authoritarian parenting

style and academic achievement. The results of the present study implied that academic achievement among adolescents can be enhanced through positive parenting styles.

Ishak, Low and Lau (2012) conducted a study on Parenting Style as a Moderator for Students' Academic Achievement (2012). The purpose of this study is to test the structural equation model of academic achievement among the students using parenting styles as a moderator. The sample comprised 493 students from eight schools. Parenting styles are determined using the Parental Authority Questionnaire. Academic achievement is measured based on the students' performance in the Lower Secondary Assessment. The results indicated that parenting styles moderated the effect of academic self-concept on academic achievement. The impact of academic self-concept on academic achievement is found to be greater for the authoritative than the authoritarian parenting style.

Besharat, Azizi and Poursharifi (2011) examined a relationship between parenting styles and children's academic achievement in a sample of Iranian families. 371 high school students (191 girls, 180 boys) along with their parents (342 fathers, 364 mothers) were included in this study. All parents were asked to complete Parental Authority Questionnaire. The current grade-point-average (GPA) was calculated for the students' academic achievement. Results indicated that both authoritative and authoritarian parenting styles were negatively associated with children's academic achievement. Permissive parenting style showed no significant association with children's academic achievement. It can be concluded that parenting styles would influence children's academic achievement.

Nyarko (2011) a study was carried out to find out the influence of parental authoritativeness on adolescents' academic achievement. The samples were drawn from three senior high schools in the central region of Ghana and sample consists of 239 adolescents, 45.2% were males and 54.8% were females. The participants belonged to different family structures. The results of the study indicated a positive and significant relationship between mothers and fathers' authoritativeness and the academic success of the students. This also shows that authoritative parenting style of mothers and fathers had a positive impact on the educational achievement of the students.

Chen (2015) examined the relations between perceived parenting styles, goal orientations and academic achievement among Chinese students. A survey was conducted among 339 university students in Hong Kong to collect information on their perceptions of parenting styles, goal orientations, and grade point averages. Using structural equation modeling, the results suggested that perceived authoritative parenting was related to Chinese students' mastery goals and performance-approach goals, which in turn contributes positively to their academic achievement. Perceived authoritarian parenting was found to be positively associated with academic achievement by shaping Chinese students' performance-approach goals and negatively with academic achievement by shaping Chinese students' performance-avoidance goals.

## **SECTION 5: PARENTING STYLE, ACHIEVEMENT MOTIVATION AND SELF-ESTEEM**

Khan, Tufail and Hussain (2014) demonstrated a study on the impact of parenting styles and self-esteem on academic achievement of postgraduate students. The purposive

sampling technique was used and a sample of 150 (75 male and 75 female) students was selected from Islamia University of Bahawalpur, Pakistan. The questionnaires on parenting style and self-esteem (Buri, 1991; Rosenberg, 1965) were administered to collect the data. The data analysis revealed insignificant relationship between self-esteem and academic achievement. Statistically (as  $\beta = -.132$ ,  $P = .259$ ,  $p > \alpha$ ) self-esteem was not found to be a significant predictor of educational success and failure of the students. Contrary to this a significant relationship between authoritarian parenting style and academic achievement of students was found for both of the genders. But an insignificant relationship of authoritative parenting style with academic success or failure of students (of both genders) existed. Hence, it is concluded that authoritarian parenting style has significant impact academic achievement of students.

## **SECTION 6: PARENTING STYLE, ACHIEVEMENT MOTIVATION AND ACADEMIC PERFORMANCE**

Rahman, Begum and Nahar (2021) did a study on the impact of Parenting and Achievement Motivation and Students' Academic Performance. The study investigated the relationship among parenting, achievement motivation and academic performance of adolescents. A questionnaire package comprising of Bangla version of the parental Acceptance/Rejection Questionnaire and Achievement Motivation Inventory along with Personal information Form (PIF) was administered to 200 students who were selected purposively in Dhaka City. Among them 100 were boys and 100 were girls ranging in ages between 13 to 18 years old. Results of correlation showed significant correlation between parenting style with achievement motivation and academic performance. Regression analysis showed that parenting and achievement motivation can predict academic performance.

Sophia, Yufiarti and Yetti (2021) did a study which aimed to empirically prove the variables of parenting style, achievement motivation, and self-regulation on academic achievement. Data were collected employing cluster random sampling to second-grade elementary school students in Cirebon Regency. The results revealed that parenting style, achievement motivation, and self-regulation partially influenced academic achievement. Not only partially, but academic achievement was also indirectly influenced by parenting style and achievement motivation mediated by self-regulation. This study provides a scientific contribution that academic achievement will be better if parents have a role related to positive parenting style. Not only that, but students are also assisted and motivated related to the desire to have an achievement mediated by self-regulation.

The above reviews show that parenting styles can have a significant impact on children's achievement motivation, self-esteem and academic performances. Authoritative parenting tends to be associated with positive outcomes in these areas, while authoritarian and permissive parenting styles can lead to negative outcomes. It was also revealed that parenting style has influence on students' social development. This significance of the study would help parents, guardians, teachers and school authorities to understand and appreciate the relationship between parenting style and children's social development. Self-esteem has been highly influenced by parenting styles where authoritative parenting styles has a positive relationship and authoritarian parenting style has a negative relationship on individual's self-esteem. This shows that parents' roles and their parenting styles play critical role in influencing self-esteem of children. The study habits and achievement motivation among students was higher when the parenting style was authoritative as compared to authoritarian and permissive parenting styles. Parenting styles influence deviant behaviors and academic achievement of school students. It is

also found that students who performed best experienced authoritative parenting style and therefore it was the best method of parenting style in relation to academic performance. Whereas authoritarian parenting style seems to give negative outcomes in academic performances of students.

## **METHOD**

## **C H A P T E R 3**

### **METHOD**

The procedure pertaining to the present study namely, influence of parenting style on achievement motivation, self-esteem and academic performance among school students was carried out involving the following steps:

- Objectives
- Hypothesis
- Area
- Sample
- Inclusion criteria
- Exclusion criteria
- Tools
- Procedure
- Analysis of data

#### **Objectives**

The main objectives of the study are:

- To explore the influence of parenting styles on achievement motivation, self-esteem and academic performance among school students.
- To find the relationship between parenting styles and its dimensions on, achievement motivation, self-esteem and academic performance among school students.
- To assess the level of achievement motivation among school students

- to assess the level of self-esteem among school students
- To assess the level of academic performance among school students

## **Hypothesis**

The hypotheses are stated as:

1. There will be a significant relationship between authoritative parenting style and academic performances.
2. There will be a significant relationship between authoritarian parenting style and academic performances.
3. There will be a significant relationship between permissive parenting style and academic performances.
4. There will be a significant relationship between authoritative parenting style and self-esteem.
5. There will be a significant relationship between authoritarian parenting style and self-esteem.
6. There will be a significant relationship between permissive parenting style and self-esteem.
7. There will be a significant relationship between parenting styles and achievement motivation.

**Area**

The study was conducted at Vivekam matriculation higher secondary school located at Veerapandi Pirivu, Coimbatore, Tamilnadu.

**Sample**

The population for the present research comprised of young adults from Coimbatore District. Both males and females students were reported by purposive sampling method (between the ages of 12 and 16 years).

**Inclusion Criteria**

- Age ranges from 12-16 years
- Both male and female participants
- Samples from school students.

**Exclusion Criteria**

- The participants below the age of 12 and beyond the age of 16.
- The participants who are unwilling to participate.

**Tools**

The following tools were used for data collection.

- Perceived Parenting Style Scale ( Divya, And Manikandan., 2013)
- Achievement Motivation Test ( Dr. D. Goal Rao, 1974)
- State Self-Esteem Scale ( Heatherton And Polivy, 1991)

- Academic Performance Scale (Carson Birchmeier, Emily Grattan, Sarah Hornbacher And Christopher Mcgregory, Saginaw Valley State University).

### **Perceived Parenting Style Scale**

The perceived parenting style scale was developed Divya and Manikandan (2013) to measures the perception of the children about their parent's behavior. It measures perceived parenting style of the subject with regard to three dimensions such as authoritarian, authoritative and permissive. It consists of 30 items in which responses were elicited in a five point likert scale .The items are written in Malayalam and English languages (bilingual). Responses on the items are elicited in terms of 5 point Likert scale such as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). The participants are provided with a separate answer sheet which has columns to mark their responses. The participants could mark his or her responses for each item putting a tick mark (X) in the corresponding space of each item.

### **Achievement Sotivation scale**

Rao Achievement Motivation test is constructed and standardized by Dr. D. Gopal Rao(1974). The test is in English. The test contains 20 incomplete sentences, each of which is followed by two possible alternatives, A&B, out of which one is an achievement-related items. Though both the alternatives are achievement oriented and socially acceptable, yet one of them imply a higher sense of achievement and excellence. The student has to indicate the alternative, he generally prefers. Generally a student will take 8-10 minutes to complete the test.

### **State Self-esteem Scale**

State self-esteem scale was developed by Heatherton and Polivy (1991). A 20-item scale that measures a participant's self-esteem at a given point in time. The 20 items are subdivided into 3 components of self-esteem: (1) performance self-esteem, social self-esteem, and appearance self-esteem. All items are answered using a 5-point scale (1= not at all, 2= a little bit, 3= somewhat, 4= very much, 5= extremely). This is a questionnaire designed to measure what you are thinking at this moment. There is of course, no right answer for any statement. The best answer is what you feel is true of yourself at the moment. Be sure to answer all of the items, even if you are not certain of the best answer. Again, answer these questions as they are true for you RIGHT NOW.

### **Academic Performance Scale**

The APS consisted of (8) 5-point scale items. This 5-point scale assessment was carried out by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory of Saginaw Valley State University. For researchers who have a particular interest in academic performance among students, the APS promises to be a useful tool. Scale scores showed adequate internal consistency, 2-week test-retest reliability, and satisfactory concurrent validity. For the total score, an internal consistency of .89 and a test-retest reliability of .85. Please answer each question using the 5-point scale to answer each question so that it accurately reflects what you do or have done as a student. Be as honest as possible because the information can be utilized to discover areas of strength.

### **Procedure**

The subjects chosen for the research were students. Questionnaire and response sheet were created and circulated to the participants. The inclusions in the sheets are demographic data, perceived parenting style scale, achievement motivation scale, state self-esteem scale and academic performance scale. Participants were asked to fill each statements according to the instructions mentioned in the form with their consent. The scoring was done according to scoring key and interpreted using the norms provided by author.

### **Analysis of data**

The data was analyzed statistically using SPSS (statistical package for the social sciences). Correlation was used to find the relationship between parenting style, achievement motivation, self-esteem and academic performance among school students.

### **Institutional Human Ethics Committee**

As the study involves human subjects, all procedures described in the study was reviewed and approved by the Institutional Human Ethics Committee, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. The approval number for the research purpose is **AUW/IHEC/CP-22-23/XMT-14**.

## **RESULTS AND DISCUSSION**

## CHAPTER 4

### RESULTS AND DISCUSSION

The results for the study titled “Influence of parenting styles on achievement motivation, self-esteem and academic performances among school students” are given below. The sample consists of 150 school students aged between 12 – 16 years of age. The data was analysed using SPSS software version 29.0.0.0

The distribution analysis was done for parenting style, achievement motivation, self-esteem and academic performances.

**Table 1**

*Demographic Data of School Students*

The demographic data of the students were presented in the following table

Demographic Details	Number	Percentage
<b>Gender</b>		
Female	75	50
Male	75	50
<b>Standard</b>		
8 <sup>th</sup> standard	60	40
9 <sup>th</sup> standard	90	60
<b>Percentage are rounded off</b>		

Table 1 shows the demographic data of school students. In this study, out of 150 students, there were 75 female school students with 50% and the remaining 50% were 75 male school students. Also, out of 150 students, there were 60 students from class 8 comprising of 40% and 90 students from class 9 with 60%.

**Table 2**

*Level of Authoritative Parenting Style among School Students*

<b>Authoritative Parenting Style</b>	<b>Number</b>	<b>Percentage</b>
Low	1	1
Moderate	22	15
High	127	84

**Percentages are rounded off**

Table 2 shows the level of authoritative parenting style in school students. The table clearly shows that only 1% of school students possess low level of authoritative parenting style. From this finding it is known that only a very low percentage of students possess low level in authoritative parenting style. When parents exhibit a low level of authoritative parenting style, it can have a negative impact on the development of a child's social and academic skills. Children who grow up in such an environment may have difficulty in managing their behaviour, developing self-control, and may struggle with problem-solving skills and social interactions.

Fifteen percent of school students have moderate level of authoritative parenting style. This shows parents exhibit a balanced approach to setting limits and boundaries also being

responsive to their children's needs and feelings. This means that parents are not overly strict or overprotective; parents are able to establish clear rules and expectations for their children while also being flexible and open to negotiation.

Eighty four percent of school students possess high level of authoritative parenting style which shows the emphasis on communication and reasoning. Authoritative parents are more likely to use rewards and praise to encourage good behaviour, rather than relying solely on discipline and punishment. This can help create a positive and supportive environment for children, which can be beneficial for their emotional well-being and social development.

A study conducted by Steinberg et al. (1991) found that adolescents with authoritative parents had higher academic achievement, better mental health, and fewer behavioural problems compared to adolescents with authoritarian or permissive parents. Another study by Baumrind (1991) found that children of authoritative parents were more likely to be self-reliant, socially responsible, and well-adjusted compared to children of authoritarian or permissive parents.

**Figure 2**

*Level of Authoritative Parenting Style among School Students*

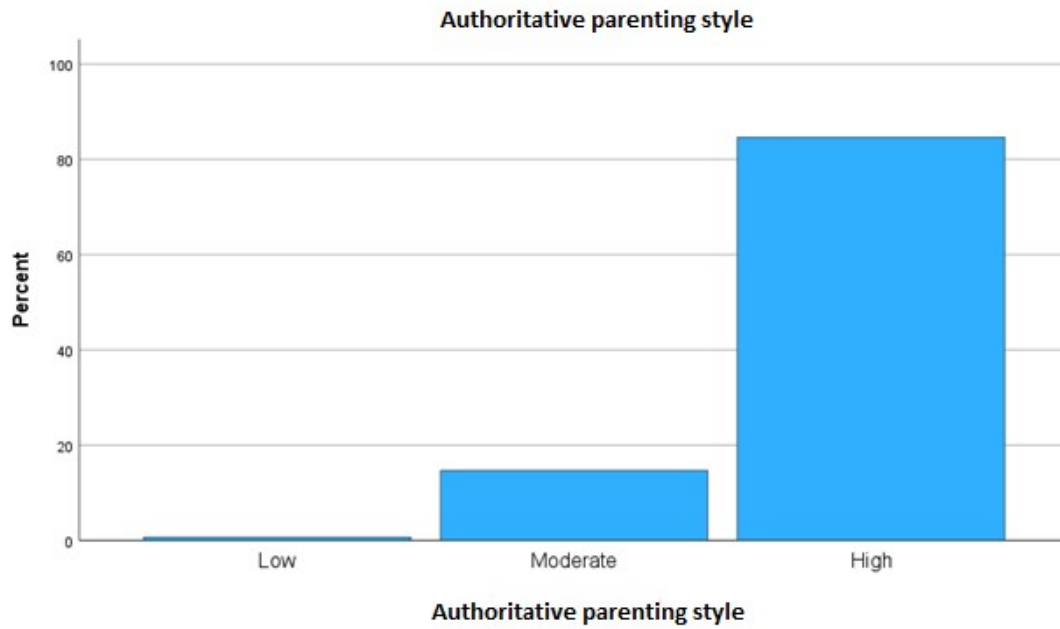


Fig 2: Level of Authoritative parenting style among school students

**Table 3***Level of Authoritarian Parenting Style among School Students*

<b>Authoritarian Parenting Style</b>	<b>Number</b>	<b>Percentage</b>
Low	2	2
Moderate	119	79
High	29	19

**Percentages are rounded off**

Table 3 shows the level of authoritarian parenting style among school students. The table clearly shows that only 2% of school students possess low level of authoritarian parenting style. Poor authoritarian parenting styles allow the student to become more independent and self-reliant, but they may also struggle with impulsivity and lack of self-control.

Seventy nine percent of school students possess moderate level of authoritarian parenting style. Moderate authoritarian parenting can help children develop a sense of respect for authority. However, children who grow up with overly strict parents may become overly anxious or fearful, and may struggle with self-esteem and confidence issues.

Nineteen percent of school students have high level of authoritarian parenting style. High level of authoritarian parenting is that it can lead to a lack of autonomy and independence in children. Children who grow up with overly strict and controlling parents may not have the opportunity to develop decision-making skills or to explore their own interests and passions. This

can lead to a lack of self-esteem and confidence, and may limit children's ability to succeed later in life.

A study by Rohner and Khaleque (2002) found that high levels of authoritarian parenting were associated with negative outcomes for children, including lower self-esteem, higher levels of anxiety and depression, and more behaviour problems. Another study by Kim and Rohner (2002) found that moderate levels of authoritarian parenting were associated with better academic achievement in children. However, high levels of authoritarian parenting were associated with lower academic achievement and more behaviour problems.

### Figure 3

*Level of Authoritarian Parenting Style among School Students*

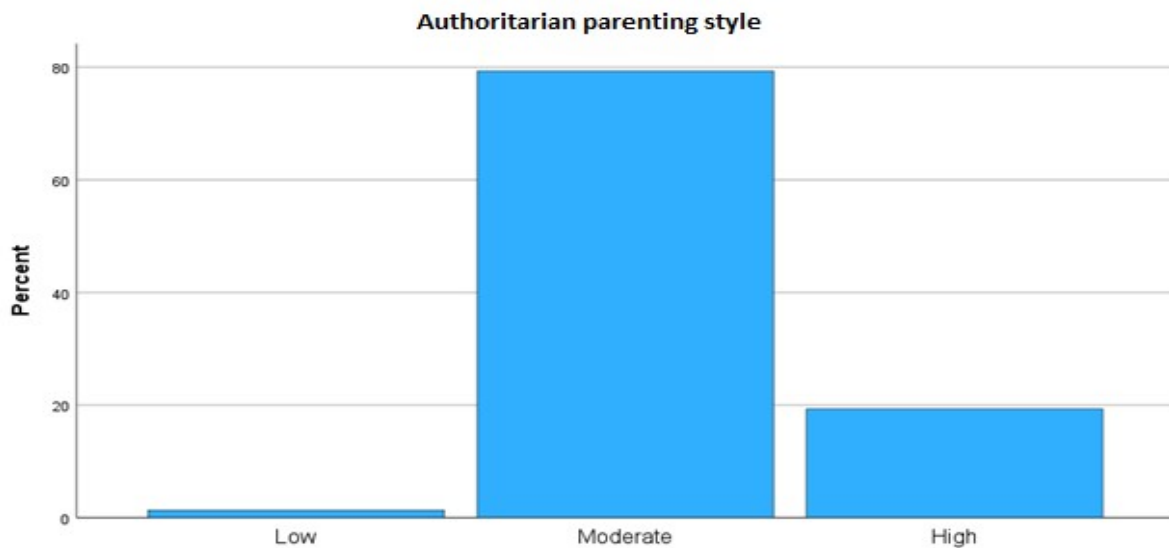


Figure 3: Level of Authoritarian parenting style among school students

**Table 4***Level of Permissive Parenting Style among School Students*

N=150

<b>Permissive Parenting Style</b>	<b>Number</b>	<b>Percentage</b>
Low	52	35
Moderate	88	58
High	10	7

**Percentages are rounded off**

Table 4 shows the level of permissive parenting among school students. The table clearly shows that 35% of school students possess low level of permissive parenting style. From this finding it is known that with low level of permissive parenting children may not develop a sense of responsibility or accountability for their actions, and they may struggle with boundaries and limits in social situations.

Fifty eight of school students have moderate level of permissive parenting style. A moderate level of permissive parenting can also help children learn to regulate their own behaviour. When children are given some autonomy to make decisions, they are forced to think about the consequences of their actions and take responsibility for them. Only seven percent of school students have high level of permissive parenting style. When parents practice a high level of permissive parenting, they may give their children complete freedom to make decisions without providing any guidance or discipline. This can lead to children feeling entitled and

lacking a sense of responsibility for their actions. Children may also struggle with impulse control and have difficulty following rules and routines, which can cause problems in school and social settings.

A study by Padilla-Walker and Nelson (2012) examined the association between permissive parenting and adolescent problem behaviour. The study found that adolescents with permissive parents were more likely to engage in problem behaviours such as substance use and delinquency. In a longitudinal study by Smetana, Campione-Barr, and Metzger (2006), the authors examined the relationship between parenting styles and adolescent autonomy. The study found that permissive parenting was associated with lower levels of adolescent autonomy, as well as more conflict between parents and adolescents.

#### Figure 4

*Level of permissive parenting style among School Students*

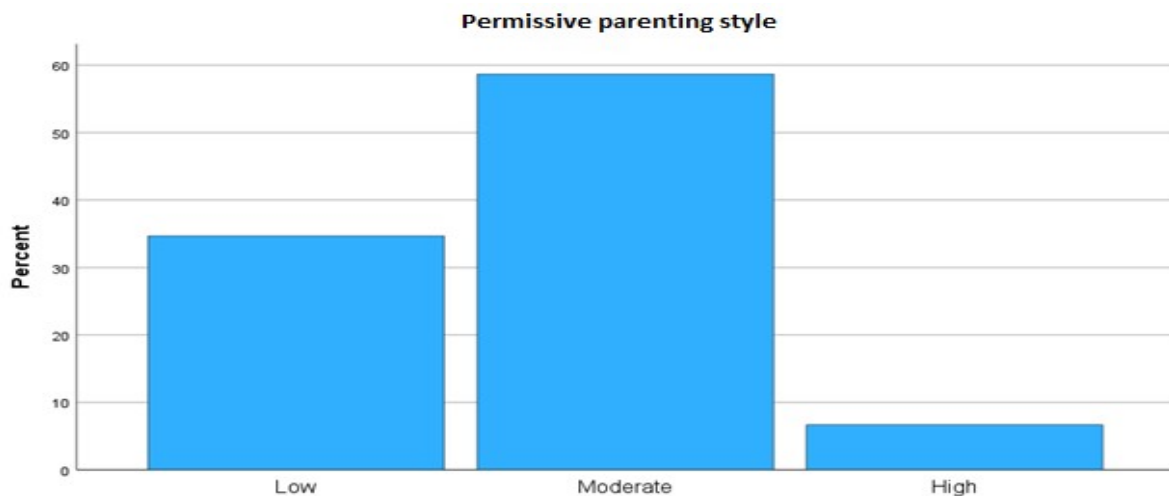


Figure 4: Level of Permissive parenting style among school students

**Table 5***Level of Parenting Styles among School Students*

N=150

<b>Parenting Style</b>	<b>Number</b>	<b>Percentage</b>
Moderate	143	95
High	7	5

**Percentages are rounded off**

Table 5 shows the level of parenting styles among school students. The table clearly shows that about 95% of school students possess moderate level of parenting styles. From this finding it is known that a moderate parenting style is often considered to be the most effective approach to raising children. One of the key benefits of a moderate parenting style is that it strikes a balance between being too strict and being too permissive. Children who are raised in overly strict households may struggle with low self-esteem and feel anxious or rebellious. On the other hand, children who are raised in permissive households may struggle with boundary-setting and may have difficulty with self regulation.

Only 5% of school students have high level of parenting style. Parents who exhibit a high level of parenting style tend to be less responsive to their children's emotional needs. They may be less nurturing and less likely to provide praise or positive reinforcement. Instead, they may use punishment or negative feedback to motivate their children.

A study by developmental psychologist Diana Baumrind (1996) is one of the most well-known in the field of parenting styles. It examined the effects of three different parenting styles (authoritative, authoritarian, and permissive) on child behaviour. The study found that children raised by authoritative parents tended to have the best outcomes in terms of behaviour, emotional regulation, and social competence. Otunga, R. N., & Simatwa, E. M. W. (2017) examined the effect of parenting styles on the academic performance of secondary school students in Kisumu Municipality, Kenya. It finds that students from authoritative families tend to have higher academic performance than those from authoritarian or permissive families.

**Figure 5**

*Level of Parenting Style among School Students*

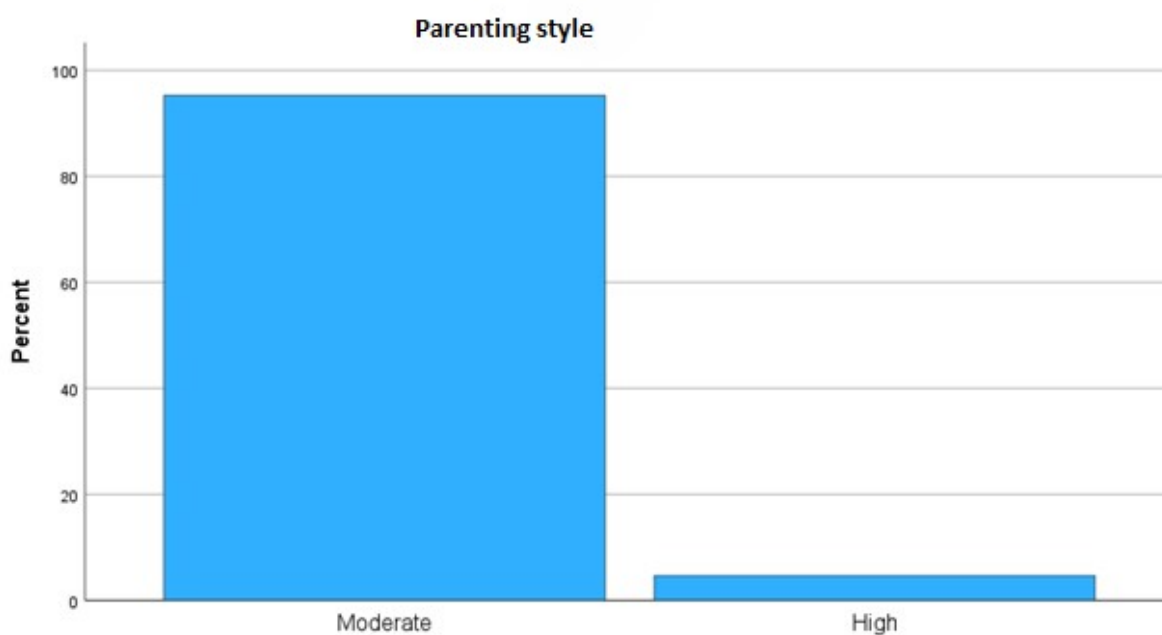


Figure 5: Level of parenting style among school students

**Table 6***Level of Achievement Motivation among School Students*

N=150

<b>Achievement Motivation</b>	<b>Number</b>	<b>Percentage</b>
Low Achievement Motivation	44	30
Average Achievement motivation	86	57
High Achievement motivation	20	13

**Percentages are rounded off**

Table 6 shows the level of achievement motivation among school students. The table shows that around 30% of school students have low achievement motivation. Low achievement motivation among school students can have a significant impact on their academic performance and overall success. One possible solution to low achievement motivation among students is to focus on building a positive and supportive learning environment.

About 57% of school students have average achievement motivation: Moderate achievement motivation among school students can have both positive and negative effects on their academic performance and success. One possible solution to fostering higher achievement motivation among moderately motivated students is to provide them with clear and specific goals, along with strategies and resources to help them achieve those goals. Only 13% of school students possess high achievement motivation. High achievement motivation is used to describe

the inner drive or desire to excel and succeed in academic, social, or other pursuits. It is an important characteristic among school students as it drives them to work hard, set and achieve goals, and strive for excellence in their academic performance and personal growth..

A study conducted by Epstein and colleagues (2002) found that when parents are involved in their child's education, students tend to have higher levels of achievement motivation. A study published in the Journal of Educational Psychology found that students with parents who exhibited an authoritative parenting style were more likely to have higher levels of academic motivation and achievement than students with parents who exhibited other parenting styles such as authoritarian, permissive or neglectful.

**Figure 6**

*Level of Achievement Motivation among School Students*

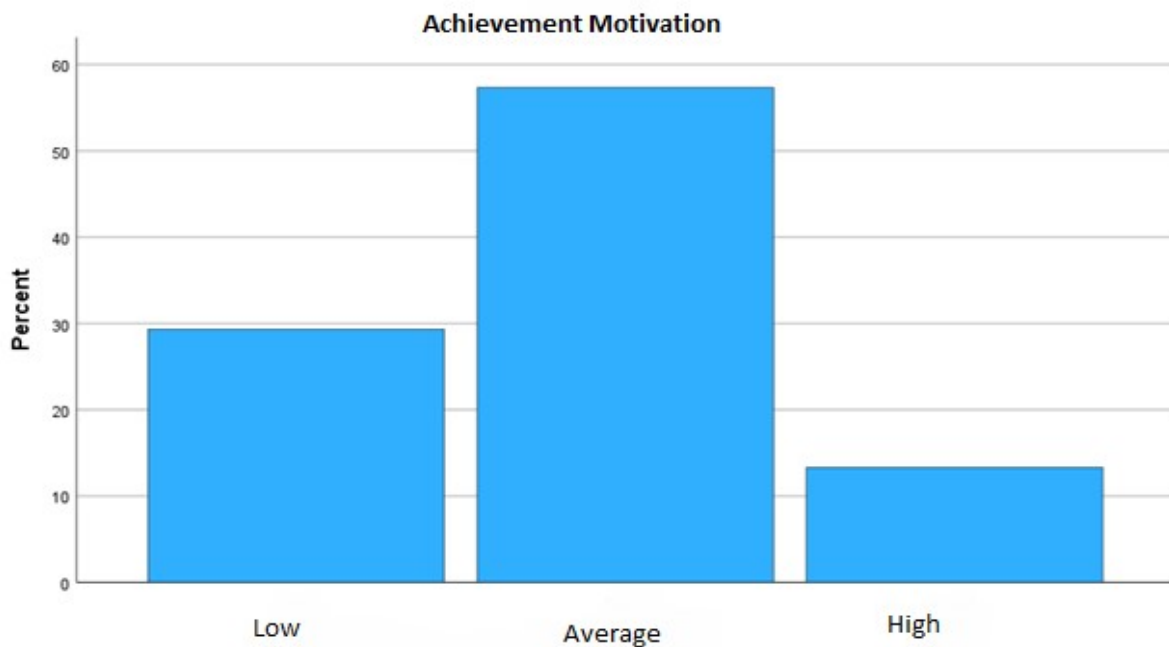


Figure 6: Level of achievement motivation among school students

**Table 7***Level of Self-esteem among School Students*

N=150

<b>Self-esteem</b>	<b>Number</b>	<b>Percentage</b>
Moderate Self-esteem	24	16
High Self-esteem	126	84

**Percentages are rounded off**

Table 7 shows the level of self-esteem among school students (male and female). The table clearly shows that only 16% of school students possess low level. Moderate level of self-esteem among school students can be considered a healthy balance between having too low or too high of an opinion of oneself. It refers to a sense of confidence and self-worth that is realistic and based on both positive and negative experiences. Students with moderate self-esteem tend to have a positive outlook on life, while also being able to acknowledge their weaknesses and limitations. By fostering a positive and supportive environment, schools and parents can help students build confidence and resilience, and develop a positive sense of self.

About 84% of school students have high self-esteem. High self-esteem among school students is important for their academic and personal growth. When students have high self-esteem, they tend to be more resilient, motivated, and engaged in their learning and personal development. It can lead to greater motivation and effort in academic pursuits, increased social engagement and participation, and even improved mental health and well-being. A student with high self-esteem is likely to have a positive attitude towards themselves, their abilities, and their

potential to succeed in various aspects of life. Students with high self-esteem are able to recognize their strengths and weaknesses and are willing to work on areas that need improvement. They are also able to accept constructive criticism and learn from their mistakes.

A study conducted by Marsh and Craven (1997) found that students whose parents were supportive and involved in their lives had higher levels of self-esteem compared to those whose parents were less involved. Steinberg and Dornbusch (1991) found that adolescents with authoritative parents had higher self-esteem than those with authoritarian, indulgent, or neglectful parents. These studies suggest that authoritative parenting, which involves a balance of warmth and control, may be the most effective style for promoting self-esteem in children and adolescents.

### Figure 7

*Level of Self-esteem among School Students*

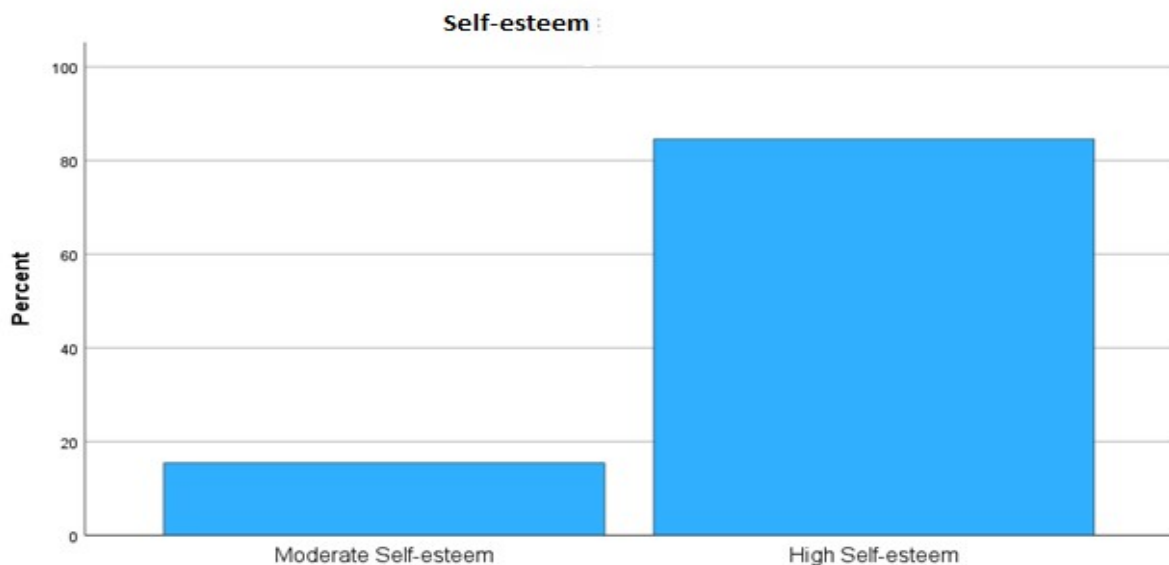


Figure 7: Level of self-esteem among school students

**Table 8***Level of Academic Performance among School Students*

N=150

<b>Academic Performance</b>	<b>Number</b>	<b>Percentage</b>
Moderate academic performance	30	20
Good academic performance	77	30
Excellent academic performance	43	50

**Percentages are rounded off**

Table 8 shows the level of academic performance among school students. The table shows that 20% of school students possess moderate academic performance. From this finding it is known that a factor that can contribute to moderate academic performance is a lack of study skills or poor time management. Students who don't know how to study effectively or who struggle with organizing their time may find it difficult to keep up with assignments and prepare for tests

Thirty percent of school students have good academic performance which is important for their future success. It requires hard work, effective study habits, prioritization of academics, engaged learning, and support from family and teachers.

About 50% of school students have excellent academic performance. Students who are willing to put in the time and effort to study and complete assignments are more likely to excel in

their academic work. Parental involvement is also crucial in promoting academic success. Parents who are actively involved in their children's education can provide valuable support and encouragement, as well as help to establish good study habits and time management skills.

Brown and Tavish (2016) conducted a study on role of Parental involvement in academic achievement. This study found that parental involvement in a child's education was significantly associated with higher academic achievement. The study found that parents who provided support and encouragement, helped with homework, and communicated with teachers were more likely to have children who performed well academically. Mekonnen, H. D. (2017) investigates the relationship between parenting styles and academic achievement among secondary school students in Addis Ababa, Ethiopia. It finds that students from authoritative families tend to have higher academic achievement than those from authoritarian or permissive families.

### Figure 8

*Level of academic performance among School Students*

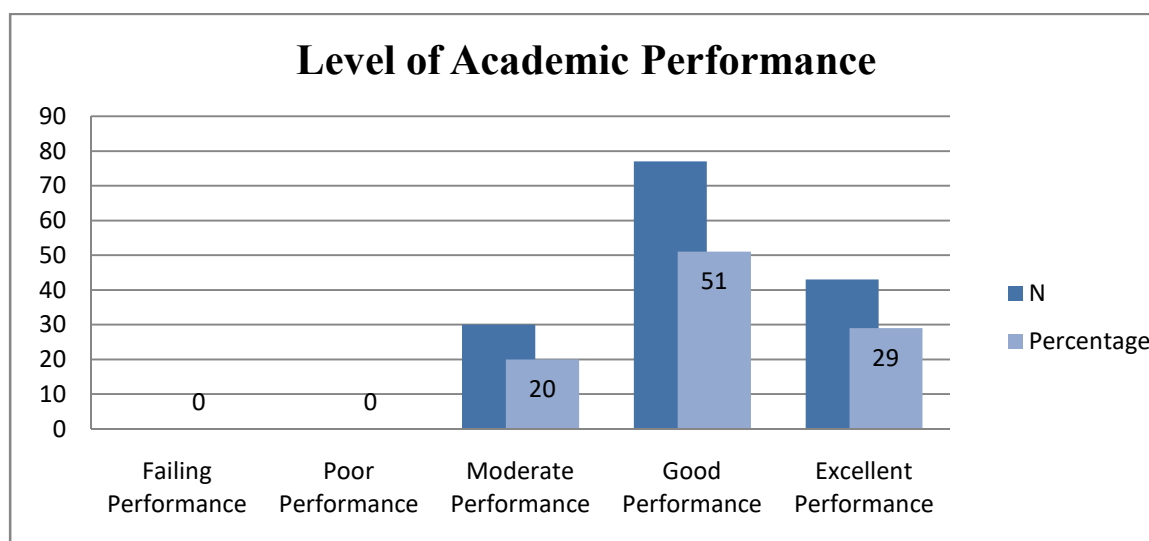


Figure 8: Level of academic performance among school students

**Table 9**

*Correlation between authoritative parenting styles and academic performance among school students*

<b>Variables</b>		<b>Authoritative Style</b>	<b>Academic Performances</b>
Authoritative Style	Pearson Correlation	1	.218**
	Sig. (2-tailed)		.007
	N	150	150
Academic Performance	Pearson Correlation	.218**	1
	Sig. (2-tailed)	.007	
	N	150	150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows the correlation between authoritative parenting style and academic performances among school students. The result depicts that there is a correlation exists between authoritative parenting style and academic performance which is significant at 0.01 level. The findings indicate that authoritative parenting style has a positive significant relationship with academic performance also the fact that authoritative parenting style is directly proportional to academic performance. The authoritative parenting style provides a supportive and nurturing environment for children, while also encouraging them to strive for academic excellence. This

combination of support and high expectations can lead to better academic performance and success in school.

A study by Cheung et al. (2018) found that adolescents with authoritative parents had higher levels of academic achievement and lower levels of psychological distress compared to those with other parenting styles. Mekonnen (2017) investigates the relationship between parenting styles and academic achievement among secondary school students in Addis Ababa, Ethiopia. It finds that students from authoritative families tend to have higher academic achievement than those from authoritarian or permissive families.

Hence, the Hypothesis 1 stating, *“There will be a relationship between authoritative parenting style and academic performances among school students”* **is accepted.**

**Table 10**

*Correlation between Authoritarian Parenting Styles and Academic Performance among School Students.*

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<b>Variables</b>		<b>Authoritarian Style</b>	<b>Academic Performances</b>
Authoritarian Style	Pearson	1	-.204*
	Correlation		
	Sig. (2-tailed)		.012
	N	150	150
Academic Performances	Pearson	-.204*	1
	Correlation		
	Sig. (2-tailed)	.012	
	N	150	150

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\*. Correlation is significant at the 0.05 level (2-tailed).

Table 10 shows the correlation between authoritarian parenting style and academic performances among school students. The result depicts that there is a correlation exists between authoritarian parenting style and academic performance which is significant at 0.05 level. The findings indicate that authoritarian parenting style has a negative significant relationship with academic performance also the fact that authoritative parenting style is indirectly proportional to academic performance. Children raised by authoritarian parents may experience higher levels of stress, anxiety, and pressure to meet unrealistic expectations, which can ultimately hinder their

academic success. Parents who adopt this style should be mindful of the potential drawbacks and strive to balance high expectations and discipline with warmth, support, and respect for their children's autonomy and individuality.

A study by Pinguart and Sörensen (2007) analyzed data from 75 studies conducted in various countries and found that authoritarian parenting was negatively correlated with academic achievement in children and adolescents. The authors concluded that authoritarian parenting style was not an effective approach for improving academic performance in school students.

Hence the hypothesis 2 stating, *“There will be a relationship between authoritarian parenting style and academic performance among school students”* **is accepted.**

**Table 11**

*Correlation between Permissive Parenting Styles and Academic Performance among School Students*

<b>Variables</b>		<b>Permissive Style</b>	<b>Academic Performances</b>
Permissive Style	Pearson	1	-.128
	Correlation		
	Sig. (2-tailed)		.119
	N	150	150
Academic Performances	Pearson	-.128	1
	Correlation		
	Sig. (2-tailed)	.119	
	N	150	150

Table 11 shows no correlation between permissive parenting style and academic performances among school students. One possible explanation for this lack of correlation is that permissive parenting may not provide the structure and guidance that students need to succeed academically. Without clear expectations and boundaries, children may lack the motivation and self-discipline needed to prioritize their education and work hard to achieve their goals. While permissive parenting may not directly affect academic performance among school students, it may have negative effects on other aspects of children's development. Parents who adopt this style should be mindful of the potential drawbacks and strive to balance warmth and

responsiveness with clear expectations and structure to support their children's academic and overall well-being.

A study published in the *Journal of Family Psychology* in 2003 found that permissive parenting was not significantly related to academic achievement in a sample of 102 adolescents. However, the study did find that parental involvement and monitoring were significant predictors of academic achievement. Another study published in the *Journal of Adolescence* in 2006 examined the relationship between parenting styles and academic performance in a sample of 500 Chinese high school students. The study found that permissive parenting was negatively associated with academic performance, while authoritative parenting was positively associated with academic performance.

Hence the hypothesis 3 stating, *“There will be a significant relationship between permissive parenting style and academic performance among school students”* **is rejected.**

**Table 12***Correlation between Authoritative Parenting Style and Self-esteem among School Students*

Variables		Authoritative Style	Self-esteem
Authoritative Style	Pearson Correlation	1	.205*
	Sig. (2-tailed)		.012
	N	150	150
Self-esteem	Pearson Correlation	.205*	1
	Sig. (2-tailed)	.012	
	N	150	150

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 12 shows the correlation between authoritative parenting style and self-esteem among school students. The result depicts that there is a correlation exists between authoritative parenting styles and self-esteem which is significant at 0.05 levels. The findings indicate that authoritative parenting style has a positive significant relationship with self-esteem also the fact that authoritative parenting style is directly proportional to self-esteem. Authoritative parents provide a secure base from which their children can explore the world and develop a sense of competence and autonomy. By providing both emotional support and clear expectations, these parents help their children develop a positive sense of self, which in turn contributes to higher levels of self-esteem. Authoritative parents provide positive feedback and encouragement to their child, which helps to reinforce positive behaviours and achievements. This creates a sense of competence and self-efficacy in children, which is important for building self-esteem.

In a study by Pinquart and Kauser (2018), which analyzed data from over 400 German students, authoritative parenting was positively associated with self-esteem and negatively associated with symptoms of depression. Another study published in the Journal of Child and Family Studies in 2015 found that authoritative parenting style was positively associated with self-esteem among children aged 8-10 years old. The researchers found that parental warmth and responsiveness, as well as high levels of monitoring and control, were important predictors of children's self-esteem.

Hence the hypothesis 4 stating, *“There will be a relationship between authoritative parenting style and self-esteem among school students”* **is accepted.**

**Table 13***Correlation between Authoritarian Parenting Style and Self-esteem among School Students*

<b>Variables</b>		<b>Authoritarian Style</b>	<b>Self-esteem</b>
Authoritarian Style	Pearson Correlation	1	-.161*
	Sig. (2-tailed)		.049
	N	150	150
Self-esteem	Pearson Correlation	-.161*	1
	Sig. (2-tailed)	.049	
	N	150	150

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 13 shows the correlation between authoritarian parenting style and self-esteem among school students. The result depicts that there is a correlation exists between authoritarian parenting styles and self-esteem which is significant at 0.05 levels. The findings indicate that authoritarian parenting style has a negative significant relationship with self-esteem also the fact that authoritarian parenting style is indirectly proportional to self-esteem. Authoritarian parents may not provide their children with the emotional support and validation they need to develop a healthy sense of self-esteem. These parents may be more focused on their own needs and expectations than on their children's feelings and needs. Hence, authoritarian parenting can have negative effects on children's self-esteem and well-being.

A study by Chen, Dong, and Zhou (2015) found that authoritarian parenting was negatively related to self-esteem and positively related to depression among Chinese adolescents. The authors suggest that the lack of emotional support and autonomy granted by authoritarian parents may contribute to the negative effects on self-esteem. A meta-analysis of 99 studies published in the "Journal of Child Psychology and Psychiatry" in 2014 found that authoritarian parenting was consistently associated with lower levels of self-esteem in children and adolescents.

Hence the hypothesis 5 stating, "*There will be a relationship between authoritarian parenting style and self-esteem among school students*" **is accepted.**

**Table 14***Correlation between Permissive Parenting Style and Self-esteem among School Students*

Variables		Permissive Style	Self-esteem
Permissive Style	Pearson Correlation	1	-.070
	Sig. (2-tailed)		.396
	N	150	150
Self-esteem	Pearson Correlation	-.070	1
	Sig. (2-tailed)	.396	
	N	150	150

Table 14 shows no correlation between permissive parenting style and self-esteem among school students. One possible explanation for the lack of correlation is that permissive parenting can be defined and implemented in different ways, which can lead to different outcomes for children's self-esteem. For example, some parents who are permissive may still provide emotional support, warmth, and affection to their children, which can contribute to their self-esteem. On the other hand, other parents who are permissive may neglect their children's emotional needs or fail to provide structure and guidance, which can have negative effects on self-esteem.

A study published in the "Journal of Child and Family Studies" in 2015 also found no significant correlation between permissive parenting style and self-esteem among Turkish

adolescents. The researchers suggested that this may be due to the fact that self-esteem is a complex construct that is influenced by a variety of factors beyond parenting style. A study conducted by Aricak and colleagues (2015) examined the relationship between parenting styles and self-esteem among Turkish high school students. The study found that while authoritative parenting was positively correlated with self-esteem, there was no significant correlation between permissive parenting and self-esteem.

Hence the hypothesis 6 stating, “*There will be a significant relationship between permissive parenting style and self-esteem among school students*” **is rejected.**

**Table 15***Correlation between Parenting Style and Achievement Motivation among School Students*

		Authorita tive Style	Authorita rian Style	Permiss ive Style	Parenti ng Style	General Achieve ment Motivatio n	High Achieve ment Motivatio n	Achieve ment Motivatio n
Authoritat ive Style	Pearson Correlat ion	1	-.299**	-.206*	.307**	.052	.000	.033
	Sig. (2- tailed)		<.001	.012	<.001	.531	.998	.684
	N	150	150	150	150	150	150	150
Authorita rian Style	Pearson Correlat ion	-.299**	1	.241**	.579**	-.111	.082	.002
	Sig. (2- tailed)	<.001		.003	<.001	.176	.316	.984
	N	150	150	150	150	150	150	150
Permissiv e Style	Pearson Correlat ion	-.206*	.241**	1	.685**	-.215**	.162*	.006
	Sig. (2- tailed)	.012	.003		<.001	.008	.047	.942
	N	150	150	150	150	150	150	150
Parenting Style	Pearson Correlat ion	.307**	.579**	.685**	1	-.178*	.158	.026
	Sig. (2- tailed)	<.001	<.001	<.001		.029	.053	.753
	N	150	150	150	150	150	150	150
General Achievem ent Motivatio n	Pearson Correlat ion	.052	-.111	-.215**	-.178*	1	-.186*	.481**
	Sig. (2- tailed)	.531	.176	.008	.029		.023	<.001

	N	150	150	150	150	150	150	150
High	Pearson	.000	.082	.162*	.158	-.186*	1	.772**
Achievem	Correlat							
ent	ion							
Motivatio	Sig. (2-	.998	.316	.047	.053	.023		<.001
n	tailed)							
	N	150	150	150	150	150	150	150
Achievem	Pearson	.033	.002	.006	.026	.481**	.772**	1
ent	Correlat							
Motivatio	ion							
n	Sig. (2-	.684	.984	.942	.753	<.001	<.001	
	tailed)							
	N	150	150	150	150	150	150	150

\*\* - Significant at 0.01

\* - Significant at 0.05

Table 14 shows no correlation between the variables of parenting styles and achievement motivation among school students. The findings indicate that parenting styles has no relationship with achievement motivation among school students. Achievement motivation is influenced by a multitude of factors beyond just parenting styles. For example, individual temperament, peer influence, and cultural values can also play a significant role in shaping a child's motivation to achieve. While parenting styles may have some influence on a child's achievement motivation, the relationship between the two is likely to be complex and multi-faceted. Additionally, the definition and measurement of parenting styles can vary across studies. Some studies may classify parenting styles based on parental warmth and responsiveness, while others may focus on parental control and discipline. This inconsistency in measurement can make it difficult to draw definitive conclusions about the relationship between parenting styles

and achievement motivation. Therefore, it is difficult to make definitive statements about the correlation between parenting styles and achievement motivation among school students.

A study conducted by Kaya and colleagues (2016) in Turkey found no significant correlation between parenting styles and achievement motivation among elementary school students. A more recent study published in the *Journal of Child and Family Studies* in 2016 found no significant correlation between parenting styles and achievement motivation among elementary school students. The study used a sample of 250 elementary school students and measured parenting styles and achievement motivation using questionnaires. It is important to note, however, that parenting styles are just one factor that can influence achievement motivation, and other factors such as school environment, peer relationships, and individual personality traits may also play a role.

Hence the hypothesis 7 stating, “*There will be a relationship between parenting styles and achievement motivation among school students*” **is rejected**.

## **SUMMARY AND CONCLUSION**

## CHAPTER 5

### SUMMARY AND CONCLUSION

The present study was conducted to assess the influence of parenting styles on achievement motivation, self-esteem and academic performances among school students. Family is where the children gain necessary skills and their own attitude, beliefs and behavior starts to develop. The way parents raise their children has an effect on their personality and character. Further, the influence of Parenting Styles has its major roots in the characteristic traits over the children. Primarily Parenting Style has its influence on the child's Self-esteem, how the child perceives himself/herself and the world. It may also affect the child's level of Motivation and how the child wants to be in life. Parenting Styles can also cause influence on the level of academic Performances in school.

The main objectives of the study are:

- To explore the influence of parenting styles on achievement motivation, self-esteem and academic performance among school students.
- To find the relationship between parenting styles and its dimensions on, achievement motivation, self-esteem and academic performance among school students.
- To assess the level of achievement motivation among school students
- to assess the level of self-esteem among school students
- To assess the level of academic performance among school students

The study included a total sample of 150 schools students (75 females and 75 males). The age range of the students is between 12-16 years. School students from standard 8<sup>th</sup> and

9<sup>th</sup> were participated in the study. Purposive sampling method was used in selecting the sample according to the inclusion and exclusion criteria.

**Tools used in the study were:**

- Informed Consent Form
- Demographic Details of the Participants
- Parenting Style Scale( Divya and Manikandan. ,2013).
- Achievement Motivation Scale ( Dr. Goal Rao, 1974)
- State Self-esteem Scale ( Heatherton and Polivy, J, 1991)
- Academic Performance Scale by – (Carson Birchmeier, Emily Grattan, Sarah Hornbacher and Christopher McGregory).

**The hypotheses stated in the research were:**

1. There will be a significant relationship between authoritative parenting style and academic performances.
2. There will be a significant relationship between authoritarian parenting style and academic performances.
3. There will be a significant relationship between permissive parenting style and academic performances.
4. There will be a significant relationship between authoritative parenting style and self-esteem.
5. There will be a significant relationship between authoritarian parenting style and self-esteem.

6. There will be a significant relationship between permissive parenting style and self-esteem.
7. There will be a significant relationship between parenting styles and achievement motivation.

The scoring was done according to the scoring key and interpreted using the norms provided by the authors. The results were analyzed using the SPSS software version 29.0.0.0. Pearson Correlation was used to verify the hypothesis. The findings are as follows,

- There is a significant relationship between authoritative parenting style and academic performances.
- There is a significant relationship between authoritarian parenting style and academic performances.
- There is no significant relationship between permissive parenting style and academic performances.
- There is a significant relationship between authoritative parenting style and self-esteem.
- There is a significant relationship between authoritarian parenting style and self-esteem.
- There is no significant relationship between permissive parenting style and self-esteem.
- There is no significant relationship between parenting styles and achievement motivation.

## **Conclusion**

The way parents raise their children have an influence over several aspects of their life which affect their attitudes, beliefs, values and will power. The present has pointed out that the dimensions of parenting styles: authoritative and authoritarian parenting styles have a significant

relationship on self-esteem and academic performances among school students. The parents of children can enhance their way of parenting by becoming aware of what they are nurturing into them and kind of upbringing they follow.

### **Limitations of the Study**

- The research is conducted from only 8<sup>th</sup> and 9<sup>th</sup> class students and in a particular school at Coimbatore.
- The sample size of the study was small
- The sample included both males and females (age 12-16 years) of school students.

### **Suggestions for the Further Research**

- The study can include addition variables like emotional maturity, life satisfaction and quality of life.
- The research can be expanded to diversified and cross-cultural samples
- Further research can be carried out on a larger sample size
- More in depth analysis can be carried out on parenting styles, achievement motivation, self-esteem and academic performances on different age groups
- Interventions studies can be done

### **Implications**

The present study shows that dimensions of parenting styles have an influence over students' self-esteem and academic performances in both positive and negative relationships. The research suggests that parenting styles play a critical role in shaping a child's academic and personal outcomes. Hence, it is important for parents to understand the impact their parenting

style can have on their child's academic and personal development. Parenting education programs can help parents learn about different parenting styles, their effects on child development, and effective parenting strategies. Teachers also play a critical role in supporting students' academic success. Understanding the parenting styles of their students can help teachers shape their approach to meet the needs of individual students. The effects of parenting styles can have long-term implications for a child's academic and personal success. Parents and educators should be aware of these effects and work to promote positive parenting practices that can support children's long-term development.

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## **APPENDICES**

## **APPENDICES**

### **ANNEXURE I**

#### **Student Consent Form**

I (Madhu Bashini S) am pursuing my Master's degree in Clinical Psychology and I would like to have your participation in this academic research. I assure confidentiality with the details provided by you and it will be used only for the academic purpose. Thank you for the same.

#### **Study Procedure**

You will be given four tests in form type along with socio demographic profile. You need to respond to all items in the tests. There is no risk in undertaking the study. There will be no direct benefits to you for your participation in this study. Your response to the question will be anonymous and kept confidential. Your participation in this study is voluntary. It is up to decide to whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign this form. You are free to withdraw at any time and without giving a reason. There is no cost to you for your participation in this study.

#### **Consent Form**

“By signing this consent form, I confirm that I have and understood the information and have the opportunity to ask questions. I understand that my participation is voluntary and I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.”

Name of the participant:

Place:

Signature:

Date:

## ANNEXURE II

### SOCIO-DEMOGRAPHIC STATUS PROFILE

NAME :  
AGE :  
GENDER : M/F  
CLASS PURSUING :  
MEDIUM OF LEARNING :  
FAMILY TYPE : Nuclear Family / Joint Family  
AREA : Rural/ Semi Urban/ Urban

I assure that the data collected will be used only for the study and will not be used for any other purposes and confidentiality will be maintained throughout and even after the study

**ANNEXURE III**

**AVINASHILINGAM INSTITUTE FOR HOME SCIENCE**

**AND HIGHER EDUCATION FOR WOMEN**

**COIMBATORE – 641043, India**

**CONFIDENTIALITY STATEMENT**

I **Madhu Bashini S**, pursuing my **II M.Sc. Clinical Psychology** from the Department of Psychology in Avinashilingam Institute for Home science and Higher Education for Women, Coimbatore-43, is assigned to do a thesis as a part of the curriculum to complete my course. In this connection, I am going to collect the information from school students (12-16 years), as my topic is “**A Study on Influence of Parenting Styles on Academic Motivation, Self-esteem and Academic Performances among School Students**”. I assure that the data collected will be used only for the study and will not be used for any other purposes and confidentiality will be maintained throughout and even after the study.

Place:

Date:

Signature of the Researcher

## ANNEXURE IV

### Perceived Parenting Style Scale (PPSS)

Divya, T.V and Manikandan .K

S.NO	STATEMENTS	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1.	Capable of making me to understand about Right and Wrong					
2.	View everything with a critical mind.					
3.	Congratulate me when I pass the exams.					
4.	I am compared with other friends / classmates.					
5	Never help me in doing day-to-day activities on time.					
6	My suggestions and ideas are considered					
7	Insult and beat me in front of others.					
8	No directions are given while doing things.					
9	I have freedom to discuss about anything.					
10	Never find time for to help during difficult situations.					

11	I often feel that I am being rejected for affection					
12	No inquires are made for the decisions taken by me.					
13	During the crisis situation they enquire about it.					
14	Blame me even for minor things/issues.					
15	Never provide an atmosphere for my studies.					
16	I get love and care from parents.					
17	Behave to me in a strict manner.					
18	Never do anything to satisfy my needs.					
19	Being pursued for taking my own decisions.					
20	Being scolded for not coming up to their expectations.					
21	Fail to inquire about the disturbances and suggests remedial measures.					
22	My opinions are considered in all important decisions related to home.					
23	Blame me for not doing things properly.					

24	No effort is made to know about the progress of my studies.					
25	Provide guidance in studies and suggest ways for character formation.					
26	Being scolded without knowing the reasons for late from the college.					
27	No inquires are made about my likes and interests					
28	At free time they spent time with me.					
29	There is control over each of my activities.					
30	They will not inquire about my abilities and goals.					

## STATE SELF-ESTEEM SCALE

Heatherton, T. F. & Polivy, J.

This is a questionnaire designed to measure what you are thinking at this moment. There is of course, no right answer for any statement. The best answer is what you feel is true of yourself at the moment. Be sure to answer all of the items, even if you are not certain of the best answer.

Again, answer these questions as they are true for you **RIGHT NOW**.

I feel confident about my abilities.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I am worried about whether I am regarded as a success or failure.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I feel satisfied with the way my body looks right now.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I feel frustrated or rattled about my performance .

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely



I feel displeased with myself.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I feel good about myself.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I am pleased with my appearance right now.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I am worried about what other people think of me.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I feel confident that I understand things.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I feel inferior to others at this moment.

1	2	3	4	5
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Not At All	A Little Bit	Somewhat	Very Much	Extremely
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I feel unattractive.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I feel concerned about the impression I am making.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I feel that I have less scholastic ability right now than others.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I feel like I'm not doing well.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

I am worried about looking foolish.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

## ACHIEVEMENT MOTIVATION SCALE

Dr. D. Gopal Rao, 1974

This test contains 20 incomplete sentences each of which is followed by two possible alternatives, A and B. You have to indicate the alternative which is preferable to you. Do not omit any questions.

S.NO	QUESTIONS	ALTERNATIVES
1	I enjoy reading	a) A comic book b) A book of adventure
2	As a student, I like to be called	a) A well-dressed student in my class b) An intelligent student in my class
3	When I grow up, I want	a) To do something which others have not done b) To lead a comfortable life
4	As a doctor, I want	a) To be well known surgeon b) To make a lot of money
5	During the holiday, I want	a) To visit my friends and relatives b) To paint or write a story or a poem
6	While answering in the examination, I aim	a) At finishing before time b) At answering better than my classmates
7	I want to become rich	a) By earning money by hardwork b) By winning a prize in the lottery
8	I take pride	a) In standing first in my class b) In helping poor students
9	It is my nature	a) To take life easily b) To undertake difficult tasks
10	I have a tendency	a) To work on a task till it is completed b) To change the task if I get bored
11	I want to study well	a) To avoid blame from my parents b) To excel others in my class
12	As an engineer, I would like	a) To construct a method in building in my town b) To grow rich and buy a car
13	After 10 years, I will be	a) Earning a lot of money b) A well-known person in my job
14	As a student, I would like	a) To study for my future career b) To visit different places in the world
15	I feel very unhappy	a) When someone knocks away my purse b) When I fail to do my best in the examination

16	I want to do something	a) Which will make me wealthy b) Which others can hardly do
17	Generally I make friends	a) With those who are intelligent b) With those who are clean and neat
18	I feel upset	a) When I am blamed b) When I fail to succeed
19	I feel my success depends	a) Upon my hardwork b) Upon my parents and relatives
20	I want to practice hockey everyday	a) So that I may be selected for the Olympic game b) So that I may keep myself fit and healthy

## Academic Performance Scale

**Carson Birchmeier (Saginaw Valley State University) - Emily Grattan (Saginaw Valley State University) - Sarah Hornbacher (Saginaw Valley State University) - Christopher McGregory (Saginaw Valley State University)**

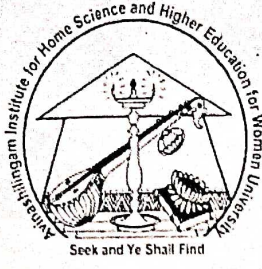
**Instructions:** Please answer each question using the 5-point scale to answer each question so that it accurately reflects what you do or have done as a student. Be as honest as possible because the information can be utilized to discover areas of strength.

**Scale:** SA - STRONGLY AGREE A – AGREE N – NEUTRAL D – DISAGREE SD - STRONGLY DISAGREE

S.NO	QUESTIONS	SA	A	N	D	SD
1.	I made myself ready in all my subjects.					
2.	I pay attention and listen during every discussion.					
3.	I want to get good grades in every subject.					
4.	I actively participate in every discussion					
5.	I start papers and projects as soon as they are assigned.					
6.	I enjoy homework and activities because they help me improve my skills in every subject.					
7.	I exert more effort when I do difficult assignments.					
8.	Solving problems is a useful hobby for me					



# INSTITUTIONAL HUMAN ETHICS COMMITTEE



## Avinashilingam

Institute for Home Science and Higher Education for Women  
(Deemed to be university under Category 'A' by MHRD, Estd. u/s 3  
of UGC Act 1956) Re-accredited with 'A<sup>++</sup>' Grade by NAAC.  
Recognised by UGC Under Section 12 B  
Coimbatore- 641043, Tamil Nadu, India

06.01.2023

### Chairman

Dr. Sudha Ramalingam  
Director – Research and Innovation  
Professor- Community Medicine,  
PSG Institute of Medical Sciences  
&Research, Coimbatore

### Member Secretary

Dr. A Thirumani Devi  
Professor  
Department of Food Science and  
Nutrition

### Members

Mr. K. Arulmoli (Legal Expert)  
Dr. Subashini K.Sripathi  
Dr. A Saraswathy (Medical Officer)  
Ms. D. Kavitha  
Dr. A R Sudamani Ramasamy  
Dr. G. Victoria Naomi  
Dr. Judith Justin  
Dr. Anitha Subash  
Dr. K. Sampath Rani

To  
Ms. Madhu Bashini, S.  
Department of Clinical Psychology  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore- 641043

Dear Madhu Bashini,

Ref: Your proposal No. IHEC/22-23/CP-10 entitled  
“Influence of Parenting Styles on Achievement Motivation, Self  
Esteem and Academic Performance among School  
Students” submitted for approval of IHEC on 19.11.2022.

The Institutional Human Ethics Committee of our  
University hereby grants approval to your research proposal  
No.IHEC/22-23/CP-10 entitled “Influence of Parenting Styles on  
Achievement Motivation, Self Esteem and Academic Performance  
among School Students” submitted by you. The Approval number  
for the same is AUW/IHEC/CP-22-23/XMT-10.

We wish you all the best in your research endeavours.

Regards

Dr. A Thirumani Devi  
Member Secretary

