

**Doctor of Philosophy Program in Counselling Psychology
Final Dissertation Defense**

**THE EFFECTS OF PARENTING STYLES ON
ACADEMIC ACHIEVEMENT AND SCHOOL
ADJUSTMENT OF THE HIGH SCHOOL
STUDENTS IN NAGALAND, INDIA, MEDIATED
BY ADOLESCENT ATTACHMENT, ACADEMIC
SELF-EFFICACY AND EMOTIONAL
REGULATION**

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Introduction

- Background of the study

Literature Review

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**Discussions, Limitations, Implications &
Recommendations**



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LOCATION OF THE STUDY



There are 28 states and 9 union territories in India.
There are 665 High Schools in the 11 districts in Nagaland

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BACKGROUND OF THE STUDY

- Education is fundamental to development and growth. That is why education is considered as an important aspects of shaping the goals and ideals of every individual throughout one's life.
- In the process of education, parents in a family plays the most influential role as teachers for children to learn and develop the essential skills such as speaking, reading and writing (Yaşaroğlu, 2016).
- A child receives the first education from the family (Liu & Lu, 2008).
- The parents influenced their children physically and psychologically which has impact on the children's development (Yusup & Ahmad, 2016).



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Background of the study - Cont....

- Baumrind (1973) said that children raised by parents with different parenting styles show differences in social competence.
- She postulated three family parenting styles: (predictors)
 - Authoritative with high responsiveness and high demandingness.
 - Authoritarian with low responsiveness and high demandingness.
 - Permissive with high responsiveness and low demandingness.
- Academic achievement (outcomes): Grade point average (GPA) is the measures to determine students' academic achievement by way of computing the mean of credits of the marks acquired by students.
- School adjustment is the process of adapting overall psychological adjustment which results in the reduction of feeling homesick and other general negative effects.

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Background - Cont.... (Parenting styles & Academic achievement)

- Among several factors that affects academic achievement, parenting styles play a very important role for the betterment and effectiveness of academic success for school students irrespective of the level of education (Chohan, & Khan, 2010; Masud, et al., 2015; Zahedani, et, al., 2016; Đurišić, & Bunijevac, 2017; DeFauw, et al., 2018).
- Authoritative parenting style produces better academic outcome of students (Darling and Steinberg, 1993; Durkin, 1995; Joseph & John, 2008; Rego, 2015).
- Authoritarian parenting style outdo the other parenting styles with regard to relation between parenting styles and academic achievement (Ofosu-Asiamah, 2013; Odame-Mensah et al., 2018; Pinquart & Kauser, 2018).
- The relationship between parenting styles and academic achievement differs from culture to culture (Ang & Goh, 2006; Zahedani, Rezaee, Yazdani, Bagheri & Nabeiei, 2016; Odame-Mensah & Gyimah, 2018).

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Background - Cont....

(Parenting styles & School Adjustment)

- Parenting style is related to college adjustment (Kenney et al., 2015; Love et al., 2014), school adjustment (Obiagaeri, 2018).
- Authoritative parenting style had effect on university adjustment (Steinberg et al., 1992; Wintre and Yaffe, 2000).
- Parenting styles and school adjustment might be affected based on gender, ethnicity, culture and regional affiliations (Beyers and Goossens, 2003; Wintre and Yaffe, 2000) .

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Background - Cont...

(Parenting styles & Attachment)

- The prevalence relationship between parenting styles and attachment styles was found by researchers (Heydarpour, Siahkamari, Heidarisharaf, Ziapour & Dehghan, 2018; Doinita & Maria, 2015); among preschool children (Eman, Fadel & Aziz, 2017); among university students, (Mahasneh, Al-Zoubi, Batayenh & Jawarneh, 2013), young adult populations (Guerrero, 2015); among school students (Ekeh, 2012; Kocayörük & Şimşek, 2015).
- Secure attachment and authoritative parenting style. (Neal and Frick-Horbury, 2001; Millings, Walsh, Hepper & O'Brien, 2013; Doinita and Maria, 2015; Loghman, Mohsen, Maryam & Roya, 2017).
- The study of Eman et al., (2017) among preschoolers, parenting styles were not found to be related significantly with secure attachment styles.
- Positive significant relationship between avoidant attachment styles and authoritarian parenting styles (Varzaneh, Fathi, Gorji & Esmacily, 2011).
- *There is no uniformity in the result, and it seems to differ from place to place, and culture to culture.*

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Background - Cont...

(Parenting styles & Emotional Regulation)

- Parenting styles affects the emotional regulation by way of various involvements with children (Kopp, 1989; Morris, Silk, Steinberg, Myers, and Robinson, 2007)
- The parents' exhibition of emotional displays and interacts (Gee, 2016).
- How parents regulate their own emotions influence the children (Halberstadt, Crisp, & Eaton, 1999; Power, 2004; Morris et al., 2007).
- It is unclear as to how emotion is inherited and how children learn to regulate their emotions (Helena, Rutherford, Wallace, Laurent & Mayes, 2015).

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Background - Cont...

(Parenting styles & Academic Self-Efficacy)

- Parenting style is an important factor associated with children's better social competence (Boyer, & Nelson, 2015). Bandura (1993) said that students' self-efficacy beliefs are nurtured generally by the families, especially parents with unique parenting styles.
- Parents play an important role in developing children's beliefs and competencies (Muhammd, Shakil, Jan, & Jamil, 2016; Llorca, Richaud, & Malonda, 2017).
- Parenting styles either promote or hinder children's self-efficacy beliefs (Turner, et al., 2009).
- Sarah, Jacquelynne, and Karen (1994) said that relationship between parenting styles and adolescents help to develop self-confidence, self-efficacy, self-esteem, and self-image.

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STATEMENT OF THE PROBLEM



- No uniformity in projection that one of the parenting styles have a better effect on the academic achievement and school adjustment in the students. It differs from culture to culture. E.g. Authoritative as best (Odongo, et al., 2016; Inam, Nomaan, and Abiodullah, 2016; Hassan & Sen, 2015; Dewar, 2017); with different results (Odame-Mensah & Gyimah, 2018; Zahedani, Rezaee, Yazdani, Bagheri & Nabeiei, 2016).
- Few researchers have explored the associations between parenting styles and academic achievement and school adjustment mediated by adolescent attachment, academic self-efficacy, and emotional regulation.
- Sangtam (2014) made a recommendation for researchers to make further studies with different variables for the people of the same ethnic group. *His studied with four variables (Academic Achievement, Study Involvement, Emotional Maturity and Socio-Economic Status).*

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SIGNIFICANCE OF THE STUDY



1. Very few researches exist on the relationship between parenting styles and academic achievement and school adjustment of high school students mediated by adolescent attachment, academic self-efficacy and emotional regulation.
2. The study would benefit parents in helping them to understand the importance of their parenting styles, adolescent attachment, academic self-efficacy and emotional regulation as factors fostering the engagement of students in academic tasks.
3. The result of this study might help to promote better academic achievement for students which, in turn, will lessen the problem of youths' unemployment leading to increase in undesirable activities such as alcoholism, drug addiction and even joining insurgent groups. Obadić and Porić, (2008) said that unemployable people in a modern economy are the result of their comparatively low level of education.

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LITERATURE REVIEW

Section 1: Predictors.

Section 2: Outcome variables.

Section 3: Level one mediators.

Section 4: Level two mediators.

Section 5: Relationship between predictors and outcome variables.

Section 6: Relationship between predictors and level one mediator.

Section 7: Relationship between level one mediator and outcome.

Section 8: Relationship between level two mediator and predictor.

Section 9: Relationship between level one and level two mediators.

Section 10: Relationship between level two mediators and output.

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RESEARCH QUESTIONS

- 1 Do parenting styles influence the academic achievement and school adjustment mediated by adolescence attachment, academic self-efficacy and emotional regulation among the high school students?
- 2 Is there any difference between the influence of fathers and mothers parenting style on the academic achievement and school adjustment mediated by adolescent attachment, academic self-efficacy and emotional regulation among high school students?

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RESEARCH HYPOTHESIS



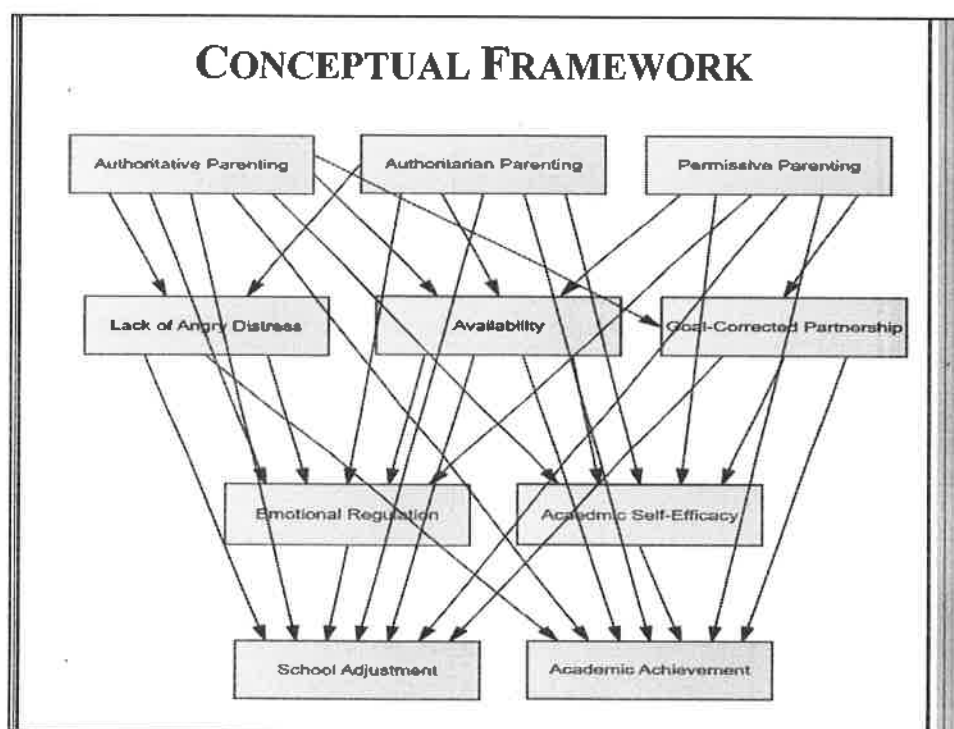
- **Direct Effect**
- **H1:** Parenting styles have direct effect on the students' academic achievement and school adjustment such that (1) The higher the students' scores on authoritative parenting style, the higher will be their reported academic achievement and school adjustment, (2) the higher the students' scores on authoritarian and permissive parenting styles, the lower will be their academic achievement and school adjustment.
- **Indirect Mediation Level One**
- **H2:** Parenting styles have indirect effect on the students' academic achievement and school adjustment. (1) the higher the students' scores on authoritative parenting style, the higher will be their reported difficulties in adolescent attachment (*lack of angry distress, availability and goal-corrected partnership*), subsequently resulting in higher academic achievement and school adjustment; and (2) the higher the students' scores on authoritarian and permissive parenting styles, the lower will be their reported difficulties in adolescent attachment (*lack of angry distress, availability and goal-corrected partnership*), subsequently resulting in lower academic achievement and school adjustment.

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RESEARCH HYPOTHESIS

- **Indirect Mediation Level Two**
- **H3:** Parenting styles have indirect effect on the students' academic achievement and school adjustment. (1) the higher the students' scores on authoritative parenting style, the higher will be their reported difficulties in adolescent attachment (*lack of angry distress, availability and goal-corrected partnership*), that results in higher levels of academic self-efficacy and emotional regulation, subsequently resulting in higher academic achievement and school adjustment; and (2) the higher the students' scores on authoritarian and permissive parenting styles, the lower will be their reported difficulties in adolescent attachment (*lack of angry distress, availability and goal-corrected partnership*), that results in lower levels of academic self-efficacy and emotional regulation, subsequently resulting in lower academic achievement and school adjustment.
- **Full Path Model**
- **H4:** Fathers and mothers' parenting styles have different direct and indirect effect on students' academic achievement and school adjustment, being mediated by adolescent attachment (*lack of angry distress, availability and goal-corrected partnership*), academic self-efficacy and emotional regulation; (1) the higher the students' scores on authoritative parenting style, the higher will be their reported difficulties in adolescent attachment (*lack of angry distress, availability and goal-corrected partnership*), that results in higher levels of academic self-efficacy and emotional regulation, subsequently resulting in higher academic achievement and school adjustment; and (2) the higher the students' scores on authoritarian and permissive parenting styles, the lower will be their reported difficulties in adolescent attachment (*lack of angry distress, availability and goal-corrected partnership*), that results in lower levels of academic self-efficacy and emotional regulation, subsequently resulting in lower academic achievement and school adjustment.

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RESEARCH METHODOLOGY

❖ **Study 1** → Psychometric Properties :

- N= 324 sample population (High School students from Nagaland, India)
- 1. EFA 2. Reliability.

It was necessary to investigate their psychometric properties in order to ensure both their cross-cultural reliability and construct validity prior to their use, in this present study.

❖ **Study 2** → Different levels of mediation:

- N= 1000 sample population (High School students from Nagaland, India)
- o Direct Model
- o Three nested Models:
- Indirect Mediation Level One, Indirect Mediation Level Two & Full Path Model

❖ **Study 3** → Multi Group Path Analysis between Fathers and Mothers

- N= 1000 sample population (High School students from Nagaland, India)
- Significant path in the full path model.

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Research Methodology Cont...

❖ Research Design

- ☐ Correlational
- ☐ Quantitative Survey method

❖ Participants of the Study

- ☐ High School Students from Nagaland, India
- ☐ Sample size = 1000 Participants

❖ Sampling Method

- ☐ Quota Sampling

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RESEARCH INSTRUMENTS



| | |
|----------|--|
| Part I | Demographic Information (students' gender, parents' gender & parents' occupation) |
| Part II | Parenting Authority Scale (Masud, Ahmad, Jan & Jamil, 2016) |
| Part III | Adolescent Attachment Questionnaire (AAQ): (West, Rose, Spreng, Sheldon-Keller & Adam, 1998). |
| Part IV | Academic Self-efficacy Scale (Cherners et al. 2001; Zajacova, Lynch & Espenshade, 2005) |
| Part V | Difficulties in Emotion Regulation Scale (DERS: Gratz & Roemer, 2004) |
| Part VI | College Adjustment Test (CAT) (Pennebaker et al., 1990) |
| Part VII | Academic achievement is measured through the student's 20 cumulative grade point average (CGPA) score. |

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Data Collection

- An approved letter from the Dean of the Faculty of Assumption University and the request letters were handed over to the Principal of the Schools.
- The researcher went around to schools, met the students, explained the purpose and implications of the research and distributed the questionnaire.

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RESULTS & DISCUSSION



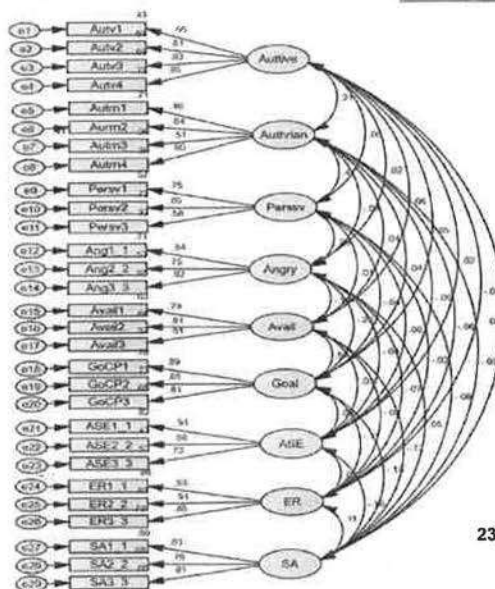
Study 1 : Reliability Analysis → Based on article more imprecisely referred to "the acceptable Cronbach's alpha values of 0.7 or 0.6" (Griethuijsen et al., 2014). However, values near of 0.6 (Hair, et al., 2006), can be acceptable especially if the factor has only few items. So it advised to have a minimum set of 3 items. (Hair, et al., 2006).

| Factors | Range | Cronbach's Alpha | No of Items |
|----------------------------|-------------|------------------|-------------|
| Authoritative Parenting | .743 - .849 | .830 | 4 |
| Authoritarian Parenting | .591 - .728 | .710 | 4 |
| Permissive Parenting | .544 - .724 | .739 | 3 |
| Lack of Angry Distress | .774 - .783 | .870 | 3 |
| Availability | .625 - .799 | .773 | 3 |
| Goal-Corrected Partnership | .514 - .849 | .704 | 3 |
| Academic Self-Efficacy | .862 - .879 | .888 | 6 |
| Emotional Regulation | .759 - .812 | .826 | 18 |
| School Adjustment | .763 - .784 | .812 | 15 |

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RESULTS & DISCUSSION

- Construct validity: Convergent validity and discriminant validity.
- Item parceling.
- CFA was run To evaluate the suitability of the scales: (authoritative authoritarian, permissive, lack of angry distress, availability, goal-corrected partnership, academic self-efficacy, emotional regulation & school adjustment).



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RESULTS & DISCUSSION

FINDINGS – Study 1

χ^2 goodness-of-fit value, Goodness-of-fit index (GFI), Incremental fit Index (IFI), Tucker-Lewis index (TLI), Comparative fit Index (CFI), and Root Mean Error of Approximation (RMSEA).

| Model | χ^2 (N=458) | df | P | RFI | IFI | TLI | CFI | RMSEA |
|----------------|---------------------|------|------|------|------|------|------|-------|
| 9-Factor Model | 787.194 | .341 | .000 | .937 | .963 | .955 | .962 | .036 |
| Null Model | 12279.890 | .406 | .000 | .000 | .000 | .000 | .000 | .171 |

These fit indices indicated that the model provided a good fit relative to a null or independence model (i.e., the posited model represented between 93.7% to 96.3% improvement in fit over null or independence model) and supported the hypothesized structure of the posited 9-factors models.

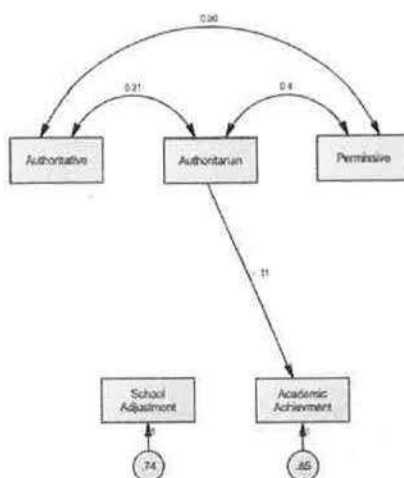
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RESULTS & DISCUSSION

Result – Direct Model

Direct Model – with path coefficients presents the significant path coefficients for the direct model.

- ✓ Authoritarian parenting style has negatively significant relation with academic achievement.



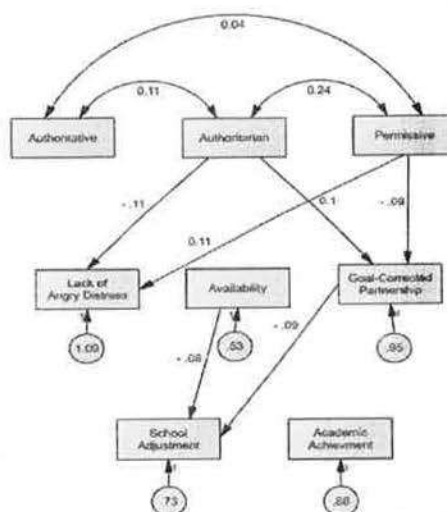
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RESULTS & DISCUSSION

Result – Indirect Mediation Level One

Indirect Mediation Level One with the significant path coefficients.

- ✓ Authoritarian and Permissive to Lack of angry distress and Goal-corrected partnership.
- ✓ Availability and Goal-corrected partnership to School adjustment.



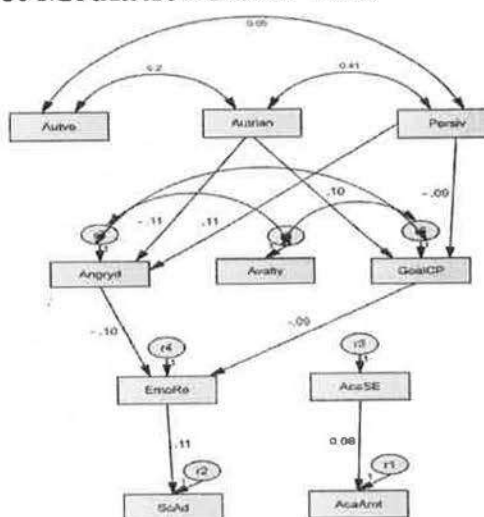
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RESULTS & DISCUSSION

Result – Indirect Mediation Level Two

Indirect Mediation Level Two with the significant path coefficients.

- ✓ Authoritarian and permissive to lack of angry distress and goal- corrected partnership.
- ✓ Lack of angry distress and goal- corrected partnership to school adjustment.
- ✓ Academic self efficacy to academic achievement.
- ✓ Emotional Regulation to School Adjustment.



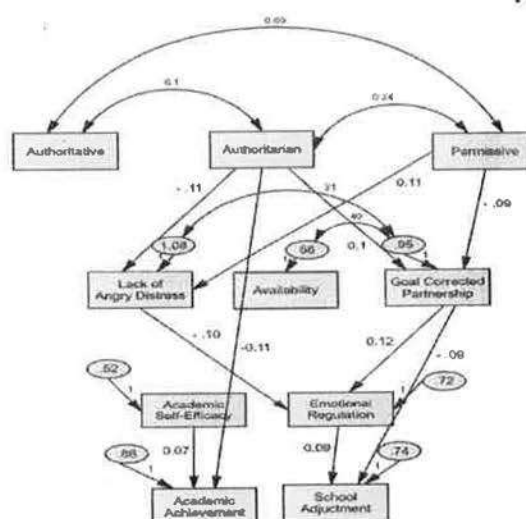
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RESULTS & DISCUSSION

Result – Full Path Model

Full Path Model with the significant path coefficients.

- ✓ Authoritarian to Academic achievement, Lack of angry distress and Goal- corrected partnership.
- ✓ Permissive to lack of angry distress and Goal- corrected partnership.
- ✓ Lack of angry distress and Goal-corrected partnership to Emotional regulation.
- ✓ Goal-corrected partnership to Emotional regulation and School adjustment.
- ✓ Academic self efficacy to Academic achievement.



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Results & Discussion

This result of this study found significant relation between authoritarian parenting and academic achievement was in line with previous studies (Ofosu-Asiamah, 2013; Dagneu, 2015; Pinquart & Kauser, 2018, Odame-Mensah et al., 2018).

- The relationship between parenting styles and academic achievement differs from culture to culture (Ang & Goh, 2006; Zahedani, Rezaee, Yazdani, Bagheri & Nabeiei, 2016; Odame-Mensah & Gyimah, 2018).
- Respect and obedience to parents and elders among the Nagas is considered a high virtue and an expectation which is also one of the characteristics of the authoritarian parenting style.

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Results & Discussion

Authoritarian parenting style and adolescent attachment (*negative relationship with lack of angry distress and positive relationship to goal-corrected partnership*). This result was consistent with the previous finding that authoritarian parenting style was associated with insecure attachment (Akhtar, 2012; Zeinali, Sharifi, Enayati, Asgari & Pasha, 2011).

- Authoritarian parents strictly control their children which could result in a doubt in adolescent whether others dislike him/her with a fear of rejection. So having significant relationship seemed logical.
- Akhtar, (2012) also in his finding said that insecure parents provided less structure in instruction with children as compared to secure parents.
- Zeinali et al., (2011) said that reduction of parental warmth, improper child-care, belief and practice of punitive measure and rejection were associated with children's insecure attachment.

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Results & Discussion

Lack of angry distress and goal-corrected partnership have significant relationship with emotional regulation. This finding was contrary to the finding of other researchers such as Sroufe (2005) and Panfile and Laible (2012) who found positive associations between secure attachment style and emotional regulation.

- The original questionnaire was written for population from Western countries, so when this questionnaire was used in the present study's culture, it could be producing different results.
- This result had gone in line with the previous study's finding by Vatan and Pellitteri (2016), the relationship between attachment styles and emotional regulation differs from one culture to another.
- Larsen, Hershfield, Stastny and Hester, (2017) said that any data-set that could yield correlational measures could also yield co-occurrence measures.

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Results & Discussion

Academic self-efficacy influences academic achievement. This finding is consistent with former researches that academic self-efficacy affects academic achievement (Purzer, 2011; Ahmad & Safaria, 2013; Köseoğlu, 2015).

- Students with higher sense of academic self-efficacy have higher ability to organize their time, believe in their capacity to face and overcome anything that prevents them from achieving their goals; more challenging tasks showed lower anxiety levels and better use of learning strategies (Ahmad & Safaria, 2013; Köseoğlu, 2015).
- Students with proper self-regulated learning use various metacognitive strategies and resources that are indispensable for better academic achievement. Similar finding was shared by Amil (2000).

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Results & Discussion

Emotional Regulation to School Adjustment: This finding is consistent with former researches of Herndon, Bailey, Shewark, Denham and Bassett (2013).

- Several researchers found direct link of burnout to personal components, to one's ability to manage and regulate emotions (Seibert, G., Bauer, K., May, R., & Fincham, 2017; Brackett, Palomera, Mojsa-Kaja, Reyes & Salovey, 2010).
- A person with emotional competency can integrate educational processes which includes adjustment to the school environment (Chacón-Cuberos, Martínez-Martínez, García-Garnica, Pistón-Rodríguez and Expósito-López, 2019).

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MODEL COMPARISON

χ^2 goodness-of-fit value, normed fit index (NFI), incremental fit index (IFI), Tucker-Lewis index (TLI), comparative fit index (CFI), root mean square error of approximation (RMSEA), and Akaike Information Criterion (AIC).

| Model | χ^2 (N=1000) | Df | P | NFI | IFI | TLI | CFI | RMSEA | AIC |
|-------|----------------------|-----|------|------|------|------|------|-------|----------|
| IML 1 | 1105.063 | 235 | .000 | .888 | .910 | .891 | .909 | .061 | 1235.063 |
| IML 2 | 1088.874 | 382 | .000 | .920 | .947 | .939 | .947 | .043 | 1254.874 |
| FPM | 1026.137 | 383 | .000 | .925 | .950 | .940 | .950 | .043 | 1230.137 |

These fit indices indicated that all three models provided a very good fit relative to their null. But the Full Path Model is the best.

RMSEA = indicated that Indirect Mediator Level One is 0.61 which was in the acceptable range of .05 to 0.80, whereas the other two with .043 are in the in the best fit suggested by Browne and Cudeck (1993).

AIC = A small AIC generally occurred when small chi-square values are achieved with fewer estimated coefficients. This showed not only a good fit of observed versus predicted co-variances but also a model not prone to "overfitting" (Joreskog, 1993). Comparing the AIC measure for three models, it was evident that the full path model provided a lower AIC value.

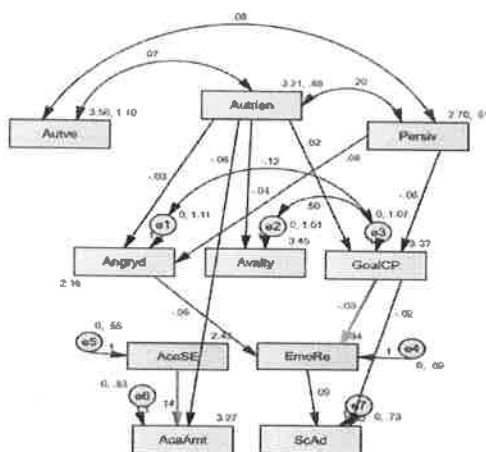
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RESULTS & DISCUSSION

Result – Multi Group Path Analysis

Multigroup Path Analysis of the Fathers with the significant path coefficients.

- ✓ Goal-Corrected Partnership to Emotional Regulation.
- ✓ Academic Self-Efficacy to Academic Achievement.



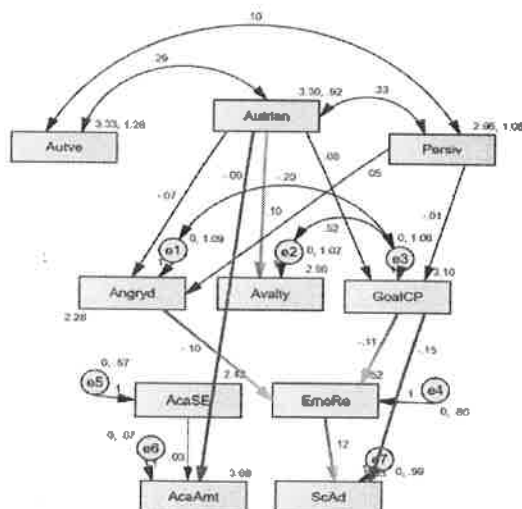
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RESULTS & DISCUSSION

Result – Multi Group Path Analysis

Multigroup Path Analysis of the Mothers with the significant path coefficients.

- ✓ Authoritarian to Availability.
- ✓ Lack of Angry-distress and Goal-Corrected Partnership to Emotional Regulation.
- ✓ Goal-Corrected Partnership to School Adjustment.
- ✓ Emotional Regulation to School Adjustment.
- ✓ Authoritarian to Academic Achievement.



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RESULTS & DISCUSSION

Result – Multi Group Path Analysis



Comparing between fathers' and mothers', there were neither direct nor indirect link between the predictor and the outcome in the case of the fathers in this sample group. But in the case of the mother there were direct and indirect link between the predictor and the outcome.

- The mothers parenting style and interaction is more severe for mothers than for fathers (Lisi & Lisi, 2007).
- Mothers were considered more assertive than fathers (Baumrind, 1967).
- Mothers have a bigger impact on their child's performance than fathers (Conrade & Ho, 2001).
- Mothers have more physical and emotionally present for their children than the fathers (Stolz, Barber & Olsen, 2005; Dix, Ruble & Zambarano, 1989).

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LIMITATIONS



- ✓ No definitive conclusions could be drawn, path coefficients denote only relationship, and not causality.
- ✓ Sample population group only from the students to identify the nature of their parents' parenting style without involving the parents themselves.
- ✓ The questionnaire was framed in close-ended questions with pre-defined answers without allowing room for students to freely express their perceptions about the nature of the different topics on the questionnaire.
- ✓ The research site was limited to one of the states in the northeastern part of India.
- ✓ In this study the convergent validity estimated by Average Variance Extracted for authoritarian parenting style was below the cut-off point.
- ✓ Other limitations in the study included self-reporting biases.

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IMPLICATIONS



- ✓ **Parents:** Workshops could be conducted for parents on the different parenting styles in order to create awareness and to enable them to identify their own style.
- ✓ **Counsellors:** Counselors could be an important means to promote a greater sense of academic self-efficacy and emotional regulation in students for achievement outcomes.
- ✓ **Teachers:** Teachers could engage their students in academic tasks that promote more academic self-efficacy and emotional regulation.
- ✓ **Policy Makers:** Policy makers could keep in mind while framing the educational policy according to different cultural background to make policy that is more conducive for higher academic achievement.

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FUTURE AVENUE



- ✓ The nested model fundamentally introduced and explored the relationship between the predefined variables and the role of parenting styles which can be used as new opportunities for further research.
- ✓ The sample of the current study was drawn from selected high schools in Nagaland. Future researchers could investigate more high schools not only in one area, but in other states or countries to increase in the generalizability of the research.
- ✓ Future studies could include assessments of parenting styles by the parents themselves or by a panel which include students, parents, teachers, counselors and school administrators.
- ✓ The present study found that there were different significant differences between fathers and mothers. Given that, it may be worth to consider and to provide more research to explore the gender-wise difference among students as well as other populations.

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