

Parenting Style, Goal Orientation And Academic Achievement

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Abstract: In the present research paper efforts were made to explore the variations in perceived parenting style, goal orientation and academic achievement of the participants in relation to residential background, grade and gender of the participants. Besides this, the relationship of parenting style and goal orientation with academic achievement of the participants was also examined. To achieve this, data were obtained on 280 male and female students studying in IXth and XIth grade from rural and urban background. Standard tools assessing parenting style and self-efficacy was used in this study. Results indicated that students coming from different residential background perceived their parenting styles and goal orientation differently. Results also manifested that parenting style and goal orientation dimensions were positively related with academic achievement.

Keywords: Parenting style goal orientation d academic achievement.

Parenting style has been a major topic of the study for the later part of the 20th century. Parenting styles are the manner in which parents rear their children. Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. The role of parents play in child development is commonly referred to as socialization (Holden, 2010). Socialization can be defined as “the process whereby an individuals are taught the skills, behavior patterns, values and motivation needed for competent functioning in the culture in which the child is growing up” (Maccoby, 2007). Dornbush (1996) found empirical evidence of what most parents’ and educators know from experience that parents have a strong influence on secondary school students. Parents play an important role in the development of their children. According to Baumrind(1967) high school students grown up with different parenting style varied in their degree of social competence. Baumrind (1971) proposed a theory of parenting style which posits that the manner in which parents’ resolve their child’s joint need for both nurturance and limits-setting has a major impact on the degree of social competence achieved and the behavioral adjustment of their children

A goal is a desired result that a person or a system envisions, plans and commits to achieve: a personal or organizational desired end-point in some sort of assumed development. Many people make effort to reach goals within a specified time by setting timeslots. It is similar to purpose or aim, the anticipated result which guides reaction, or an end, which is an object, either a physical object or an abstract object, that has intrinsic value. Goals can be long-term, intermediate, or short-term (Creek et. al., 2008). The concept of goal orientation was developed to describe variability in dispositional or situational goal preferences that an individual implicitly sets for him /herself in achievement situation. The initial conceptualizations of goal orientation were proposed in the 1970s by J.A. Eison. Goal orientation assists in allowing a motivational framework for how individual perceive, interpret and judge reaction to key events in their lives. Academic achievement or academic performance is the outcome of education- the extent to which a student, teacher or institute has achieved their educational goals. Academic achievement is commonly measured by examination of continuously assessment and also standardized by Psychological scale. The present study is that the influence of parental involvement and parental style on academic achievement of high school students.

Objectives

- To examine the pattern of perceived parenting style, goal orientation and academic achievement by male and female students studying in different grades (9th & 11th) belonging to different residential background (urban and rural) schools?
- To examine the pattern of relationships of parenting style and goal orientation dimensions with academic achievement?

Hypotheses

- Parenting style, goal orientation and academic achievement will be perceived differently by the male and female students, studying in rural and urban areas schools and belonging to different grades.
- There will be significant positive relationships of parenting style and goal orientation dimensions with academic achievement.

METHOD

Sample: A total of 280 male and female participants studying in class IX and class XI of different schools located in rural and urban area participated in the present study. This allowed

covering a broad range of developmentally relevant age-grade variations as well as the salient points in career planning. From each class male and female students studying in different schools were randomly selected. This made possible to use a 2(Types of areas) x 2(levels of sex) x 2(levels of class) between groups factorial designs.

Measures

- **Parenting Scale:** The parenting scale prepared by Bharadwaj et al. (1998) was used in the study. The scale was having 40 questions equally distributed on eight dimensions.
- **Goal Orientation:** Achievement goal questionnaire (AGQ) developed by Elliot and Church (1997) was used in the study. The scale had 18 items that measured the mastery goal, performance approach goal and performance avoidance goal orientation.
- **Academic Achievement:** The academic achievement of students has been measured by their Annual results.

RESULTS

Parenting Style

Mother Rejection / Acceptance: The effect of residential background ($F(1,272) = 42.46$ $p < 0.01$) as well as the effect of grade ($F(1,272) = 14.81$ $p < 0.01$) was significant. Results indicate that rural participants showed higher mother rejection/acceptance ($M = 53.37$) as compared to urban students ($M = 48.00$). On the other hand, elder students displayed higher mother rejection/acceptance ($M = 52.27$) as compared to younger students ($M = 49.10$). Interaction of residential background x grade on mother rejection/ acceptance was significant $F(1,272) = 13.25$ $p < 0.01$.

Father Rejection/Acceptance: Results reveal that the effect of residential background ($F(1, 1272) = 17.62$ $p < 0.01$) on the perceived father rejection/acceptance dimension was significant. The pattern of results reflect that rural students indicated higher father rejection/ acceptance ($M = 52.93$) as compared to urban students ($M = 49.37$).

Mother Carelessness/ Protection: The effect of residential background ($F(1,272) = 57.28$ $p < 0.01$) was significant on the perceived mother carelessness/protection dimension was significant. It indicated that students from rural area displayed higher on mother carelessness/protection ($M = 50.57$) as compared to students from urban setting ($M = 41.49$). The effect of grade ($F(1,272) = 32.08$ $p < 0.01$) on the perceived mother carelessness/protection was

also significant. The result reflects that elder students of 11th standard displayed higher mother carelessness/ protection ($M=49.49$) as compared to younger students of 9th standard ($M=43.03$). The effect of residential background x grade ($F(1,272) = 7.06$ $p<0.01$) on mother carelessness/ protection was significant. The interaction of gender x residential background ($F(1,272) = 9.43$ $p<0.01$) on mother carelessness/ protection was significant. It reflects that female participants from rural area displayed higher positive orientation ($M= 51.49$) as compared to male participants from rural setting ($M= 49.66$). Similarly, the rural elder participants displayed higher score on mother carelessness/protection ($M= 52.29$) dimension than rural elder participants ($M = 46.69$). Contrary to this the younger students from rural area indicated higher score on mother carelessness/protection ($M =48.86$) as compared to younger participants from urban area ($M=37.20$).

Father Carelessness/ protection: Results reveal that effect of residential background on the perceived father carelessness/protection dimension was significant ($F(1,272) = 34.92$ $p<0.01$). Results reflect that rural participants indicated father carelessness/protection ($M= 51.67$) more valuable than urban participants ($M= 44.21$).

Mother Neglect / Indulgence: The effect of residential background $F(1,272) =33.11$ $p<0.01$) was significant. The pattern of results reflect that rural students displayed higher score on mother neglect / indulgence ($M= 48.28$) dimension as compared to urban students ($M= 40.79$). The effect of grade $F(1,272) =17.24$ $p<0.01$) was significant. Similarly, the elder students indicated that mother showed higher neglect/indulgence ($M=47.24$) as compared to younger students ($M= 41.83$). The interaction of gender x grade ($F(1,272) =7.37$ $p<0.01$) was significant. It was observed male elder students displayed higher mother neglect/indulgence ($M= 48.89$) as compared to female elder participants ($M=45.59$). Contrary to this, female younger participants indicated higher mother neglect/indulgence ($M=43.71$) than male younger students ($M =39.94$).

Father Neglect/ Indulgence: Results indicated that effect of residential background $F(1,272) = 23.87$ $p<0.01$) as well as the effect of grade $F(1,272) =6.24$ $p<0.01$) was significant. The pattern of results reflect that rural students indicated higher father neglect / indulgence ($M =49.96$) as compared to urban students ($M= 43.36$) whereas, younger students displayed higher father neglect/ indulgence ($M= 48.35$) than elder students ($M= 44.97$).

Mother Utopian/ Realism: The effect of grade ($F(1,272) = 12.38, p < 0.01$) was significant. The pattern of results reflect that elder students displayed higher mother utopian expectation /realism ($M=62.14$) as compared to younger students ($M= 58.24$). The interaction of residential background x grade $F(1,272) = 4.04, p < 0.05$ was significant. It indicates that elder students from rural area displayed higher mother utopian expectation /realism ($M= 63.34$) as compared to elder participant from urban setting ($M=60.94$). Contrary to this, younger participants from urban area indicates higher mother utopian expectation/ realism ($M=59.27$) than younger students from rural setting ($M= 57.21$).

Mother lenient / Moralism: Results make it clear that the effect of residential background ($F(1,272) = 21.92, p < 0.01$) on the perceived mother lenient / moralism dimension was significant. Rural students displayed higher mother lenient / moralism ($M=43.38$) as compared to urban participants ($M=37.29$). The effect of grade and gender was not significant. Similarly the interaction of residential background x grade $F(1,272) = 20.15, P < 0.01$ was significant. It reflects that elder students from rural setting indicated higher mother lenient/ moralism ($M=41.74$) than elder participants from urban area ($M=41.47$). Contrary to this, younger participants from rural area displayed higher mother lenient /moralism ($M=46.61$) as compared to younger students from urban setting ($M= 33.10$).

Father Lenient / Moralism: Effect of residential background on perceived father lenient / moralism $F(1,272) = 5.28, p < 0.05$ was significant. It indicates that rural students displayed higher father lenient/moralism ($M=45.66$) than urban participants ($M=42.62$). The interaction of gender x residential background $F(1,272) = 8.94, p < 0.01$ and residential background x grade ($F(1,272) = 6.34, p > 0.01$) were significant. The pattern of result reveals that female participants from rural area indicated higher father lenient / moralism ($M= 47.84$) than male students from rural setting ($M=43.49$). Contrary to this, male students from urban setting displayed higher father lenient/ moralism ($M= 44.40$) as compared to female participants from urban area ($M=40.84$). The elder students from urban area indicated higher father lenient/moralism ($M=43.83$) as compared to elder participants from rural setting (43.54). Contrary to this, younger students from rural displayed higher father lenient/moralism ($M=47.79$) than younger participants from urban area ($M=41.41$).

Mother Freedom / Discipline: It is evident from the result that effect of residential background ($F(1,272) = 47.97$ $p < 0.01$ and grade ($F(1,272) = 5.02$ $p < 0.05$) on the perceived mother freedom/discipline was significant. The pattern of results reflect that rural students displayed higher mother freedom / discipline ($M = 49.06$) than urban participants ($M = 41.06$). Similarly, the elder students indicated higher mother freedom / discipline ($M = 46.36$) as compared to younger participants ($M = 43.77$). The interaction of gender x residential background ($F(1,272) = 4.16$ $p < 0.05$) and residential background x grade ($F(1,272) = 24.23$ $p < 0.01$) were significant. It indicates that male participants' from rural setting displayed higher mother freedom/ discipline ($M = 50.94$) than female students from rural area ($M = 47.19$). Contrary to this, the female students from urban setting indicates higher mother freedom/ discipline ($M = 41.54$) as compared to male participants from urban area ($M = 40.59$). Elder participants from rural area indicated higher mother freedom/discipline ($M = 47.51$) than elder students from urban setting ($M = 45.20$). Contrary to this, the younger students from rural setting displayed higher mother freedom / discipline ($M = 50.61$) as compared to younger students from urban area ($M = 36.93$).

Father freedom / discipline: Results reveal that effect of residential background ($F(1,272) = 10.21$ $p < 0.01$) on the perceived father freedom/discipline dimension was significant. The pattern of results reflect that rural participants displayed higher father freedom /discipline ($M = 50.59$) than urban students ($M = 46.76$). The interaction of residential x grade ($F(1,272) = 4.25$ $p < 0.05$) was significant. Elder participants from rural setting displayed higher father freedom/discipline ($M = 48.94$) than elder students from urban area ($M = 47.59$). Contrary to this, younger participants from rural area displayed higher father freedom/discipline ($M = 52.24$) than younger students from urban area ($M = 45.94$).

Faulty Role / Realistic Role Expectation: It is evident from the results that effect of residential background on the perceived mother faulty role / realistic role expectation was significant, $F(1,272) = 21.22$ $p < 0.01$. The pattern of results reflects that rural participants displayed higher mother faulty role/ realistic role expectation ($M = 45.17$) than urban students ($M = 39.73$). Interaction of residential background x grade ($F(1,272) = 21.22$ $p < 0.01$) was significant. It indicates that rural and urban elder participants displayed equally on mother faulty role/realistic role expectation ($M = 42.81$). Similarly, rural younger students displayed higher on mother faulty role/realistic role expectation ($M = 47.53$) as compared to urban younger participants ($M = 36.64$).

Father Faulty / Realistic Role Expectation: The effect of residential background on the perceived father faulty role/ realistic role expectation was significant ($F(1,272) = 16.84$, $p < 0.01$). The pattern of results reflect that rural participants indicated higher father faulty role/realistic role expectation ($M=49.88$) as compared to urban students ($M= 44.54$).

Marital conflicts / Adjustment: Results reveals that the effect of residential background on the perceived marital conflict /marital adjustment ($F(1,272) = 23.96$, $p < 0.01$) was significant. It indicates that rural students displayed higher on marital conflict/marital adjustment ($M=50.31$) as compared to urban participants ($M= 43.74$), respectively.

Goal orientation

Performance Approach Goal Orientation: The results reflect that rural students indicated higher performance approach goal orientation ($M=25.68$) as compared to urban students ($M=24.53$). Result reveals that effect of residential background ($F(1,272) = 6.81$, $p < 0.01$ and grade $F(1,272) = 29.84$, $p < 0.01$) on the perceived performance approach goal orientation was significant. Similarly, the elder students indicated higher performance approach goal orientation ($M=26.31$) as compared to younger participants ($M = 23.90$).

Performances Avoidance Goal Orientation: Result reveals that effect of residential background and grade on the perceived performance avoidance goal orientation was significant, ($F(1,272) = 11.27$, $p < 0.01$, $F(1,272) = 11.66$, $p < 0.01$). The pattern of results reflect that urban participants indicated higher performance avoidance goal orientation ($M=22.05$) as compared to rural students ($M=20.39$). Similarly, the 11th grade students indicated higher performance approach goal orientation ($M= 22.06$) than 9th grade students ($M=20.38$). The interaction of gender X residential background ($F(1,272) = 3.65$, $p < 0.05$, gender X grade $F(1,272) = 4.34$, $p < 0.05$) was significant. Contrary to this female students from urban area displayed higher performance avoidance goal orientation ($M=22.17$) as compared to male students from urban setting ($M=21.93$). Similarly, the male elder participants' displayed higher performance avoidance goal orientation ($M = 22.93$) as compared to female elder students ($M = 21.20$). Contrary to this female younger students indicated higher performance avoidance goal orientation ($M=20.54$) as compare to male younger students ($M=20.21$).

Mastery Goal Orientation: It is evident from the result that effect of gender $F(1,272) = 6.07$ $p < 0.01$ and grade $F(1,272) = 33.43$ $p < 0.01$ on the perceived mastery goal orientation was significant. It is indicated that female students shows higher mastery goal orientation ($M = 25.45$) as compared to male participants' ($M = 24.36$). Similarly, the elder students indicated higher mastery goal orientation ($M = 26.19$) as compared to younger participants' ($M = 23.62$). The interaction effect of gender x grade $F(1,272) = 7.4$ $p < 0.01$ was significant. It indicates that male elder participants' displayed higher mastery goal orientation ($M = 26.24$) than female elder participants' ($M = 26.13$). Contrary to this, female younger students indicate higher mastery goal orientation ($M = 22.47$) than male younger students ($M = 22.47$).

Academic Achievement

It is evident from ANOVA table that effect of residential background on the perceived academic achievement was significant, $F(1,272) = 9.09$ $p < 0.01$. The pattern of result reflects that urban students displayed higher academic achievement ($M = 58.38$) as compared to rural students ($M = 53.67$). It was found that the interactions of gender x grade $F(1,272) = 21.24$ $p < 0.01$ was significant as shown in figure 8. It indicates that the male students of 11th grade displayed higher academic achievement ($M = 60.43$) as compared to female elder students ($M = 54.06$). Contrary to this, female younger participants displayed higher academic achievement ($M = 58.81$) than male younger students ($M = 50.80$). The interaction of residential background x grade was significant $F(1,272) = 3.85$ $p < 0.05$ shown in figure 9. Similarly, the urban elder participants indicated higher academic achievement ($M = 61.13$) than rural elder students ($M = 53.36$). Contrary to this, urban younger participants' also displayed higher academic achievement ($M = 55.63$) as compared to rural younger students ($M = 53.63$).

Correlation

Relationship of parenting style and goal orientation with academic achievement was examined. Result reflects that the relationships of mother neglect/indulgence was positively related with academic achievement ($r = .17$, $p < 0.01$), respectively. It also indicates that mother lenient / moralism was significantly related with academic achievement ($r = .15$, $p < 0.01$). It was reported that performance avoidance goal orientation was significantly related to academic achievement ($r = .13$, $p < 0.05$). Mastery goal orientation was found significantly related to academic

achievement ($r = .22$, $p < 0.01$) and gender ($r = .14$, $p < 0.05$), whereas mastery goal orientation was negatively related to grade ($r = -.32$, $p < 0.01$). It was also observed that academic achievement was significantly related with residential background ($r = .17$, $p < 0.01$), respectively.

Discussion and conclusion

The present finding suggest that parents are crucial determinant factor in imparting the education, inculcating values, developing positive habits and evolving self- efficacies to their children. It has been observed that the more parents are involved in the process of providing education to their children. The more the children may excel in their academic career. The child is a products of his / her family environment and it is viewed that nature of home environment he/ she belongs determine the child growth and development to a great extent. The findings suggest that parents should learn the appropriate and effective parenting styles to rear their young adults. The finding will spread the importance of parenting style for the growth of academic achievement of the children. Findings indicated that students perceived mastery goal, performance approach goal and performance avoidance goal differently. Students should be educated to set their goal sincerely and they should be taught thoroughly about the different types of goals and their importance. If the students set the appropriate goal (mastery goal) in their course of study, they will be motivated internally and thus, will achieve their life goals. Residential background of the participants produced significant impact on the academic achievement of urban participants than rural participants. Probably, a parent of urban participants shows more attention and concern towards their children's academic growth as compared to rural participants. The urban participant gets more exposure, more resources, and better and competitive schools. As a consequence, these participants academic performance were obtained superior as compared to the rural participants. Overall, the findings of the study increase the awareness of stakeholders of the educational system on the importance of using appropriate parenting style and goal orientations.

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