

Examining Demographic Differences in Perceived Parenting Styles of Secondary School Students

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Abstract: What a kid believes about his or her parents' actions, their treatment of them, and everything else pertaining to their parenting style is known as perceived parenting styles. According to Stavroulaki et al. (2021), a child or adolescent's view of parental behaviour patterns during childhood is known as perceived parenting style. Varied groups may have somewhat varied opinions about parenting approaches, especially when it comes to gender and socioeconomic background. According to some research, females may view their parents as lenient or authoritative, whereas boys may view them as more authoritarian. The perception of parenting styles can also be influenced by type of school in which they study; Private school students may perceive more autocratic parenting style than Govt. school students. Thus, the present study is an attempt to know the differences in perceived parenting style among gender and type of school.

Keywords: Perceived Parenting Styles, Gender, Govt. school, Private school.

INTRODUCTION

Raising children is a complicated process that involves a variety of parenting actions that may be used independently or in tandem by both parents (Arusubila & Subasree, 2016; Kuppens & Ceulemans, 2019; Maccoby, 2000; Masud et al., 2019; McKee et al., 2008). Thus, the act of raising children and giving them care and protection to support their growth in all areas—physical, social, emotional, and psychological—could also be interpreted as parenting (Bi et al., 2018; Clark, 2020; Desforges & Abouchaar, 2003). The majority of scholars that try to explain this wide range of parenting behaviors and patterns mostly rely on Diana Baumrind's theory of parenting style.

The goal of Baumrind's (1967) experimentally generated and conceived typology of parenting styles was to examine the relationships between parents and their offspring. In general, responsiveness refers to a blend of parental warmth, nurturing, and support, as defined by the two concepts of responsiveness and demandingness applied by the parents (Lamborn, et. al, 1991)). This similar set of responsive parenting techniques has occasionally been referred to as positive parenting (Kuppens & Ceulemans, 2019).

Parental responsiveness is linked to favourable developmental outcomes for kids, including improved psychological adjustments (McKinney et al., 2016), increased self-esteem (Gao et al., 2021), and decreased externalizing behaviour and increased self-regulation (Kang & Guo, 2021; Pinquart & Kauser, 2018).

The strongest factor in moulding a child's personality is his relationship with his parents. If the parents love generously, with non-possessive affect and treat the child as a person who has both rights and responsibilities in the family then the child develops normally. Research evidence indicates that the single most consistent predictor of adolescent mental health and wellbeing is the quality of relationship the young people have with their parents. Positive parenting practices delay risk behaviour in risk naive youth, moderate behaviour in risk experienced youth and promote optimal youth development. Varied groups may have somewhat varied opinions about parenting approaches, especially when it comes to gender and socioeconomic background. According to some

research, females may view their parents as lenient or authoritative, whereas boys may view them as more authoritarian. The perception of parenting styles can also be influenced by type of school in which they study. Private school students may perceive more autocratic parenting style than Govt. school students. Thus the present study is an attempt to know the differences in perceived parenting style among gender and type of school.

OBJECTIVES OF THE STUDY

- ✓ To study and compare the perceived parenting style on the basis of gender.
- ✓ To study and compare the perceived parenting style on the basis of type of school.

HYPOTHESES OF THE STUDY

HO1: There is no any significant difference between perceived parenting styles of secondary school students with respect to gender

HO2: There is no any significant difference between perceived parenting styles of secondary school students with respect to socio economic status

RESEARCH METHODOLOGY

Parenting style scale developed Prof Madhu Gupta and Ms. Dimple Mehtani was used to collect data in the survey procedure for this investigation. Adolescents' perceptions of various parenting styles were investigated using a cross-sectional survey. Using multistage random selection, we were able to choose 200 secondary school students from four secondary schools in Haryana. Following approval from the appropriate authorities, the questionnaire—which included a consent form and the whole set of questions—was distributed to each responder. The respondents' self-administered questionnaires were provided, explained, and collected by the researchers in person. The questionnaire took 30 minutes to complete for each responder.

ANALYSIS AND INTERPRETATION

Objective 1: To study and compare the parenting style on the basis of gender.

To achieve the above objective following hypothesis is developed.

Hypothesis1 (H₀₁): There is no any significant difference between perceived parenting styles of secondary school students with respect to gender.

On the basis of above hypothesis following sub-hypotheses are developed:

H_{01a}: There is no any significant difference between perceived democratic parenting styles of secondary school students with respect to gender

H_{01b}: There is no any significant difference between perceived autocratic parenting style of secondary school students with respect to gender

H_{01c}: There is no any significant difference between perceived permissive parenting style of secondary school students with respect to gender

H_{01d}: There is no any significant difference between perceived uninvolved parenting style of secondary school students with respect to gender

Above hypotheses are tested using independent sample 't' test. Results are shown in Table 1.

Table 1: Comparison of the Parenting Style on the basis of Gender

Parenting Styles	Gender	N	Mean	Std. Deviation	't' statistics	p value	Significant / Not Significant
Democratic parenting style	Boys	136	35.2500	10.51049	7.733	0.000**	Significant
	Girls	64	22.9375	10.49093			
Autocratic	Boys	136	24.0147	7.38265	-3.448	0.001**	Significant

parenting style	Girls	64	27.7188	6.41048			
Permissive parenting style	Boys	136	23.8529	5.13020	-0.524	0.601	Not Significant
	Girls	64	24.2500	4.71405			
Uninvolved parenting style	Boys	136	20.0147	8.02587	0.492	0.624	Not Significant
	Girls	64	19.4375	7.10885			

*Significant at 5% level of significance

**Significant at 1% level of significance

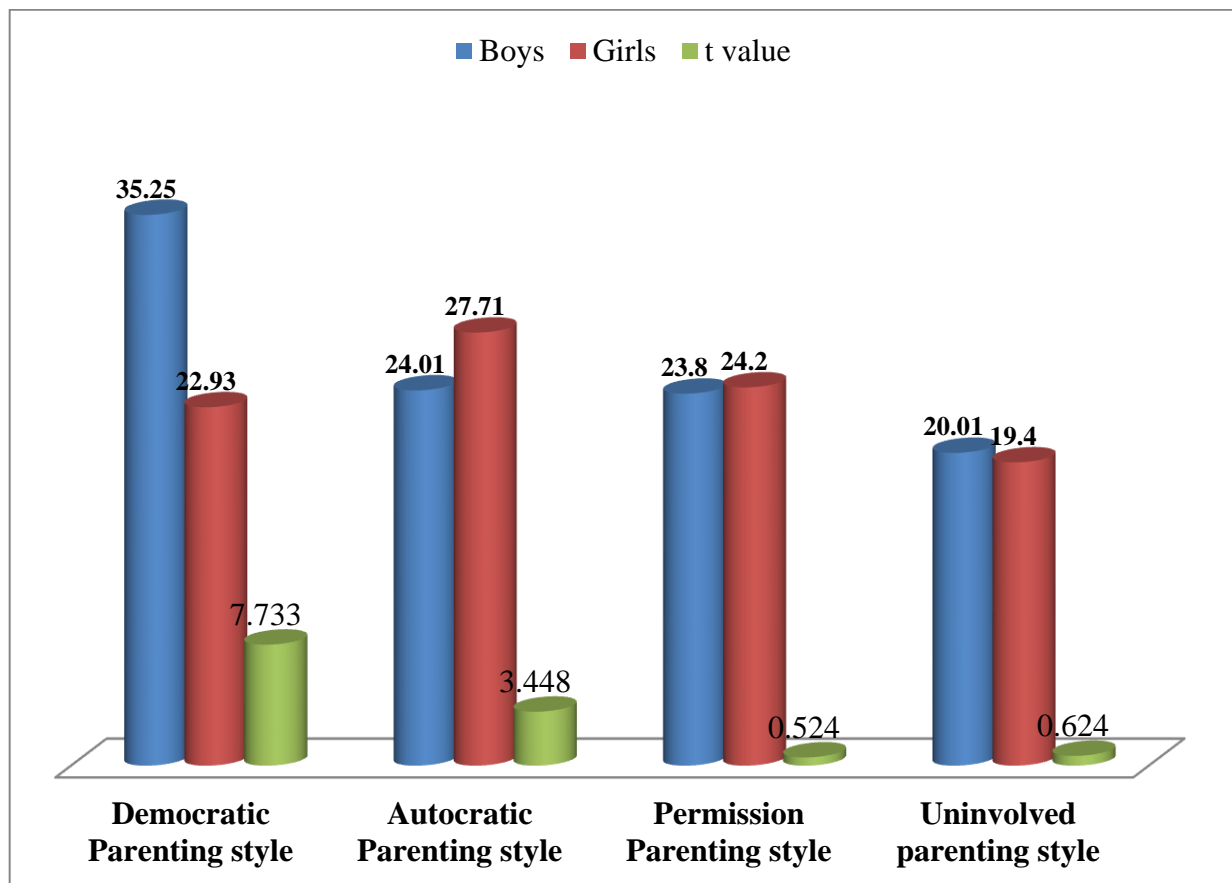


Figure 1: Comparison of the Parenting Style on the basis of Gender

Interpretation: An independent t test is conducted to compare the parenting style of secondary school students with respect to gender. As it is shown in table 1 and figure 1 that mean score of boys and girls in democratic parenting style is 35.25 and 22.93 and S.D is 10.51 and 10.49 respectively. P value is 0.000 which is significant at 1% level of significance. There is a significant difference between democratic parenting style of boys (M=35.25, SD=10.51) and girls (M=22.93, SD=10.49) conditions; $t(198) = 7.733, p=0.000$. These results suggest that boys have perceived more democratic parenting style than girls. So the null hypothesis 'There is no any significant difference between perceived democratic parenting styles of secondary school students with respect to gender' is rejected.

The mean score of boys and girls in autocratic parenting style is 24.42 and 27.71 and S.D is 7.38 and 6.41 respectively. P value is 0.001 which is significant at 1% level of significance. There is a significant difference between autocratic parenting style of boys (M=24.42, SD=7.38) and girls (M=27.71, SD=6.41 conditions; $t(198) = -3.448, p=0.001$. These results suggest that girls have perceived more autocratic parenting style than boys. So the null hypothesis 'There is no any significant difference between perceived autocratic parenting styles of secondary school students with respect to gender' is rejected.

The mean score of boys and girls in permissive parenting style is 23.85 and 24.25 and S.D is 5.13 and 4.71 respectively. P value is 0.601 which is not significant at even at 5% level of significance. There is no any significant difference between permissive parenting style of boys (M=23.85, SD=5.13) and girls (M=24.25, SD=4.71 conditions; $t(198) = -0.524$, $p=0.601$). These results suggest that both boys and girls have perceived permissive parenting style same. So the null hypothesis 'There is no any significant difference between perceived permissive parenting styles of secondary school students with respect to gender' is accepted.

The mean score of boys and girls in uninvolved parenting style is 20.01 and 19.43 and S.D is 8.02 and 7.10 respectively. P value is 0.624 which is not significant at even at 5% level of significance. There is no any significant difference between permissive parenting style of boys (M=20.01, SD=8.02) and girls (M=19.43, SD=7.10 conditions; $t(198) = 0.492$, $p=0.624$). These results suggest that both boys and girls have perceived uninvolved parenting style same. So the null hypothesis 'There is no any significant difference between perceived uninvolved parenting styles of secondary school students with respect to gender' is accepted.

Objective 2.To Compares the Parenting Style on the basis of Type of School.

To achieve the above objective following hypothesis is developed.

Hypothesis 2 (H₀₂): There is no any significant difference between perceived parenting styles of secondary school students with respect to type of school

On the basis of above hypothesis following sub-hypotheses are developed:

H_{02a}: There is no any significant difference between perceived democratic parenting style of secondary school students with respect to type of school

H_{02b}: There is no any significant difference between perceived autocratic parenting style of secondary school students with respect to type of school

H_{02c}: There is no any significant difference between perceived permissive parenting style of secondary school students with respect type of school

H_{02d}: There is no any significant difference between perceived uninvolved parenting style of secondary school students with respect to type of school

Above hypotheses are tested using independent sample 't' test. Results are shown in Table 2.

Table 2: Comparison of the Parenting Style on the basis of Type of School

Perceived Parenting Style	Type of School	N	Mean	Std. Deviation	't' statistics	p value	Significant / Not Significant
Democratic	Govt.	120	30.8833	13.43718	-0.617	0.538	Not Significant
	Private	80	31.9500	9.34826			
Autocratic	Govt.	120	24.2167	8.20554	-2.367	0.019	Significant*
	Private	80	26.6750	5.32673			
Permissive	Govt.	120	23.3000	4.78197	-2.387	0.018	Significant*
	Private	80	25.0000	5.15580			
Uninvolved	Govt.	120	17.0500	7.86851	-6.924	0.000	Significant**
	Private	80	24.0000	5.28672			

*Significant at 5% level of significance

**Significant at 1% level of significance

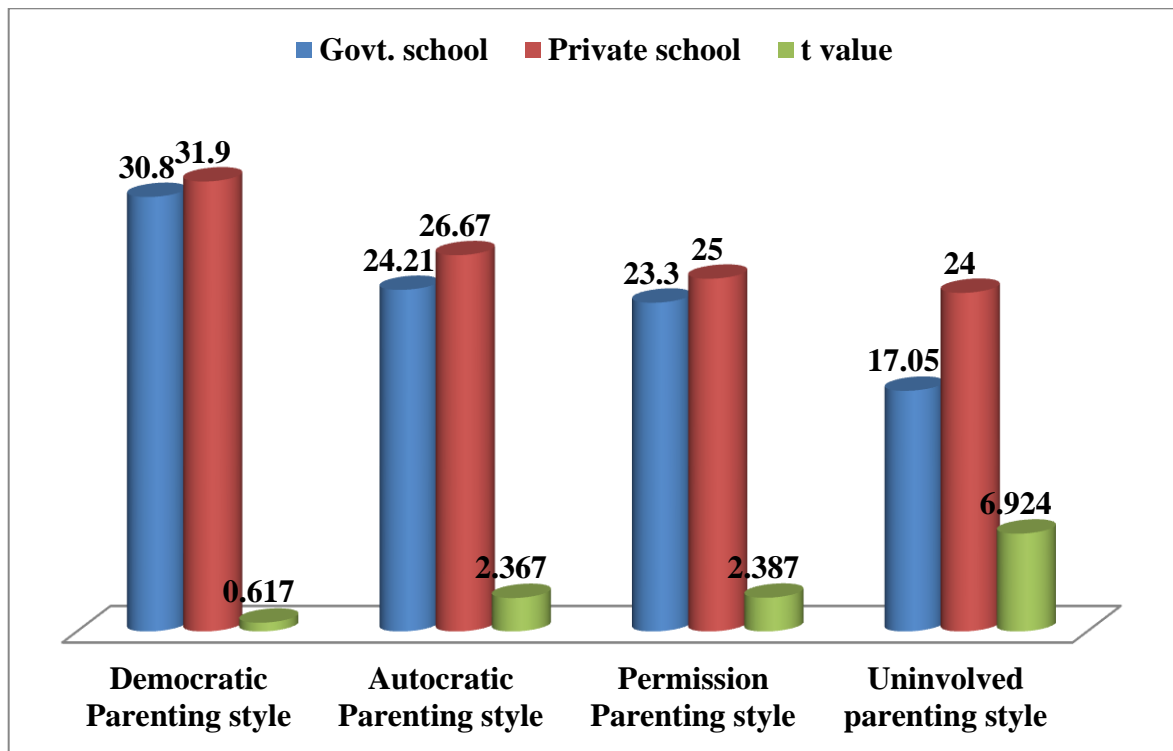


Figure 2: Comparison of the Parenting Style on the basis of Type of School

Interpretation: An independent t test is conducted to compare the parenting style of secondary school students with respect to gender. As it is shown in table 2 and figure 2 that mean score of Govt. school students and Private school students in democratic parenting style is 30.88 and 31.95 and S.D is 13.43 and 9.34 respectively. P value is 0.538 which is not significant at even at 5% level of significance. There is no any significant difference between autocratic parenting style of Govt. school students (M=30.88, SD=13.43) and girls (M=31.95, SD=9.34 conditions; $t(198) = -0.617$, $p=0.538$). These results suggest that both Govt. school students and private school students have perceived autocratic parenting style same. So the null hypothesis 'There is no any significant difference between perceived autocratic parenting styles of secondary school students with respect to type of school' is accepted.

The mean score of Govt. school students and Private school students in autocratic parenting style is 24.21 and 26.67 and S.D is 8.20 and 5.32 respectively. P value is 0.019 which is significant at 5% level of significance. There is a significant difference between autocratic parenting style of Govt. school students (M=24.21, SD=8.20) and Private school students (M=26.67, SD=5.32 conditions; $t(198) = -2.367$, $p=0.019$). These results suggest that Private school students have perceived more autocratic parenting style than Govt. school students. So the null hypothesis 'There is no any significant difference between perceived autocratic parenting styles of secondary school students with respect to type of school' is rejected.

The mean score of Govt. school students and Private school students in permissive parenting style is 23.30 and 25.00 and S.D is 4.78 and 5.15 respectively. P value is 0.018 which is significant at 5% level of significance. There is a significant difference between permissive parenting style of Govt. school students (M=23.30, SD=4.78) and Private school students (M=25.00, SD=5.15 conditions; $t(198) = -2.387$, $p=0.018$). These results suggest that Private school students have perceived more permissive parenting style than Govt. school students. So the null hypothesis 'There is no any significant difference between perceived permissive parenting style of secondary school students with respect to type of school' is rejected.

The mean score of Govt. school students and Private school students in uninvolved parenting style is 17.05 and 24.00 and S.D is 7.86 and 5.28 respectively. P value is 0.000 which is significant at 1% level of significance. There is a significant difference between uninvolved parenting style of Govt. school students (M=17.05, SD=7.86) and Private school students (M=24.00, SD=5.28 conditions; t

(198) = -6.924, $p=0.000$. These results suggest that Private school students have perceived more uninvolved parenting style than Govt. school students. So the null hypothesis 'There is no any significant difference between perceived uninvolved parenting styles of secondary school students with respect to type of school' is rejected.

MAJOR FINDINGS

- There is a significant difference between democratic parenting style of boys and girls indicating that boys have perceived more democratic parenting style than girls.
- There is a significant difference between autocratic parenting style of and girls indicating that girls have perceived more autocratic parenting style than boys.
- There is a significant difference between autocratic parenting style, permissive parenting style and Uninvolved parenting style of Govt. school students and Private school students indicating that Private school students have perceived more autocratic parenting style, permissive parenting style and Uninvolved parenting style than Govt. school students.

CONCLUSION

It is recommended that more parental encouragement plays a significant role in the life of every child. Hence, parents should recognize their crucial role in building that future wards. They should come forward to extend all possible support to their children and enable them to get success not only in the academic domain but also in all spheres of their life. Teacher and parents' needs to build up a positive relationship by interacting each other through regular communication, enhance information about the progress of the students at school. At least once in a month, teachers should meet student's parents to discuss with them about the strength and weaknesses of their children.

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