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# Impact of Parenting Style on Academic Achievement Motivation among College Student of Ranchi District

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## ABSTRACT

*The present study aimed at exploring the impact of parenting style on academic achievement motivation among college students of Ranchi District. The main objective of this research was to study the impact of parenting style (restrictive and permissive parenting style) on academic achievement motivation. 200 samples were selected for this study, by random sampling technique. Three dimensional parental behaviors (TDPBI) of Ojha, H. & Academic achievement motivation test (AAMT) of Sharma, T.R. used as tools for data collection. 2x2 factorial design was used for the study in which there were 4 strata. Each stratum consisted of 50 cases. Result showed that student who received restrictive parenting style had high academic achievement motivation whereas student who received permissive parenting style had low academic achievement motivation. On the other hand, Hindu college student's reported high academic achievement motivation whereas Muslim college student reported low academic achievement motivation. As conclusion we can say that students who received high restrictive parenting style had higher academic achievement motivation than students who received permissive parenting style.*

**Keywords:** Parenting style, Academic achievement motivation, Religion

## The Concept of Parenting Style

Parenting is defined as the attitude that parents have about child-rearing. Parenting includes three dimensions or features involvement (defined as the extent to which the parents are interested in, knowledgeable about and actively participate in the child's life), autonomy support (defined as the degree to which the parents value their child's perspective and use techniques that encourage choice, self-initiation, and participation in making decisions) and warmth (defined as the degree to which the parents are responsive, sensitive and regarding toward their child).

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## **Parenting Style in India**

The parenting styles of Indians are unique to the history and culture of the Asian subcontinent. Family roles of various members are clearly defined and passed down through generations -- the father is the bread-earner and the mother is the home-maker. Around them is the vast network of extended family members who contribute to the rearing of the child. Although, parenting styles have changed for some with increasing education and cultural mobility, social observers say for the vast majority- the household dynamic of an Indian family remains the same.

### **Types of parenting style:**

There are two types of parenting style -

#### **Permissive parenting style**

Permissive parenting is a style characterized by high warmth and responsiveness but low demands for discipline and self-reliance. Parents are often affectionate and lenient, providing significant freedom and few rules, leading to a close, friendly relationship with their children but potentially hindering the development of self-control and responsibility. This approach can result in children who are entitled, struggle with emotional regulation, or engage in risky behaviors due to a lack of parental guidance and boundaries.

#### **Restrictive parenting style**

Restrictive parenting style also called control or strict parenting. These parents are not responsive and not demanding. The benefit of this parenting style is that they are usually very strict and restrictive. They are not caring and they do not allow their wards to go out. They keep an eye on the activities of their wards.

#### **Academic achievement motivation**

Academic achievement motivation is the internal drive to succeed and excel in academic work, characterized by a strong desire for good results, recognition, and the attainment of excellence. It is a powerful psychological force that influences a student's performance, guiding them towards their educational goals and impacting their overall learning experience and success. This motivation is not a universal trait, varying significantly between individuals, and is shaped by factors like self-concept, adjustment, and environmental influences.

## **REVIEW OF LITERATURE**

There are various research studies related to parenting style and academic achievement motivation conducted on college students that can help in this research work. In a study, conducted by Kumari, N. (2025) on achievement motivation among the college students, there were 80 respondents who were selected by stratified random sampling technique. The result of this study indicated that Hindu college students had high achievement motivation than Muslim college students. Stubbs-young (2024) conducted a study related to parenting style and student academic performance in the Bahamas. 582 parents and students selected randomly. Parenting style and dimensions questionnaire (PSDQ) tools used for this research. Result indicated that moderate negative correlation was yield between the permissive parenting style and academic performance. Akhter, (2022) examined a study related to achievement motivation of private school students of Ranchi town Jharkhand. 160 students selected for this study. Result indicated that level of achievement motivation was found higher in Hindu students as compared to Christian students. Naite, Ibrahima, (2021) explored the impact of parental involvement on the academic achievement of students at Crescent International School in Bangkok, Thailand and to determine whether the demographic variable of parents has an effect on their involvement in their children's education. It indicated that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education.

Chibuike (2021) revealed a study related to parenting style and academic achievement of primary schools pupils in Awka south. 200 samples selected for this research. Scale of parenting style (SPS) questionnaire developed by Gafoor et al. (2014) was adopted for data collection. Result indicated that authoritative parenting style improved academic achievement of primary school students than authoritarian and permissive parenting style. Imran, M.J. et al. (2020) conducted the study to assess the effect of parenting styles on the academic performance of disabled students in Quetta, Pakistan. The relationship between authoritative parenting style and academic performance was found to be positive, whereas the correlation between authoritarian and permissive parenting styles and academic performance was negatively associated. Perween, (2017) conducted a study related to parenting style and academic achievement motivation among tribal and non- tribal female students of Ranchi town.

160 students selected for this research. Three-dimensional parental behavior inventory (TDPBI) of Ojha (1993) and Academic achievement motivation test (AAMT) of Sharma (2009) were used for data collection. Result indicated that rejecting parenting style had lower academic achievement motivation than loving parenting style. Panday et al (2017) conducted a study related to academic achievement of Hindu and Muslim senior secondary school students of Utrakhand. 200 Hindu and Muslim students were selected for this research. Result indicated that academic achievement of Hindu students was greater than Muslim students.

## METHODOLOGY

### Objectives of the study

1. To study the impact of parenting style (Restrictive and permissive parenting style) on academic achievement motivation among college students of Ranchi District.
2. To study the impact of religion (Hindu and Muslim) on academic achievement motivation among college students of Ranchi District.

### Hypotheses

The following hypotheses were formulated for further study: -

- Students who receive restrictive parenting style will have higher academic achievement motivation than students who receive permissive parenting style.
- Hindu college student will have higher academic achievement motivation than Muslim college student.

### Sample

This study consisted of 200 undergraduate's college students as sample from B.A. Sem-I from the age range of 18-24 years of Ranchi, Jharkhand. The sample was selected by technique of Random Sampling. There were 4 strata, from each stratum 50 cases selected. The sample of the research was based on 2x2= 4 Factorial Design. The stratification was based on: -

- Parenting Style-2 (Restrictive & Permissive)
- Religion-2 (Hind & Muslim)

### Criteria of the sample selection

#### a. Inclusion Criteria

- Only restrictive and permissive parenting style
- Hindu and Muslim Students
- UG students, semester 1
- Age ranged between 18 to 24 years

#### b. Exclusion Criteria

- Authoritative, neglecting, loving and other parenting style
- Christian, Jain, Parsi and other religion
- School students, Senior secondary school students , PG students
- Rural students

### Research Design

Religion	Parenting Style	
	Restrictive Parenting Style	Permissive Parenting Style
Hindu Students	50	50
Muslim Students	50	50
<b>Total</b>	100	100
	200	

## Tools

### Personal Data Questionnaire

Personal data questionnaire prepared by the researcher was used to collect demographic information of the subject. It is a questionnaire which includes the information about name, age, sex, socio-economic status, educational status and residential background of the subject.

### Three-Dimensional Parental Behavior Inventory (TDPBI)

This Inventory was developed by Hardeo Ojha in (1991). Father and Mother form, English version used for the study. This Inventory contains 48 items and is standardized on students of class XII and

Graduation. Its age group is 16-21 years. It measures 3 dimensions of Parenting Styles: - Restrictive-Permissive, Neglecting-Protecting and Rejecting-Loving. Each Dimension consists 16 Items.

**Academic Achievement Motivation Test (AAMT)**

This test was developed by Dr. T. R. Sharma, Professor and Dean (retd.) faculty of education Punjabi university, Patiala, which consists 38 items. Each item has two statements. The response scored with the help of Manual. 1score is awarded for each correct statement. The score ranges from 0-38. The reliability and validity of this test is 0.69 and 0.36 respectively. Two types of reliability were ascertained for the test, split-half reliability (0.697) and test-retest reliability (0.795 to 0.807). The scale validity is also high.

**Procedure**

As stated earlier that the samples of the study include B.A sem-1 students from different degree colleges of Ranchi University, Ranchi selected by random basis. A personal data questionnaire seeking information on such variables as gender, religion, age, class, educational qualification, parental occupation etc., were selected for each of the 4 sub-groups. The three-dimensional parental behavior inventory (TDPBI) developed by Hardeo Ojha, and academic achievement motivation test (AAMT), by T.R. Sharma were administered on the subjects by the investigator and ask them to answer all the items honestly and no items should be left unanswered and also ask them that the answer given by him will be kept confidential.

**Plan of analysis**

The obtained data were analyzed with Mean, S.D., and t-test.

**RESULT**

In the light of hypotheses of the study Mean, SD, and t-test were applied. The obtained results are presented in given tables: -

**Table 01**

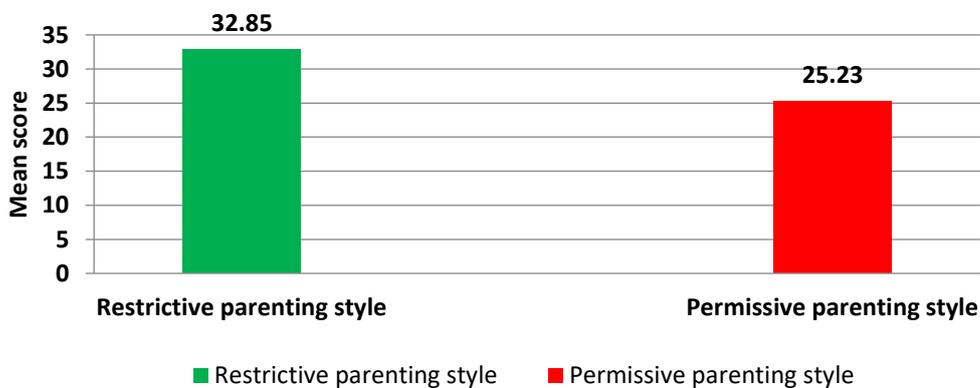
*t-test showing the effect of restrictive and permissive parenting style on academic achievement motivation*

Group	N	Mean	SD	Mean difference	t	p-value
Restrictive parenting style	100	32.85	3.55	7.62	9.89	0.01**
Permissive parenting style	100	25.23	6.85			

\*\*significant at 0.01 level, \*significant at 0.05 level, NS: Not Significant

**Figure 01**

*Mean score showing the impact of parenting style (restrictive and permissive) on academic achievement motivation of college students*



It is clear from the discussion of the data included in table-1 and graph that the obtained mean score of the respondents of restrictive parenting style was 32.85 and mean score of the respondent of permissive parenting style was 25.23 on the measures of academic achievement motivation, which was found significant at 0.01 levels. So, the hypothesis “Students who receive restrictive parenting style will have

higher academic achievement motivation than students who receive permissive parenting style” accepted. The result indicated that respondents of restrictive parenting style had high academic achievement motivation in comparison to respondents of permissive parenting style. This finding is supported by the studies of Naite, Ibrahima (2021), Gafoor et al. (2014) and Chibuike (2021).

**Table 02**

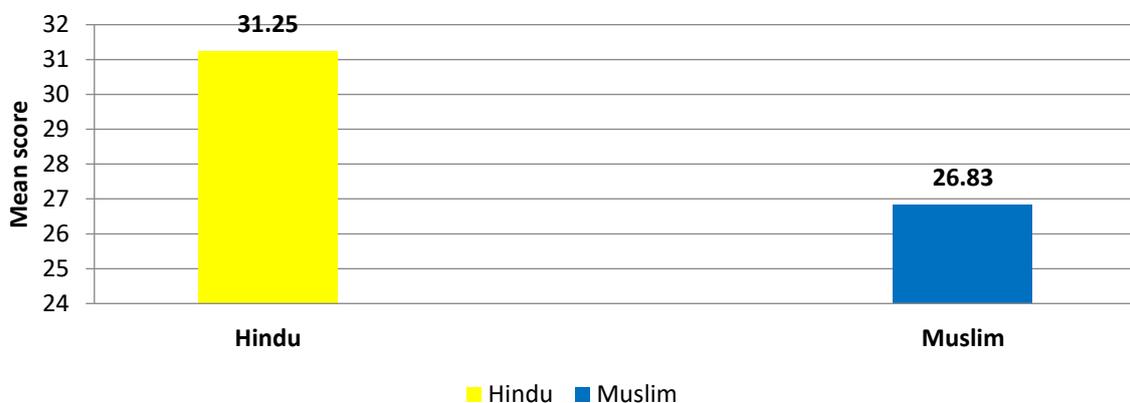
*t-test showing the effect of restrictive and permissive parenting style on academic achievement motivation*

Group	N	Mean	SD	Mean difference	t	p-value
Hindu	100	31.25	5.85	4.42	4.98	0.01**
Muslim	100	26.83	6.67			

\*\*significant at 0.01 level, \*significant at 0.05 level, NS: Not Significant

**Figure 02**

*Mean score showing the impact of religion (Hindu and Muslim) on academic achievement motivation of college students*



It is clear from the discussion of the data table-2 and graph that mean scores of Hindu college students was 31.25 and mean score of Muslim college students was 26.83 on the measures of academic achievement motivation, which was found significant at 0.01 level. So, our hypothesis “Hindu college student will have higher academic achievement motivation than Muslim college student” was accepted. The result indicated that respondents of Hindu College students had high academic achievement motivation in comparison to respondents of Muslim college students. This finding is supported by the studies of Kumari (2025), Akhter (2022) and Pandey (2017).

## CONCLUSION

It is concluded that students who received restrictive parenting style had high academic achievement motivation in comparison to students who received of permissive parenting style. On the other hand, Hindu students had high academic achievement motivation in comparison to Muslim students.

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