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Parenting style and Its Effect on Anxiety and Academic Performance among Students

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ABSTRACT:

Objective: The main purpose of this research was to study the effect of Gender (male & female) and levels (High & Low) of dimensions of Parenting Style on the measures of dependent variables (Anxiety and Academic Performance). Method: The sample for this research consisted of 300 female and male students. Purposive sampling technique was used. Data analysis was done descriptively by using mean and standard deviation and further two-way ANOVA with 2×2 factorial design was used. Screening Instrument: A parenting style and anxiety scale were used. Result: Research results revealed a significant independent effect of levels of all four types of parenting style on both measures of dependent variables (anxiety and academic performance). Significant interaction effects of gender × levels of democratic were found on anxiety and Significant interaction effects of gender × levels of autocratic parenting styles were found on academic performance.

Keywords: Anxiety, Parenting Style, Academic Performance, Gender

INTRODUCTION:

Parenting practices have a big impact on how children develop emotionally and psychologically, which in turn affects how well they do in school and how their mental health turns out. Different parenting styles have been found by researchers and are typically divided into four categories: permissive, authoritarian, authoritative, and uninvolved (Baumrind, 1966). A child's coping strategies, sense of self, and general academic achievement can all be impacted by the unique attitudes and actions associated with each parenting style. Children that get authoritative parenting, which is marked by high demands and attentiveness, have been shown to have better academic results and experience less anxiety (Pomerantz & Wang, 2009). On the other hand, students who experience authoritarian parenting—characterized by strong demands and little responsiveness—frequently experience anxiety and a decrease in self-efficacy, which impairs their academic performance. Permissive parenting has also been linked to academic underachievement and self-regulation issues. Permissive parenting is characterized by strong responsiveness but low demands (Maccoby & Martin, 1983). Alternatively, neglectful or disengaged parenting has been associated with negative mental health consequences, such as increased anxiety and less academic achievement (Steinberg, 2001). Furthermore, anxiety can both anticipate and result from academic issues, making the relationship between parental practices and kids' mental health crucial. High anxiety children frequently struggle to focus, perform well on tests, and cope with the stress of school, according to research (Eisenberg et al., 2001). These challenges may result in a pattern of poor performance, which would exacerbate anxiety and have a detrimental effect on self-worth. Considering the rising incidence of anxiety disorders among students worldwide, it is critical to comprehend how various parenting philosophies influence these experiences in order to create successful solutions. Using the body of previous research to show how parenting affects mental health and educational outcomes, this paper aims to investigate the relationship between parenting styles, anxiety, and students' academic performance. The four categories of parenting styles are as follows: The authoritative parenting style is frequently seen as the most advantageous for the growth of children. Authoritative parents are known for their strong demands and great reactivity. They usually provide assistance while upholding high standards, encouraging self-discipline and independence (Baumrind, 1991). Children of authoritative parents typically perform better academically, have greater emotional control, and experience less anxiety, according to numerous studies (Pomerantz & Wang, 2009). According to Smetana et al. (2006), the authoritative method promotes adaptive coping mechanisms and a strong sense of self-efficacy, both of which are essential for reducing anxiety associated with academic difficulties. In contrast, authoritarian parenting is distinguished by high expectations but little response. This strategy frequently leads to rigorous rules and expectations

that lack warmth or emotional support. According to research, children of authoritarian parents may suffer increased anxiety and reduced self-esteem, which can lead to poor academic performance (Lugo-Gil and Tamis-LeMonda, 2008). This parenting style's lack of encouragement and autonomy might lead to emotions of powerlessness, reducing resilience in the face of academic pressures (Steinberg et al., 1994). Parents that practice permissive parenting are indulgent and provide few rules, exhibiting strong responsiveness but low demands. Despite allowing for emotional warmth, this approach frequently causes children to struggle with self-regulation (Baumrind, 1991). According to research, children who experience permissive parenting may fail to set boundaries and manage their time well, two abilities that are essential for academic success (Maccoby & Martin, 1983). This can lead to academic underachievement. Conversely, low responsiveness and low demands are traits of uninvolved parenting. Neglectful or disinterested attitudes toward the child's needs may arise from this approach. Uninvolved parenting can have serious psychological repercussions, including elevated anxiety, despair, and subpar academic achievement (Steinberg, 2001). In these kinds of settings, kids frequently feel abandoned, which can make it harder for them to handle the demands and difficulties of school. The relationship between children's mental health and parental practices is intricate. Both a cause and a predictor of academic troubles are anxiety. High anxiety children frequently struggle with focus, completing tests, and handling stress at school, which can impair their performance and make their anxiety worse (Eisenberg et al., 2001). In order to reduce anxiety and foster academic performance, a supportive home environment is crucial, as this cyclical relationship highlights. Furthermore, parenting practices and their impacts on kids' anxiety and academic achievement are influenced by society and cultural issues. For example, families in collectivist cultures might place a higher value on academic success and interpersonal peace than in individualist societies, which could have an effect on how children feel about anxiety and academic expectations (Chao, 1994). Since anxiety disorders are becoming more common among students worldwide, it is crucial to comprehend how various parenting philosophies influence these experiences in order to create successful solutions. It is important to take in account how parenting practices affect children's self-perceptions and academic ability in addition to the direct effects they have. According to a study by Kins et al. (2013), children who had authoritative parents were less anxious, and this was associated with better academic achievement. This research highlights the value of emotional support in parenting strategies as a preventative measure against academic difficulties brought on by worry. Furthermore, whilst liberal parenting is caring, Zhang et al. (2015) found that it lacks the framework needed to enhance academic attainment, which causes certain kids to experience anxiety related to their academic performance. In permissive settings, the absence of standards can lead to poor time management and organizational abilities, which exacerbates homework anxiety. The effects of parenting approaches on anxiety and academic performance can vary depending on cultural origins (Farver et al. 2002). This suggests that some parenting techniques may work better in particular cultural situations. To create parental and educational strategies that are sensitive to cultural differences, it is imperative to comprehend these distinctions. According to a study by Baumeister et al. (2007), children who believe their parents are too critical of them may become anxious in performance-based settings because they dread failing. Their academic performance may be impacted by this anxiety, which can lead to a vicious cycle that makes both academic challenges and anxiety worse.

Objective of The Study

To study the effect of Gender (male & female), and levels (High & Low) of dimensions of Parenting Style on the measures of dependent variables (Anxiety and Academic Performance).

Hypothesis of The Study

The effect of Gender (Male & Female) and levels (High & Low) of dimensions of Parenting Style would differ significantly on the measures of dependent variables (Anxiety and Academic Performance).

METHODOLOGY:

Inclusion Criteria:

1. Graduation students between the ages of 21 and 25.
2. Students must be from college or university

Exclusion Criteria:

1. Students who fall under adolescent ages (10-18)
2. Students who have anxiety disorder

Sampling

Current study was employed on 300 students. In the Pratapgarh district of Uttar Pradesh, 75 male and 75 female students were selected from rural regions and 75 male and 75 female students were chosen from urban regions. Graduation students between the ages of 21 and 25 were chosen as participants. Regular students from college were selected for study by using purposive sampling technique.

Research Design
The study employed a two-way classification of
(a) The gender (Male & female)
(c) The levels of each 'dimension of parenting style' on the measures of dependent variables (Anxiety and Academic performance).
Two-way ANOVA with 2X2 factorial design (2 Gender X 2 Levels of each 'dimensions of parenting style' was used to analyze the data. In this design gender and levels of each dimension of parenting style were assumed as independent variables whereas anxiety and academic performance were assumed as dependent variables.

Behavioral Measures:
Parenting Style Scale (PSS GMMD) Gupta & Mehtani (2017): The Construction of Parenting Style Scale (PSS GMMD) is done by Gupta and Mehtani (2017). This scale has 44 components and is classified into four categories namely- Democratic, Autocratic, Permissive, and Uninvolved parenting styles. There are 5 options against every item of the scale. The five options belong to five responses namely, 'always', 'often', 'sometimes', 'rarely' and 'never'. To score the scale assign 4 marks to always, 3 marks to often, 2 marks to sometimes, 1 mark to rarely and 0 marks to never responses. The reliability of the scale was established with the help of test-Retest method and split half method by administering the parenting style scale on a representative sample.

Sinha Anxiety Scale: Sinha, D (1969)
This scale was constructed by Sinha, D, (1969). It contains 100 questions. Participants can respond in the form of yes or no. Participants can get a maximum score of 100 and lowest score of 1. Highest scores show high anxiety while lowest scores show low anxiety on this scale.

Academic Performance
Academic performance was assessed and categorized on the basis of grades of previous year. In this study we are following the university grading scheme of UP.

RESULT:

Significant independent and interaction effects on dependent variable measures were found for "gender" (male and female) and "level of each parenting style dimension (high and low scores) individually. By eliminating subjects who scored M +_ 1 SD on each parenting style dimension, a two-way classification of (i) the "gender" of students (male and female) and (ii) the "level" of each parenting style dimension (high and low scorers), separately, on the measure of dependent variables was accomplished.

Table 1: ***Mean & S. D. values over the levels of analysis: Gender (male & female) ×2 levels (low & high scorers) of Democratic dimension of parenting style for Academic performance and Anxiety***

Gender	**Levels of DPS**	**N**	**Democratic parenting style**	
		78	**Academic performance**	**Anxiety**
Female	**Low**	**M**	5.555	70.222
		SD	1.42	9.968
	High	**M**	7.866	46.133
		SD	1.187	9.425
	Total	**M**	6.606	59.27
		SD	1.748	15.49
Male	**Low**	**M**	5.629	55.74
		SD	0.791	10.132

	High	**M**	7.055	44.222
		SD	1.161	19.504
	Total	**M**	6.20	51.133
		SD	1.179	15.498
Total	**Low**	**M**	5.60	61.533
		SD	1.071	12.268
	High	**M**	7.456	45.09
		SD	1.225	15.553

The mean and SD values of academic performance and anxiety (The dependent variables) for low and high scorer male and female students on democratic parenting style (The independent variable) are given in table 1. Two -way ANOVA over the levels of analysis: Two gender (male and female) and two levels (low and high scorer) of democratic of parenting style are given in table 1.1.

Table 1.1*: 2×2 ANOVA: summary of two-way analysis (gender × two levels of Democratic dimension of parenting style) for Academic performance and Anxiety.*

	Source of variations	**Sum of squares**	**df**	**Mean squares**	**F-ratio**
Academic Performance	**Gender**	2.529	1	2.529	2.003
	Levels of democratic parenting style	65.012	1	65.012	51.498**
	Gender×levels of democratic parenting style	3.648	1	3.648	2.889
	Error	93.419	74	1.262	
	Total	3329.00	78		
Anxiety	**Gender**	1250.924	1	1250.924	7.670*
	Levels of democratic parenting style	5902.235	1	5902.235	36.189**
	Gender×levels of democratic parenting style	735.583	1	735.583	4.510*
	Error	12069.14	74	163.096	
	Total	251845.00	78		

****significant at 0.01 level**
***significant at 0.05 level**

Results of two - way ANOVA (vide table 1.1) shown non-significant main effect of 'gender' on academic performance ($F= (1, 74) =2.003$, $p>0.05$) and significant main effect of 'gender' on anxiety ($F= (1, 74) =7.67$ $p<0.05$). Simultaneously,

results also indicated significant main effect of 'levels of democratic parenting style' on academic performance (F= (1, 74) = 51.498, p<0.01) and significant main effect of 'levels of democratic parenting style' on anxiety (F = (1, 74) = 36.189, p<0.01). Results also revealed the non-significant interaction effect of gender×levels of democratic parenting style on academic performance (F = (1, 74) =2.889, p>0.05) and significant interaction effect of gender×levels of democratic parenting style on anxiety (F = (1, 74) =4.51, p<0.05).

Table 1.3: ***Summary of tukey test showing the patterns of mean differences in significant interaction between 'gender × democratic dimension of parenting style (high and low scorer)' on Anxiety***

		M/H	**F/H**	**M/L**	**F/L**
	Mean	**44.22**	**46.13**	**55.74**	**70.22**
F/L	**44.22**	×	-1.91	-11.51*****	-26.00*****
M/L	**46.13**		×	-9.60	-24.08*****
M/H	**55.74**			×	-14.48*****
F/H	**70.22**				×

*** significant at .05 level**

F/L= low scorer female, M/L= low scorer male F/H= high scorer female, M/H= low scorer male
Tukey test revealed (table 1.3) significantly high anxiety in females (M=70.22) with low scores on democratic parenting style as compared to high scorers (M=44.22) and low scorers (M=55.74) of male. Additionally, significantly high anxiety in low scorer male and female as compared to high scorer male and female on democratic parenting style.

Table 2 : ***Mean & SD values over the levels of analysis: Gender (male & female) ×2 levels (low & high scorers) of autocratic dimension of parenting style for Academic performance and Anxiety***

Gender	**Levels of APS**	**N**	**Autocratic parenting style**	
		148	**Academic performance**	**Anxiety**
Female	**Low**	**M**	8.23	42.941
		SD	1.256	4.99
	High	**M**	5.523	69.67
		SD	1.167	10.597
	Total	**M**	7.20	53.181
		SD	1.799	15.157
Male	**Low**	**M**	7.918	33.442
		SD	1.307	11.546
	High	**M**	6.194	55.722
		SD	1.141	14.847
	Total	**M**	6.289	41.711
		SD	1.492	16.711

Total	**Low**	**M**	8.031	36.842
		SD	1.291	10.714
	High	**M**	5.947	60.894
		SD	1.865	14.847

The mean and SD values of academic performance and anxiety (The dependent variables) for low and high scorer male and female students on autocratic parenting style (The independent variable) are given in table 2 Two -way ANOVA over the levels of analysis: Two gender (male and female) and two levels (low and high scorer) autocratic parenting style are given in table 2.1

Table 2.1: ***2×2 ANOVA: summary of two-way analysis (gender × two levels of autocratic dimension of parenting style) for Academic performance and Anxiety***

	Source of variations	**Sum of squares**	**df**	**Mean squares**	**F-ratio**
Academic Performance	**Gender**	1.03	1	1.03	0.670
	Levels of autocratic parenting style	162.29	1	162.29	105.538**
	Gender×levels of autocratic parenting style	8.052	1	8.052	5.236*
	Error	227.585	148	1.538	
	Total	8380.00	152		
Anxiety	**Gender**	4571.28	1	4571.28	36.468**
	Levels of autocratic parenting style	19891.103	1	19891.103	158.683**
	Gender×levels of autocratic parenting style	18551.963	1	18551.963	1.357
	Error	18551.963	148	125.351	
	Total	363449.00	152		

****significant at 0.01 level**
***significant at 0.05 level**

Results of two - way ANOVA (vide table 2.1) shown non-significant main effect of 'gender' on academic performance ($F=(1, 148)=0.67$, $p>0.05$)and significant main effect of 'gender' on anxiety ($F=(1, 148) = 36.468$ $p<0.01$).Simultaneously, results also indicated significant main effect of 'levels of autocratic parenting style' on academic performance ($F=(1,148)=105.538$, $p<0.01$) and significant main effect of 'levels of autocratic parenting style' on anxiety ($F=(1, 148)=158.683$, $p<0.01$). Results also revealed the significant interaction effect of gender×levels of autocratic of parenting style on academic performance ($F= (1, 148) =5.236$, $p<0.05$) and non-significant interaction effect of gender×levels of autocratic parenting style on anxiety ($F= (1, 148) =1.357$, $p>0.05$).

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Table 2.2: ***Summary of tukey test showing the patterns of mean differences in significant interaction between 'gender × autocratic parenting style (high and low scorer)' on Academic performance***

		F/H	M/H	M/L	F/L
	Mean	**5.52**	**6.19**	**7.92**	**8.24**
F/H	**5.52**	×	-0.67	-2.39*****	-2.71*****
M/H	**6.19**		×	-1.72*****	-2.04*****
M/L	**7.92**			×	-0.32
F/L	**8.24**				×

*** significant at .05 level**

F/L= low scorer female, M/L= low scorer male
F/H= high scorer female, M/H= low scorer male
Tukey test (table 2.2) revealed significantly high academic performance in female (M=70.22 and male (M=55.74) with low score on autocratic of parenting style in comparison to high scorer female (M=46.13) and high scorer male (M=44.22).

Table 3: **Mean & S. D. values over the levels of analysis: Gender (male & female) ×2 levels (low & high scorers) of Permissive parenting style for Academic performance and Anxiety**

Gender	**Levels of PPS**	**N**	**Permissive parenting style**	
		142	**Academic performance**	**Anxiety**
Female	**Low**	**M**	8.583	43.22
		SD	1.227	6.428
	High	**M**	6.375	61.625
		SD	1.746	16.229
	Total	**M**	7.903	48.884
		SD	1.729	13.396
Male	**Low**	**M**	8.022	35.244
		SD	1.499	14.74
	High	**M**	6.777	51.444
		SD	1.241	15.44
	Total	**M**	7.40	43.344
		SD	1.505	17.082
Total	**Low**	**M**	8.271	38.79
		SD	1.405	12.394

	High	**M**	6.672	54.114
		SD	1.387	16.162

The mean and SD values of academic performance and anxiety (The dependent variables) for low and high scorer male and female students on permissive parenting style (The independent variable) are given in table 3. Two -way ANOVA over the levels of analysis: Two gender (male and female) and two levels (low and high scorer) of permissive parenting style are given in table 3.1.

Table 3.1: ***2×2 ANOVA: summary of two-way analysis (gender × two levels of Permissive dimension of parenting style) for Academic performance and Anxiety***

	Source of variations	**Sum of squares**	**df**	**Mean squares**	**F-ratio**
Academic Performance	**Gender**	0.186	1	0.186	0.097
	Levels of permissive sub factor of parenting style	88.491	1	88.491	46.038**
	Gender×levels of permissive parenting style	6.896	1	6.896	3.588
	Error	265.256	138	1.922	
	Total	8531.00	142		
Anxiety	**Gender**	2447.444	1	2447.444	13.262**
	Levels of permissive parenting style	36.017	1	36.017	48.159**
	Gender×levels of permissive parenting style	25467.394	1	25467.394	0.195
	Error	25467.394	138	184.546	
	Total	328475.00	142		

****significant at 0.01 level**
***significant at 0.05 level**

Results of two - way ANOVA (vide table 3.1) shown non-significant main effect of 'gender' on academic performance ($F=(1, 138)=0.097$, $p>0.05$)and significant main effect of 'gender' on anxiety ($F=(1, 138)=13.262$, $p<0.01$).

Simultaneously, results also indicated significant main effect of 'levels of permissive parenting style' on academic performance ($F=(1,138) = 46.038$, $p<0.01$) and significant main effect of 'levels of permissive parenting style' on anxiety ($F=(1, 138)=48.159$, $p<0.01$). Results also revealed the non-significant interaction effect of gender×levels of permissive parenting style on academic performance ($F=(1, 138) =3.588$, $p>0.05$) and non-significant interaction effect of gender×levels of permissive parenting style on anxiety ($F=(1, 138) =0.195$, $p>0.05$).

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Table 4: ***Mean & S. D. values over the levels of analysis: Gender (male & female) ×2 levels (low & high scorers) of uninvolved dimension of parenting style for Academic performance and Anxiety***

Gender	**Levels of UPS**	**N**	**Uninvolved parenting style**	
		127	**Academic performance**	**Anxiety**
Female	**Low**	**M**	8.166	43.694
		SD	1.36	6.619
	High	**M**	6.395	57.291
		SD	1.51	15.59
	Total	**M**	7.15	51.461
		SD	1.689	14.21
Male	**Low**	**M**	8.20	35.76
		SD	1.03	17.105
	High	**M**	7.153	56.69
		SD	1.625	15.818
	Total	**M**	7.883	42.09
		SD	1.313	19.185
Total	**Low**	**M**	8.181	40.09
		SD	1.214	13.036
	High	**M**	6.557	57.163
		SD	1.604	15.509

The mean and SD values of academic performance and anxiety (The dependent variables) for low and high scorer male and female students on uninvolved parenting style (The independent variable) are given in table 4. Two -way ANOVA over the levels of analysis: Two gender (male and female) and two levels (low and high scorer) of uninvolved parenting style are given in table 4.1.

Table 4.1: **2×2 ANOVA: summary of two-way analysis (gender × two levels of Uninvolved dimension of parenting style) for Academic performance and Anxiety**

	Source of variations	**Sum of squares**	**df**	**Mean squares**	**F-ratio**
Academic Performance	**Gender**	3.942	1	3.942	2.063
	Levels of uninvolved parenting style	49.95	1	49.95	26.147**
	Gender×levels of uninvolved parenting style	3.306	1	3.306	0.191
	Error	234.971	123	1.910	

	Total	7282.00	127		
Anxiety	**Gender**	457.69	1	457.69	2.303
	Levels of uninvolved parenting style	7502.025	1	7502.025	37.744**
	Gender×levels of uninvolved parenting style	338.054	1	338.054	1.701
	Error	2447.69	123	198.762	
	Total	330891.00	127		

***significant at 0.05 level**
****significant at 0.01 level**

Results of two - way ANOVA (table 4.1) shown non-significant main effect of 'gender' on academic performance (F = (1, 123)=2.063, p>0.05)and non-significant main effect of 'gender' on anxiety (F=(1, 123) = 2.303, p<0.05).Simultaneously, results also indicated significant main effect of 'levels of uninvolved parenting style' on academic performance (F=(1,123) = 26.147, p<0.01) and significant main effect of 'levels of uninvolved parenting style' on anxiety (F=(1, 138) = 37.744, p<0.01). Results also revealed the non-significant interaction effect of gender×levels of uninvolved parenting style on academic performance (F= (1, 123) =0.191, p>0.05) and non-significant interaction effect of gender×levels of uninvolved parenting style on anxiety (F=(1, 123) =1.701, p>0.05).

DISCUSSION

The present study aimed to sharpen the understanding of how the integrity of the parents-students relationship affects students ' academic motivation, academic performance and anxiety level. Result table 1.1 revealed (a) a significant independent effect of the 'gender' variable on anxiety. It means that gender has a significant effect on anxiety. Mean comparison of scores of genders revealed (1.1) that females had more anxiety as compared to males. (b) significant independent effects of 'levels of democratic Subfactor of parenting style' on anxiety. Mean comparison of the high and low scorers on democratic Subfactors of parenting style revealed low scorers as compared to high scorer students on democratic subfactors of parenting style manifested high levels of anxiety. (c) interaction effect among 'gender and levels of democratic subfactors of parenting style' had been seen on measures of anxiety. The Tukey test table 1.2 revealed significantly more anxiety in low scorer male and female students because they scored high on democratic subfactor of parenting style as compared to high scorer male and female students. Results (wide table 1.1) revealed(a) non-significant independent effect of gender variable on academic performance. It leads to the conclusion that gender has no significant effect on academic performance. (b)significant independent effects of 'levels of democratic subfactor of parenting style' on academic performance. Mean comparison of high and low scores on democratic subfactor of parenting style revealed high scorers as compared to low scorer students on democratic subfactor of parenting style achieved high grades on academic performance. (c) interaction effect among the gender (male & female) and levels of democratic subfactor of parenting style variables could not be seen on academic performance. It is often known that authoritative parenting helps kids accomplish well in school and experience less anxiety. According to a research by Dornbusch et al. (1987), students from authoritative homes performed better academically and had lower anxiety and depression rates than their counterparts who were reared by permissive or authoritarian parents. According to the authors, children who experience authoritative parenting's supportive style are more likely to ask for assistance and practice good problem-solving techniques, which are critical for both academic achievement and emotional control. Results table (2.1) revealed (a) significant independent effect of the 'gender' variable on anxiety. It means that gender has a significant effect on anxiety. Mean comparison of scores of genders revealed (2.1) that females had more anxiety as compared to males on autocratic subfactors of parenting style (b) significant independent effects of 'levels of autocratic subfactor of parenting style' on anxiety. Mean comparison of the high and low scorer on autocratic Subfactors of parenting style revealed high scorers as compared to low scorer students on autocratic subfactors of parenting style manifested high levels of anxiety. (c) interaction effect among 'gender and levels of autocratic subfactors of parenting style' could not be seen on the measure of anxiety. Results (vide table 2.1) also revealed(a) non-significant independent effect of gender variable on academic performance. It leads to the conclusion that gender has no significant effect on academic performance. (b) significant independent effects of 'levels of autocratic subfactors of parenting style' on academic performance. Mean comparison of high and low scores on the autocratic subfactor of parenting style (vide table 2.1) revealed low scorers as compared to

high scorer students on the autocratic subfactor of parenting style achieved high grades on academic performance. (c) interaction effect among the gender (male & female) and levels of autocratic subfactor of parenting style variables had been seen on measures of academic performance.

Tukey test (2.2) revealed significantly high academic performance in low scorer male and female students because they scored low on the autocratic subfactor of parenting style as compared to high scorer male and females' students who scored high on the autocratic subfactor of parenting style. Research indicates that youngsters who grow up in authoritarian settings—which are marked by rigid regulations and high expectations—may become too watchful in the classroom. Tiwari et al. (2019) found that children of authoritarian parents frequently suffer from anxiety resulting from a fear of failing, which has a negative impact on their academic performance. In scholastic settings, these kids often absorb pressure, which results in avoidance tactics that lower their overall performance and raise anxiety levels. Another study by Benitez et al. (2020) looked at how students ' coping strategies in demanding academic settings are impacted by various parenting philosophies. According to the research, teenagers with strong parental authority are more likely to use stress-reduction strategies that lower anxiety and boost academic achievement, such as problem-solving and reaching out for social support. On the other hand, children of authoritarian or neglectful parents are more likely to exhibit maladaptive coping mechanisms, which raise anxiety and have a detrimental effect on their academic performance. Results (vide Table 3.1) revealed (a) significant independent effect of the 'gender' variable on anxiety. It means that gender has a significant effect on anxiety. Mean comparison of scores of genders revealed (vide table) that females had more anxiety as compared to males on permissive subfactor of parenting style (b) significant independent effects of 'levels of permissive subfactor of parenting style' on anxiety. Mean comparison of the high and low scorers on the permissive subfactor of parenting style (vide table 3.1) revealed high scorers as compared to low scorer students on permissive subfactors of parenting style manifested high levels of anxiety. (c) interaction effect among 'gender and levels of permissive subfactors of parenting style' could not be seen on the measure of anxiety. Results (vide table 3.1) also revealed(a) non-significant independent effect of gender variable on academic performance. It leads to the conclusion that gender has no significant effect on academic performance. (b)significant independent effects of 'levels of permissive subfactor of parenting style' on academic performance. Mean comparison of high and low scores on the permissive subfactor of parenting style (3.1) revealed low scorers as compared to high scorer students on the permissive subfactor of parenting style achieved high grades on academic performance. (c) interaction effect (vide table 3.1) among the gender (male & female) and levels of permissive subfactor of parenting style variable could not be seen on a measure of academic performance. Permissive parenting fosters emotional warmth, but it can also result in erratic academic results. A study by Schaffer and Hsu (2020) found that children with permissive parents frequently have trouble managing their time and exercising self-control. According to the study, these kids may do well in school at first because of their laid-back surroundings, but when faced with academic difficulties, their anxiety levels frequently rise because they are ill-prepared to handle demanding standards. This incapacity to handle the demands of school can therefore result in poorer performance and elevated anxiety. Results (vide Table 4.1) revealed (a) non-significant independent effect of the 'gender' variable on anxiety. (b) significant independent effects of 'levels of uninvolved subfactor of parenting style' on anxiety. Mean comparison of the high and low scorers on the uninvolved subfactor of parenting style (vide table 4.1) revealed high scorers as compared to low scorer students on uninvolved subfactors of parenting style manifested a high level of anxiety. (c) interaction effect (vide Table 4.1) among 'gender and levels of uninvolved subfactors of parenting style' could not be seen on the measure of anxiety. Results (vide table 4.1) also revealed(a) non-significant independent effect of gender variable on academic performance. It leads to the conclusion that gender has no significant effect on academic performance. (b)significant independent effects of 'levels of uninvolved subfactor of parenting style' on academic performance. Mean comparison of high and low scores on the uninvolved subfactor of parenting style (vide table 4.1) revealed low scorers as compared to high scorer students on the permissive subfactor of parenting style achieved high grades on academic performance. (c) interaction effect (vide table 4.1) among the gender (male & female) and levels of uninvolved subfactor of parenting style variables could not be seen on a measure of academic performance. Neglectful or absentee parenting has a substantial correlation with poor mental health and academic outcomes for kids. According to research by Park et al. (2021), children from uninvolved backgrounds perform worse academically and exhibit far higher levels of anxiety than their counterparts with more involved parental approaches. The study highlights how important parental participation is in developing resilience and emotional security, two qualities that are essential for academic success.

CONCLUSION

Parenting practices have a complex effect on anxiety and academic performance. By fusing emotional support with unambiguous expectations, an authoritative approach typically provides the most well-rounded advantages, lowering anxiety and fostering academic success. On the other hand, permissive parenting may not offer the structure required for steady academic performance, while excessively harsh (authoritarian) or uninvolved (neglectful) approaches may increase anxiety and hinder academic progress.

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