

Impact of Parenting Style on Academic Achievement of Adolescents with Hearing Impairment

Dr.Ch.Baby Prasuna

Asst. Professor, Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati

Abstract - Education today is across roads and it is the responsibility of educationists to change or modify the approaches, to meet the ever changing and challenging situations in the educational sector especially for disabled children as they need more attention. Nowadays, parenting style certainly is an interesting and important topic. Many factors influence the performance of student's example peers, school atmosphere, teachers, teaching method, positive schooling, socioeconomic status, motivation and parent involvement but "Parenting style" and "Good Subjective Well-being" is the most significant factors. In this way, we can improve the Wellbeing & behavior of a child and increase their overall performance along with academic achievement so that our country can grow and prosper in all aspects. The study is significant, and it may help the parents to understand role and involvement to make children successful in academics, by adapting appropriate parenting styles, so as to enhance the student's achievement. This study is descriptive in nature. The sample size is 200 hearing impaired children. The data is collected from survey approach. Any successful transformation in or adapting a particular learning style will reap the academic success in hundred folds.

Index Terms - Parenting Style, Academic achievement, Hearing impaired, adolescent etc.

1.INTRODUCTION

Parenting is a process of character, helping the physical, emotional, social and mental progress of a youngster from infancy to maturity. Parenting is important with a purpose to aid youngsters develop optimistic, good adjusted and ultimate individuals. Parenting refers back to the part of raising the little one additionally to the biological relationships.

Parents are the most significant influence on their children's growth and development. For the benefit of their children, parents use a wide range of parenting methods. The prosperity and progress of a nation can be greatly aided by the efforts of the younger

generation. In order for the next generation to succeed in all aspects of life, including education, they must have a positive and healthy psycho-social development. More attention and positive bonding is needed for the development of children with disabilities. Parenting styles capture two significant essentials of parenting: parental Demandingness and parental responsiveness and (Martin & Macooby 1983). Parental responsiveness refers to "the extent to which parents intentionally foster individually, self-regulation and self-assertion by being attuned supportive and acquiescent to children's special needs and demands". Parental demandingness refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, 1991).

The term "academic performance" refers to the sum total of a student's educational achievements. Institutions have different criteria for determining how well their students perform. How well a student does in school can be gauged by their communication skills, study habits and grades as well as their inventiveness, work ethic and attitude. There are a number of ways to accomplish educational goals. Parenting style influences the choosing of positive and negative tactics for training and raising a child. Authoritative parents' children exhibit a low level of failure, task-irrelevant behavior and low levels of passivity, while neglected children exhibit a high level of passivity and a lack of self-enhancing attributions. Findings from a number of researches demonstrate that children raised in a happy environment are healthier and more successful. Parenting can help you develop a strong feeling of self-worth and self-confidence. A resilient, socially competent, emotionally robust student is one who has been raised in the best parenting techniques, and such a student has the capacity to explore new opportunities.

2. REVIEW OF LITERATURE

Nyarko, K. (2014) investigated the impact of parenting styles on children's academic success. The findings indicate that there are inconsistencies in the effects of parenting styles on children's academic performance, and that most single mothers use a permissive parenting style, which may be the cause of their children's poor academic performance when compared to children from families with both parents.

Onongha G, I., (2015) attempted to study the influence of parent-adolescent conflict on adolescent academic performance, and the study has shown that parent-adolescent complicity impacted significantly and negatively on the adolescent's academic performance. No significant gender difference is observed in parent-adolescent conflict and adolescent academic performance. This is because the impact of parent-adolescent conflict exerted a similar effect on both male and female adolescents, as both are affected or denied parental care and attention. Additionally, the results demonstrated a significant influence of parent-adolescent conflict on the academic performance of male adolescents. However, no significant influence was indicated on female adolescents' academic performance.

Zahedani, Z, Z., et, al., (2016) The purpose of this study was to look at the relationship between parenting styles, academic achievement, and students' career paths. The findings revealed that there was a substantial link between authoritarian parenting style and educational success.

Gupta, M. et, al., (2017) The purpose of this study was to look at the academic accomplishment of senior secondary school pupils in connection to their parenting styles. The major effect of parenting style and gender on senior secondary school children's academic achievement was shown to be significant. However, there was no evidence of a substantial effect of the type of school. On the academic achievement of senior secondary school children, no significant interaction effect of parenting style and type of school & type of school and gender was discovered. On the other hand, the academic achievement of senior secondary school children was found to have a substantial interaction effect of parenting style and gender. The triple interaction effect of parenting style, school type, and gender on senior secondary school

kids' academic achievement was shown to be insignificant.

V. S. Golan et al. (2019) conducted study on adolescent subjective well-being, parent-adolescent relationship, and perceived parenting style, and found that the parent-child relationship is linked to parenting style and adolescent subjective wellbeing.

3. METHODOLOGY

3.1 Research Design

For quantitative data analysis. 'Descriptive Survey Research Design' was used because it describes the phenomena in its natural settings and collected data would be generalized to the entire population.

3.2 Sample Size:

The present study was conducted on 200 adolescents of secondary to senior secondary (12 to 18 years age groups) of Hyderabad. The ratio of respondents was equal based on gender, 80 girls and 120 boys.

3.3 Variables of the study

Dependent Variable:

- Academic Achievement.

Independent Variables:

- Parenting Style.

Demographic Variable:

- Gender.

3.4 Data Collection

In this study, the survey method was employed for quantification of collected data and an interview method was implemented for the collection of qualitative data.

3.5 Research Tools:

Parenting Style : In this study, parenting style was measured using a standardized tool The scale of parenting formulated by R.L.Bharadwaj et al. (1998) intended to measure the perceptions of the individual or one's own feelings as to know how he/she is brought up by his/her parents, is used in this study. The scale consists of eight modes of parenting with 40 items in total.

To analyze the collected data, SPSS package version 16 was used, and all the hypothesis were tested at a 0.01 level of significance. For the analysis of the data,

Chi-square values were computed to know the significant associations were used.

TABLE 1: Details of Demographic Variable

Variable	Value Label	Frequency (Valid %)	Total
Gender	Male	120 (60 %)	200 (100 %)
	Female	80 (40 %)	

4. HYPOTHESIS TESTING

TABLE 2: Significant difference in the mean of Academic Achievement with respect to gender (Male / Female)

Variable	Groups	N	Scores in Mothering, Fathering and Parenting as a whole											
			Mothering				Fathering				Parenting			
			Low		High		Low		High		Low		High	
			F	%	F	%	F	%	F	%	F	%	F	%
Gender	Male	120	56	46.67	64	53.3	58	48.3	62	51.67	38	31.6	82	68.3
	Female	80	4	5	76	95	11	13.75	69	86.25	2	2.5	78	97.5
	Total	200	60	30	140	70	69	34.5	131	65.5	40	20	160	80
	χ^2		39.683**				25.405**				25.521**			

It is evident from table- 2, the obtained χ^2 values 39.683, 25.405 and 25.521 were significant at 0.01 level of significance with respect to the mothering, fathering and parenting as a whole respectively. It infers that there is a significant association between parenting as a whole, mothering, fathering and gender. It also shows that more girls have given high score for mothering, fathering and parenting compared to male. It means that the mothering, fathering and parenting are different for male and female.

Hence, the formulated hypothesis was rejected. It is concluded that there was a significant association

“There would be no association between parenting of Hearing-Impaired adolescent students with respect to their gender”.

This null hypothesis has been tested statistically with the non-parametric test Chi-square to find out whether there is any significant association between Parenting style and Gender of adolescent students with hearing impairment. The results are presented in table-

between gender background of hearing-impaired adolescent students and parenting style.

TABLE 3: Academic Achievement of hearing-impaired adolescent students with respect to Gender “There would be no association between academic achievement of Hearing-Impaired adolescent students with respect to their gender”.

The formulated null hypothesis has been tested statistically using non-parametric test, Chi-square to find out whether there is any significant association between academic achievement and gender background of adolescent students with hearing impairment. The results are presented in table – 3

Academic achievement of hearing-impaired adolescent students with respect to Parenting style.

Academic achievement	Mothering				Fathering				Parenting as a whole				Total	
	Low		High		Low		High		Low		High		N	%
	N	%	N	%	N	%	N	%	N	%	N	%		
A1	2	12.5	14	87.5	2	12.5	14	87.5	1	6.25	15	93.75	16	8
A2	5	25	15	75	5	25	15	75	2	10	18	90	20	10
B1	5	20	20	80	3	12	22	88	2	8	23	92	25	12.5
B2	12	34.286	23	65.714	14	40	21	60	10	28.571	25	71.429	35	17.5
C1	11	28.947	27	71.053	12	31.579	26	68.421	5	13.158	33	86.842	38	19
C2	12	38.71	19	61.29	18	58.065	13	41.935	13	41.935	18	58.065	31	15.5
D	7	30.435	16	69.565	8	34.783	15	65.217	2	8.6957	21	91.304	23	11.5
E	6	50	6	50	7	58.333	5	41.667	5	41.667	7	58.333	12	6
Total	60	30	140	70	69	34.5	131	65.5	40	20	160	80	200	100
χ^2	7.496@				21.073**				22.790**					

** Significant at 0.01 level

The table - 3 indicates that the chi-square values show that there is a significant association between fathering, parenting as a whole and academic achievement. The calculated chi-square values 21.073 and 22.790 were found to be significant at 0.01 level for fathering and parenting as a whole respectively. It shows that there is an association between fathering, parenting as a whole and academic achievement. This

makes the hypothesis that “there would be no significant association between fathering and parenting as a whole and academic achievement of adolescent students with Hearing Impairment was rejected. But in the case of mothering the chi-square value 7.496 was not statistically significant. Hence the hypothesis was accepted with respect to mothering. Further table - 19 also indicates that the adolescents

whose parent's style of parenting is high were obtained A1 to C1 academic achievement grades. Whereas whose parent's style of parenting is low were obtained from C2 to E academic achievement grades. It clearly shows that the parenting style is influencing the academic achievement of hearing-impaired adolescents and vice versa.

5. CONCLUSION

The development of a healthy relationship between parents and children that focuses on the individual needs of children will have a significant impact on the success of children in both their home and school environments, especially in early childhood. Children's school preparation and academic performance might be positively impacted if the contact goes well. Thus, by the findings of quantitative study, it is concluding that Parent's play a significant role in the life of their child. Parent's Parenting style affect the overall development of child. But Parent's parenting style do not enhance the academic achievement of adolescents. According to the findings presented here, there is no association between parenting approaches and the academic achievement of children with hearing impairments for school, either simultaneously or partially.

REFERENCES

[1] Golan V, S., & Goldberg A., (2019), Subjective well-being, parent-adolescent relationship, and perceived parenting style among Israeli adolescents involved in a gap- year volunteering service, *Journal of Youth Studies*, Volume 22, 2019 - Issue 8, PN. 1068-1082.

[2] Gupta, M., & Mehtani, D. (2017) Effect of parenting style on academic achievement of senior secondary school students: An analytical analysis" *International Journal of Advance Research Management and Social Sciences*, Vol.6, No.10.

[3] Institute of Education and Research Page 138 Masud, S., Mufarrih, S, H., Qureshi, N, Q., Khan, F., Khan, S., & Khan, M, N., (2019) Academic Performance in Adolescent Students: The Role of Parenting Styles and Socio-Demographic Factors – A Cross Sectional Study from Peshawar, Pakistan, *Front Psychol*, V-10.

[4] Khan, R.M.A., Iqba, N., & Tasneem, S., (2015) The influence of Parents Educational level on Secondary School Students Academic achievements in District Rajanpur, *Journal of Education and Practice*, Vol 6, No 16.

[5] Nasreen, A., & Naz, A., (2013) A Study of Factors Effecting Academic Achievement of Prospective Teachers, *Journal of Social Science for Policy Implications*, pp. 23-31.

[6] Nyarko, K., (2014) Parenting Styles and Children's Academic Performance, In: Selin H. (eds) *Parenting Across Cultures. Science Across Cultures: The History of Non-Western Science*, vol 7. Springer, Dordrecht.

[7] Odongo, A.A., Aloka, P, J, O., & Raburu, P., (2016) Influence of Parenting Styles on the Adolescent Students' Academic Achievement in Kenyan Day Secondary Schools, *Journal of Education and Practice*, Vol.7, No.15, Page No-101-107.

[8] Onongha G, I., (2015) Influence of Parent-Adolescent Conflict on Adolescent Academic Performance in Oriade Local Government Area, Osun State, Nigeria, *International Journal of Educational Research and Information Science* 2015, pp. 61- 66.

[9] Qadri M, A., (2018) 'Parental Educational status and Academic Achievement of students' *IJCRT | Volume 6, Issue 1 March 2018*, PN- 11 to 20.

[10] Sarika, P., (2017) A comparative study on academic performance of rural and urban Secondary students with special reference to lakhimpur district of assam, *International education and research journal*, Vol-3, No- 7.

[11] Siddiqui, A., (2014) Determining the Impact of Subjective Well-Being on Academic Achievement of Children in District Faisalabad in Mediterranean, *Journal of Social Sciences* 5(23):2673-2678.

[12] Zahedani, Z, Z., Rezaee R., Yazdani Z., Bagheri S., & Nabeiei, P., (2016) The relationship between parenting styles, academic achievement and career path of students at Shiraz University of Medical Sciences, *Journal of Advances in Medical Education & Professionalism*, 130–134.