

Impact Of Parenting Among Different Family Status On School-Going Students

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Abstract:

In today's scenario the way parents deal with their children have an impact on behaviour and development of children. The parenting style shows their outcome differently to different family status children. Here the research paper's aim is to study the impact of parenting among different family statuses on school-going students. The sample of the present investigation consists of 400 adolescents (N=400) The parental authority questionnaire is used to collect the information. The ANOVA results for the influence of family status on the Permissive, Authoritarian, and Authoritative parenting styles all yielded high p-values, suggesting that family status has no statistically significant effect on any of the different parenting styles.

Key words: Parenting, family status, adolescent, adolescent

Introduction

Meaning of Parenting Styles

Good parenting is a process whereby a parent meets a child's needs according to the cultural standard that changes from generation to generation. Many studies show that mental and physical stimuli like cognition development, language, social emotion, and children's motor skills in infants and children are very hard to mature or grow. Higher academic performance, income, and socioeconomic development decide childhood growth.

Parenting is supporting and promoting a child's physical, emotional, mental, and social development. Quality of instructions, animation, cognitive stimulation, physical care, parent-child synchrony, sensitivity, and positive responsiveness are dimensions of parenting and are interrelated with the child's cognitive development. Mainly, research focuses on increasing parental support and responsibility to develop children's cognitive abilities, thus providing sensitive caregiving effects on children's cognitive development. Parenting offers support and care to the child in painful or stressful situations and gives confidence when the child is in non-distressing or non-stressful conditions.

The interaction among all these factors creates many different patterns of parenting behaviours. For instance, parenting influences a child's development as well as the development of the parent or primary caregiver. And, as parents face new challenges, they change their parenting strategies and construct new aspects of their identities. Furthermore, the goals and tasks of parents may change over time as their children develop.

The concept of parenting

A survey indicates that a decline in school disciplinary actions, divorce, single motherhood, parent flight, and parent separation all contribute to an increase in crime and violent cases. Poverty is the root cause of both drug addiction and homelessness.

Family status

The bond between a parent and child is not solitary. Parenting can also be influenced by sociocultural factors such as poverty, religion, politics, neighbourhoods, schools, and social support. Economically disadvantaged parents are typically more easily irritated, despondent, and melancholy, and these emotional traits can influence their ability to parent.

Children in Nuclear Vs Joint Family

A child's values, culture, and ethics make up the majority of their personality. As the family instils these values, it has a significant impact on how an individual develops. Every type of family, like everything else in life, has benefits and cons.

1. losing out on grandparents' knowledge and experience:

Nuclear families often miss out on the wisdom of the older generation in challenging childrearing circumstances. Additionally, they miss out on the moral guidance and cultural education that a grandmother may provide for a child. To prevent this, regular weekend get-togethers with grandparents could help instill in the child the fundamental morals and values of our society.

2. Subconsciously versus forcibly acquiring important moral principle:

It may be necessary for parents in a nuclear family to enforce norms and values on their children. However, a youngster in a joint family can naturally and unconsciously pick up important values like "sharing" and "adjustment" because of the size of the family. Additionally, it teaches kids how to interact with others of various ages. It fosters the growth and improvement of their social abilities.

3: Lack of quality time for the kids:

Parents, particularly those who work, are more and more time-starved. The child and parents don't communicate well because both of them work and the child has additional responsibilities at home and school. In a shared family, even when one or both parents work, there is always a family member available to watch the child and engage in conversation. Lack of quality time might upset a child's moral framework in a nuclear household.

LITERATURE REVIEWS

Kostanasios (2024) discussed about parenting styles and their impact on children. Its conceptual based research paper in which they try to understand the meaning of different parenting styles based on different research and its impact on children. Result shown that parents interact with their children affects the behaviour of children socialization, and helps in formation of personality of children. He also added that atmosphere of family also impacts child behaviour. Lastly mentioned that parental monitoring without punishment is more significant for the betterment of children's personality and behaviour. According to **Ghazi, Jahromi and Bagheri(2021)** studied about structural model of the relationship between parent child relationship and decision making style mediated by cognitive emotion regulation. Total no of 723 sample taken from high school in the year of 2020-2021. Data were collected by random sampling and collected by decision making style questionnaire, parent child relationship pattern questionnaire and cognitive emotion regulation questionnaire. Data were analysed by structural equation modelling. Study showed that cognitive emotion regulation had a mediating role in the relationship between parent child relationship and decision- making style. Here **John (2020)** covered about the relationship between parenting style and self-esteem. He used stratified sampling technique to collect sample. He collected sample from PSQ and self-esteem scale were applied in study. The regression statistics was used to analysis the data which showed a significant relationship between self-esteem and scholar achievement. It was concluded that the self- esteem level and authoritative style of parenting correlated with scholar achievement among the students. **Bibi et al., (2013)** explained about Contribution of parenting style in life domain of children. It is conceptual based research paper. This article discussed three parenting style of research papers and their study discovered that an assertive parenting style has a favourable effect on the teenager's life. Training and media campaigns can help to promote an authoritative parenting approach. They suggested that parenting style is a important factor in psychosocial development of children. Healthy relationship between child and parent is the basis of healthy home and school environment. Parents impact the whole life of children child mean birth to adulthood period. Children spend maximum time at home and parent's attitudes, behaviours, life standards and communication with children has great impact on child's future life. If parents are submissive in nature, it has harmful impact on children life. But supportive, caring and flexible attitude of parents produce psychological, mentally healthy children. **Bun, Louiselle and Misukanis (1988)** studied the effect of parental authority upon self-esteem of college students. Regression analysis were applied. Study showed that the authoritativeness parenting style directly correlate with self-esteem while authoritarianism parenting style was inversely related to self-esteem. Permissiveness parenting style was not significantly related to self-esteem. Results claimed that the Authoritarian parenting style had relatively low level of self-esteem rather than Authoritative parenting style.

Objective of the Study

To find out the significance impact of parenting with regards to nuclear family status on school-going.
To find out the significance impact of parenting with regards to joint family status on school-going.

Hypothesis of the Study

H₀₁: There is no significance impact of parenting with regards to nuclear family status on school-going students.
H₀₂: There is no significance impact of parenting with regards to joint family status on school-going students.

Research Methodology

Research Design: Between group design used in the current study.

Sample: The sample of present investigation consist of 400 adolescents (N=400)

Sampling design: Purposive Random sampling will be used in the current study.

Tools used: Primary data will be collected through a well-structured questionnaire such as the Parental Authority Questionnaire by Buri 1991.

MEASURING INSTRUMENTS

Parental Authority Questionnaire: will be used is 30 items with 5-point Likert scale by Buri (1991) ranging from Strongly disagree to Strongly agree. The PAQ has three subscales that is Permissive (P items are 1,6,10,13,14,17,19,21,24,28), Authoritarian (A items are 2,3,7,9,12,16,18,25,26,29) and Authoritative/flexible (F items are 4,5,8,11,15,20,22,23,27,30). The internal consistency of the test .75 for mothers' Permissiveness,.85 for mothers' Authoritarianism,.82 for Authoritativeness. The validity of the mother Authoritarianism was inversely related to mothers Permissiveness ($r = -.38$, $p < .0005$) and to mothers Authoritativeness ($r = -.48$, $p < .0005$).The scale reliability with Cronbach alpha of .715 which is acceptable.

Analysis

Parental Authority Questionnaire

Family Status

FAMILY STATUS		PERMISSIVE	AUTHORITARIAN	AUTHORITATIVE
Nuclear	Mean	30.5025	33.7739	31.8794
	N	199	199	199
	Std. Deviation	4.75126	5.56995	5.07674
Joint	Mean	30.9851	33.6816	32.1393
	N	201	201	201
	Std. Deviation	4.54585	5.21997	5.12938
Total	Mean	30.7450	33.7275	32.0100
	N	400	400	400
	Std. Deviation	4.64963	5.39035	5.09852

The data outlines the differences in parenting styles—Permissive, Authoritarian, and Authoritative—across two family types: Nuclear and Joint families.

For Nuclear families, the mean scores and standard deviations are as follows: Permissive parenting shows a mean of 30.50 with a standard deviation of 4.75 from 199 respondents. The Authoritarian style has a slightly higher mean of 33.77 and a standard deviation of 5.57, with the same number of respondents. The Authoritative style is between the two in terms of mean score, at 31.88, with a standard deviation of 5.08.

In contrast, Joint families show a slightly higher mean score for the Permissive style at 30.99, with a standard deviation of 4.55, and a similar sample size of 201. Authoritarian style scores in Joint families are slightly lower with a mean of 33.68 and a standard deviation of 5.22. The Authoritative style has a mean of 32.14 and a standard deviation of 5.13, indicating a slightly higher preference towards this style compared to Nuclear families. Overall, the total mean scores across both family types for all parenting styles are as follows: Permissive at 30.74, Authoritarian at 33.73, and Authoritative at 32.01, with each style evaluated across 400 respondents. Standard deviations are 4.65 for Permissive, 5.39 for Authoritarian, and 5.10 for Authoritative. This suggests that while there are slight differences in mean scores between Nuclear and Joint families, the variations are not substantial, indicating similar parenting style tendencies across different family structures.

			Sum of Squares	df	Mean Square	F	Sig.
PERMISSIVE * FAMILY STATUS	Between Groups	(Combined)	23.286	1	23.286	1.077	0.300
	Within Groups		8602.704	398	21.615		
	Total		8625.990	399			
AUTHORITARIAN * FAMILY STATUS	Between Groups	(Combined)	0.851	1	0.851	0.029	0.864
	Within Groups		11592.446	398	29.127		
	Total		11593.298	399			
AUTHORITATIVE * FAMILY STATUS	Between Groups	(Combined)	6.755	1	6.755	0.259	0.611
	Within Groups		10365.205	398	26.043		
	Total		10371.960	399			

The ANOVA results provided detail the influence of family status (Nuclear vs. Joint) on different parenting styles—Permissive, Authoritarian, and Authoritative. For the Permissive style, the analysis reveals a between-groups sum of squares of 23.286 with 1 degree of freedom, resulting in a mean square of 23.286. The corresponding F-statistic is 1.077, indicating a non-significant effect with a p-value of 0.300. This suggests that there is no statistically significant difference in Permissive parenting scores between Nuclear and Joint family setups. For the Authoritarian style, the between-groups sum of squares is notably lower at 0.851, also with 1 degree of freedom, and a mean square of 0.851. The F-statistic here is 0.029, reflecting a very weak association, as underscored by a high p-value of 0.864. This indicates an even less significant difference in Authoritarian parenting styles across family types than observed in the Permissive style. Lastly, the Authoritative style shows a between-groups sum of squares of 6.755 with 1 degree of freedom, and a mean square of 6.755. The F-statistic for this style is 0.259, with a p-value of 0.611. This result, like the others, shows no significant differences in Authoritative parenting scores between Nuclear and Joint families. Overall, these results consistently indicate that family status—whether Nuclear or Joint—does not significantly influence the parenting styles studied, as none of the parenting styles show statistically significant differences between the two family types.

Conclusion

Influence of Family Status on Parenting Styles:

The impact of family status (Nuclear vs. Joint families) on parenting styles was analyzed using ANOVA. The results showed non-significant p-values for all three parenting styles, indicating that the type of family structure does not significantly influence the way parents tend to engage in Permissive, Authoritarian, or Authoritative parenting. The F-statistics were low across all styles, further underscoring the lack of a meaningful statistical relationship.

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