



## **Relationship between Academic Performance and Parenting Style of IX Standard Students**

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The investigation of the present study relationship between academic performance and parenting style of IX standard students. The Academic Performance Marks obtained by the students were collected from school records and Parenting Style Scale constructed and validated by S. Murali and R. Sivakumar (2024) were used to collect the data from a sample of 640 IX standard students studying in Madurai District of Tamil Nadu State in India. The survey method had been followed and simple random sampling technique was used in administration of the research tools. Findings revealed that the average level of academic performance, there is significant difference in the academic performance of IX standard students with respect to their gender and medium of study, there is significant and positive relationship between academic performance and Authoritative, Permissive and Neglectful parenting styles of IX standard students and there is significant and negative relationship between academic performance and Authoritarian parenting style of IX standard students.

**Keywords:** Academic Performance, Parenting Styles and IX Standard Students



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### **1. Introduction**

One of the most important parts of a student's educational journey is their academic performance, which is measured by objective standards like grade point average and final course grades. Academic performance is defined as the capacity to complete assignments. It serves

as a measure of a student's knowledge, skills, and attitudes acquired during their educational experience. Social, financial, and educational background can significantly influence academic achievement. Student characteristics such as temperament, motivation, and resilience, as well as parental support have been identified as having

a bearing on academic performance ([Zulkafli, S. S. A., Ishar, M. I. M., & Janius, N. 2024](#)).

Parenting styles are a collection of methods, attitudes, and behaviors that parents use to engage with and raise their kids. These styles are fundamental in shaping a child's development and well-being, as they create an emotional climate that influences the child's social, emotional, and academic growth. The concept of parenting styles is based on the understanding that parents differ in their patterns of behavior and the emotional environment they create for their children. It is essential to recognize that parenting styles are distinct from specific parenting practices, as they represent broader patterns of attitudes and behaviors that contribute to the overall emotional climate in which children are raised. The development and evolution of parenting styles have been the subject of extensive research.

## 2. Need and Importance of the Study

This research is hoped to be useful to all concerned parties, firstly parents. This study will help parents understand how their parenting style affects their child's academic performance, allowing them to practice more effective and efficient parenting. This study can help parents adjust their parenting style to better support their children's educational success, resulting in a more conducive home environment for learning. Parents can benefit from this research by becoming more aware of how their parenting style affects their children's academic success. As such, it can serve as a guide for them to reflect on their parenting practices and make informed decisions about how to best support their children's educational journeys.

## 3. Review of Literature

[Naldo Janius, Siti Khatijah Binti Jemat & Mohammad Aniq Bin Amdan \(2024\)](#) explored how different parenting styles influence the academic performance of secondary school students in Kota Belud, Sabah Malaysia. Through in-depth interviews with teachers, this research investigates the nuances of authoritative, authoritarian, permissive and neglectful parenting styles. Thematic analysis revealed that an authoritative parenting style, which balances responsiveness and demandingness, promotes better academic outcomes by increasing

motivation and self-discipline. In contrast, an authoritarian and neglectful parenting style often results in lower academic achievement due to increased stress and lack of support. This study underscores the important role of positive and supportive parenting in enhancing students' educational experiences and success.

[Amit Kumar Roy and Sanjib Kumar Roy \(2023\)](#) conducted a study on influence of parenting style on academic achievement of higher secondary level students. The researcher collected data from three schools in the Jalpaiguri district for this study. Total 34 boys and 34 girls selected as samples from those schools. After Calculating the collected data by the researcher from all the students for this study, it was found that parents of a total of 68 students are mainly using A2-Authoritative parenting styles (62%) and the second most used A1-Authoritarian (25%) and the third most used is P- Permissive parenting styles (13%) and it is shown that large no of Parents who don't like to use the U-Uninvolved parenting style at all. After analysis of data, it can be said that a maximum number of parents prefer A-2 Authoritative parenting styles more than other styles. Findings revealed that there is a significant relationship between parenting style and academic achievement of Higher Secondary level Students has been found.

[Mikaeili and Salmani \(2021\)](#) conducting a study for investigating the role of parenting style in predicting students' academic procrastination. The sample of the study was 50 female high school students selected through convenience sampling. parenting style questionnaire by [Baumrind, Thorpe, Clark and Knicks \(1939\)](#) and academic procrastination questionnaire by [Solomon and Rothblum \(1984\)](#) were used as tools for data collection. The results showed significant and positive correlation between academic procrastination and authoritarian parenting style while a significant negative, correlation between authoritative parenting style and academic procrastination.

[Won and Yu \(2018\)](#) conducted a study to investigate adolescent students "academic time management and procrastination from a self-regulated prospective. Parental autonomy support and control were examined as predictors of academic time management and procrastination. Results revealed that perceived parental autonomy support positively predicted planning

time and monitoring time and negatively predicted procrastination. In comparison, perceived parental control positively predicted procrastination.

#### 4. Operational Definitions of the Study

##### 4.1 Academic Performance

Academic performance refers to the students' capacity to fulfil assignments and meet learning objectives in a variety of subjects. Objective metrics, like final course grades and grade point averages, are commonly used to measure academic performance. In the present study, the academic performance refers to marks secured by the IX Standard Students in the annual examination marks in school record.

##### 4.2 Parenting Styles

Parenting styles refers to the various methods that parents employ to raise their kids, including aspects like psychological control, behavioral control, and parental support.

#### 5. Objectives of the Study

- To study the level of academic performance of IX standard students.
- To study the level of different type of parenting styles (Authoritative, Authoritarian, Permissive and Neglectful) of IX standard students.
- To study the any significant difference in the academic performance of IX standard students with respect to their gender.
- To study the any significant difference in the academic performance of IX standard students with respect to their medium of study.
- To study the any significant difference in the different type parenting styles of IX standard students with respect to their gender.
- To study the any significant difference in the different type parenting styles of IX standard students with respect to their medium of study.
- To study the any significant relationship between academic performance and different type of parenting styles of IX standard students.

#### 6. Hypotheses of the Study

- The level of academic performance of IX standard students is low.
- The level of different type of parenting styles (Authoritative, Authoritarian, Permissive and Neglectful) of IX standard students is low.
- There is no significant difference in the academic performance of IX standard students with respect to their gender.
- There is no significant difference in the academic performance of IX standard students with respect to their medium of study.
- There is no significant difference in the different type parenting styles of IX standard students with respect to their gender.
- There is no significant difference in the different type parenting styles of IX standard students with respect to their medium of study.
- There is no significant relationship between academic performance and parenting styles of IX standard students.

#### 7. Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, Academic Performance Marks obtained by the students were collected from school records and Parenting Style Scale constructed and validated by S. Murali and R. Sivakumar (2024). Simple random sampling technique has been employed to collect the data from 640 IX standard students studying in government, aided and private schools of Madurai district.

#### 8. Analysis of Data and Interpretation

- Descriptive Analyses (Mean and Standard Deviation)
- Differential Analyses ('t' test and 'F' test) and
- Co-relational Analyses (Karl Pearson Product Moment Correlation)

## 8.1. Descriptive Analysis

### Result of Hypothesis 1

The level of academic performance of IX standard students is low.

**Table 1: Mean and Standard Deviation of Academic Performance**

Variable	N	Mean	SD
Academic Performance	640	56.26	6.25

From the above table-1 the calculated mean and standard deviation for Academic Performance of IX Standard Students of entire sample is found to be 56.26 and 6.25 respectively. The mean score lay in between 51-61. Hence, the framed hypothesis 1 is rejected and it is concluded that the level of Academic Performance of IX Standard Students is average.

### Result of Hypothesis 2

The level Parenting Style of IX Standard Students is Authoritative, Authoritarian, Permissive and Neglectful.

**Table-2: Percentage Scores of Different Types of Parenting Styles**

Different Parenting Styles	Number of Students	Percentage
Authoritative	231	36.1
Authoritarian	87	13.6
Permissive	193	30.2
Neglectful	129	20.1

According to Table-2 out of 640 students, 36.1% of the responses on their student's Authoritative parenting style, 13.6% of the responses on their student's Authoritarian parenting style, 30.2% of the responses on their student's Permissive parenting style and 20.1% of the responses on their student's Neglectful parenting style. From the result, the Authoritative parenting style can be considered the most prevalent parenting style as the percentage of responses on this parenting style was found 'High' and most of the students perceive their parents to be Authoritative.

## 8.2. Differential Analysis

### Result of Hypothesis 3

There is no significant difference in the academic performance of IX standard students with respect to their gender.

**Table – 3: Significant Difference among Academic Performance Scores of IX Standard Students with regard to Gender**

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Academic Performance	Male	315	55.81	5.65	2.34	Significant
	Female	325	58.67	7.10		

In order to find out whether there is any significant difference between male and female IX Standard Students in respect of their Academic Performance, 't' value is calculated. The 't' ratio found to be 2.34 at 0.05 level and it is represented in table- 3. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that there is significant difference in the Academic Performance of IX Standard Students with regard to the gender and it is concluded that female students are having more achievement than the male students.

### Result of Hypothesis 4

There is no significant difference in the academic performance of IX standard students with respect to their medium of study.

**Table-4: Significant Difference among Academic Performance Scores of IX Standard Students with regard to Medium of Study**

Variable	Medium of Study	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Academic Performance	Tamil	279	53.75	5.76	2.04	Significant
	English	361	55.70	6.61		

In order to find out whether there is any significant difference between rural and urban school IX Standard Students in respect of their Academic Performance, 't' value is calculated. The 't' ratio found to be 2.04 at 0.05 level and it is represented in table-4. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that there is significant difference in the Academic Performance of IX

Standard Students with regard to the medium of study and it is concluded that English medium students are having more achievement than the Tamil medium students.

### Result of Hypothesis 5

There is no significant difference in the different types of Parenting Styles of IX Standard Students with regard to the gender.

**Table-5: Significant Difference among Different Types of Parenting Styles Scores of IX Standard Students with regard to Gender**

Different Types of Parenting Styles	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Authoritative	Male	315	28.97	8.12	2.16	Significant
	Female	325	30.66	6.67		
Authoritarian	Male	315	16.46	6.68	1.14	Not Significant
	Female	325	15.10	5.13		
Permissive	Male	315	22.33	6.87	2.09	Significant
	Female	325	24.92	7.10		
Neglectful	Male	315	19.82	6.21	1.52	Not Significant
	Female	325	18.09	6.54		

Table-5 indicates that the 't' value comes out to be (2.16) which is significant concluding that there is significant difference between male and female of IX Standard Students with regard to the Authoritative Parenting Style.

Further the 't' value comes out to be (1.14) which is not significant concluding that there is no significant difference between male and female of IX Standard Students with regard to the Authoritarian Parenting Style.

Further the 't' value comes out to be (2.09) which is significant concluding that there is significant difference between male and female of IX Standard Students with regard to the Permissive Parenting Style.

Further the 't' value comes out to be (1.52) which is not significant concluding that there is no significant difference between male and female of IX Standard Students with regard to the Neglectful Parenting Style.

### Result of Hypothesis 6

There is no significant difference in the different type of Parenting Styles of IX Standard Students with regard to the medium of study

**Table-6: Significant Difference among Different Type of Parenting Style Scores of IX Standard Students with regard to Medium of Study**

Different Types of Parenting Styles	Medium of Study	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Authoritative	Tamil	279	27.58	7.78	2.23	Significant
	English	361	30.63	8.19		
Authoritarian	Tamil	279	14.95	5.41	1.16	Not Significant
	English	361	13.76	5.26		
Permissive	Tamil	279	21.19	6.21	1.18	Not Significant
	English	361	22.05	6.16		
Neglectful	Tamil	279	17.32	5.77	0.87	Not Significant
	English	361	17.29	5.09		

Table-6 indicates that the 't' value comes out to be (2.23) which is significant concluding that there is significant difference between Tamil and English medium IX Standard Students with regard to the Authoritative Parenting Style.

Further the 't' value comes out to be (1.16) which is not significant concluding that there is no significant difference between Tamil and English medium IX Standard Students with regard to the Authoritarian Parenting Style.

Further the 't' value comes out to be (1.18) which is not significant concluding that there is no significant difference between Tamil and English medium IX Standard Students with regard to the Permissive Parenting Style.

Further the 't' value comes out to be (1.07) which is not significant concluding that there is no significant difference between Tamil and English medium IX Standard Students with regard to the Neglectful Parenting Style.

### 8.4. Correlation Analysis

#### Result of Hypothesis 7

There is no significant relationship between Academic Performance and different type of Parenting Styles of IX Standard Students.

**Table - 7: Showing the Correlation Values between Academic Performance and Different Type Parenting Style of IX Standard Students**

Variables	N	'r' value	Level of Significance
Academic Performance and Authoritative	640	0.345**	Significant
Academic Performance and Authoritarian	640	-0.239**	Significant
Academic Performance and Permissive	640	0.120*	Significant
Academic Performance and Neglectful	640	0.137*	Significant

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

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

Table-7 shows that, the co-efficient of correlation between Academic Performance and Authoritative Parenting Style is found to be [N=640, r=0.345 at 0.01 level] which indicates that there is significant and positive relationship between Academic Performance and Authoritative Parenting Style of IX Standard Students.

Further the co-efficient of correlation between Academic Performance and Authoritarian Parenting Style is found to be [N=640, r=-0.239 at 0.01 level] which indicates that there is significant and negative relationship between Academic Performance and Authoritarian Parenting Style of IX Standard Students.

Further the co-efficient of correlation between Academic Performance and Permissive Parenting Style is found to be [N=640, r=0.120 at 0.05 level] which indicates that there is significant and positive relationship between Academic Performance and Permissive Parenting Style of IX Standard Students.

Further the co-efficient of correlation between Academic Performance and Neglectful e Parenting Style is found to be [N=640, r=0.137 at 0.05 level] which indicates that there is significant and positive relationship between Academic Performance and Neglectful Parenting Style of IX Standard Students.

## 9. Findings of the Study

- The Academic Performance of IX Standard Students is average.
- 36.1% of the responses on their student's Authoritative parenting style, 13.6% of the responses on their student's Authoritarian parenting style, 30.2% of the responses on their student's Permissive parenting style and 20.1% of the responses on their student's Neglectful parenting style.

- There is significant difference in the Academic Performance of IX Standard Students with regard to the gender.
- There is significant difference in the Academic Performance of IX Standard Students with regard to the medium of study.
- There is significant difference between male and female of IX Standard Students with regard to the Authoritative Parenting Style.
- There is no significant difference between male and female of IX Standard Students with regard to the Authoritarian Parenting Style.
- There is significant difference between male and female of IX Standard Students with regard to the Permissive Parenting Style.
- There is no significant difference between male and female of IX Standard Students with regard to the Neglectful Parenting Style.
- There is significant difference between Tamil and English medium IX Standard Students with regard to the Authoritative Parenting Style.
- There is no significant difference between Tamil and English medium IX Standard Students with regard to the Authoritarian Parenting Style.
- There is no significant difference between Tamil and English medium IX Standard Students with regard to the Permissive Parenting Style.
- There is no significant difference between Tamil and English medium IX Standard Students with regard to the Neglectful Parenting Style.
- There is significant and positive relationship between Academic Performance and Authoritative Parenting Style of IX Standard Students.
- There is significant and negative relationship between Academic Performance and Authoritarian Parenting Style of IX Standard Students.
- There is significant and positive relationship between Academic Performance and Permissive Parenting Style of IX Standard Students.

- There is significant and positive relationship between Academic Performance and Neglectful Parenting Style of IX Standard Students.

## 10. Conclusion

In the present study of the relationship between academic performance and parenting style of IX standard students, findings revealed that the average level of academic performance, there is significant difference in the academic performance of IX standard students with respect to their gender and medium of study, there is significant and positive relationship between academic performance and Authoritative, Permissive and Neglectful parenting styles of IX standard students and there is significant and negative relationship between academic performance and Authoritarian parenting style of IX standard students.

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