

Role of Parenting Style and Personality Traits in Academic Achievement of Adolescents with Special Reference to Jaipur City During Pandemic

Garima Mathur¹ and Dr. Neetee Mehta²

Research Scholar, Psychology Department, Bhagwant University, Ajmer, Rajasthan²

Associate Prof., Psychology Department, Bhagwant University, Ajmer, Rajasthan²

Abstract: *Academic achievement is one of the most important indicators of learning and understanding across all educational systems. Academic achievement is undoubtedly a very important research topic for educational psychologists. There are many factors that affect educational outcomes such as family structure, emotionality and transition to socialization, social status, changes in body, level of aspirations, their achievements, religious beliefs etc. In addition, self-esteem, parenting style and personality characteristics are just a few of the most important factors. Therefore, identifying such factors that affect student performance and determining the size of these effects may be important to helping students improve their academic achievement. Adolescence is a transition period for students to transform into young adults. The current study focuses on how self-esteem, parenting styles and personality traits affect academic achievement of adolescents during the pandemic. In addition, the role of personality traits during the pandemic as a mediator in the relationship between self-esteem and academic achievement and parenting style and academic achievement will also be studied*

Keywords: Academic Achievement, System, Style, Traits, Factors etc

I. INTRODUCTION

The corona virus (COVID-19) pandemic has unleashed a tsunami of challenges for humanity over the last two years. COVID-19 has had a significant impact on people's lives all across the world, especially children and adolescents. The SARS-CoV-2 virus causes corona virus disease (COVID-19), which is an infectious disease. Due to the emergence of the new corona virus many countries, including India, are experiencing an unprecedented health emergency. In December 2019, the virus was discovered in a fish market in Wuhan, China (Chen et al., 2020). In March 2020, the World Health Organization (2020) declared the virus as pandemic after it spread to practically all countries and territories. The pandemic prompted governments around the world to go into lockdown, resulting in people being forced to stay in their homes to prevent the spread of COVID-19 and a rise in the number of cases. The virus has affected the lives of billion people across the globe in many ways such as psychologically, physiologically and socially. This pandemic wreaked havoc on the health care system, the economy, education, and other areas. Work cultures were affected by the epidemic, which resulted in a transition from offline to online mode, while many others lost their jobs as a result of the pandemic's abrupt impact. The unexpected epidemic had an impact on schooling since students were confined to their homes and, in particular, children were prohibited from leaving their homes.

On March 11, 2020, The World Health Organization (WHO) declared the Coronavirus disease (COVID-19) a pandemic and suggested several actions to reduce its effects on the population. More than a year later, the pandemic has changed the lifestyles of millions across the world, claiming 5,077,791 lives in the process. The COVID-19 pandemic with its continuous spread and unpredictable epidemiological control has affected people psychologically. Adolescents appear to be less vulnerable to COVID-19, but they have been exposed to the biopsychosocial stressors generated by the pandemic. Due to this health emergency, educational institutions in more than 190 countries had to stop face-to-face classes. In Mexico, according to the Secretary of Public Education (SEP, 2020), a total of 5,144,673 adolescents who attended high school individually had to continue their studies at home, which radically changed their social and social environment. Family conversation. Prior to the pandemic, in 2018, 5.3% of students between the ages of 15 and 17

were in a severe educational gap, and 20.3% were in a moderate educational gap, defined as having grades below the expected grade relative to the student's age, according to the Indicators of the National Education System. was defined as receiving The effectiveness of distance learning after the pandemic remains unclear; However, preliminary studies on the long-term effects of skipping' school suggest that it will negatively affect student achievement.

Adolescence

All over the world, in the 21st century, life is going through significant changes and the most affected are the teenagers. Adolescents are the citizens of tomorrow. The patterns of behavior adopted by an individual during adolescence will be maintained throughout life. They affect the health and well-being of a person. Personality development is strong in this period and remains the same for a long time. Proper shaping of personality during adolescence can create a valuable human resource for our nation.

Self-esteem

Self-esteem exerts a strong influence on individuals' expectations of themselves and their judgments about their behavior. People with high self-esteem are willing to test the validity of their projections about themselves. Having a high level of self-acceptance, they have an inclination to accept others as well as those who hold completely different opinions from them and enjoy satisfactory relationships with others.

Parenting style

Parents exert a significant influence on their children's academic achievement at different levels of education through their different parenting styles. To be successful in their higher education and in life, adolescents and young adults need trusting, supportive, and caring relationships with their families, especially with their parents.

Academic achievement

Students in a classroom are concerned with the development and reconstruction of knowledge through expertise, inspiration, collaboration, exploratory speech, and teacher intervention. Student construction of knowledge by discovering real issues through asking and researching questions, planning and investigating, collecting, analyzing and decoding data and information, drawing conclusions and reporting findings (Blumenfeld, 1992) want opportunities.

Rationale for the study

Life has become fast in 21st century so there is tremendous competition in every field. Where everyone wants to achieve their goal of success. This study is important for identifying students who need help and helping them as needed. So they may be able to achieve success in the desired direction. Therefore, there is a need to study the factors affecting academic performance. The present study is an attempt to examine the role of self-esteem, parenting style, personality factors in academic achievement of adolescents. Adolescence is a transition period for students to transform into young adults. His introduction to school life presents many new challenges to his academic pursuits. There are many empirical findings related to academic performance among adolescents as well. Academic performance was found to be associated with several factors. Despite the existing literature on academic achievement, research is needed to explore the role of other important variables such as self-esteem, parenting styles, and personality traits in predicting academic achievement among adolescents.

II. LITERATURE REVIEW

Researchers have found a correlation between parents' discipline, style, and support and their children's mental health and self-esteem. Permissiveness, parental rejection, and rigidity are all associated with negative consequences like depression, anxiety, violence, and suicidal thoughts. However, when they work together and are used with care by parents, the effects are positive (McKinney et al., 2016; Nunes & Mota, 2017). How parents react and behave when raising their children significantly influences their children's development, both in terms of whom they become and how they develop. Children must have a positive relationship with their parents to learn how to be decent people, acquire the skills necessary for success in life, attain financial independence, and attain emotional stability. This relates to how parents perceive and treat their children. Most parents adopt one of the four parenting styles: authoritarian, permissive, indifferent, or overprotective. Others have combined the 'indifferent' and 'overprotective' styles into one called 'authoritative style', and therefore their division of the parenting styles is three (Flouri & Midouhas, 2017; Pinquart, 2017). Recent research studies establish the importance of parenting styles on children's academic

performance. These studies have focused on parents rather than children. However, fewer researchers have tried to explore factors and impact on children's performance instead of parenting styles (Hallers-Haalboom et al., 2014).

Objective

- The objective of the study was to establish the effect of parenting style on the academic achievement of adolescent students in secondary schools.

III. RESEARCH METHODOLOGY

- Population, Sample Size, and Sampling Procedures
- The study targeted a population of 2409 students.
- In addition, ten principals were also randomly sampled for interview. Fourteen randomly sampled schools out of 47 secondary schools in Ajmer, Rajasthan. A sample of students was also taken in different schools using simple random sampling technique. In addition, out of 47 headmasters of day secondary schools, ten headmasters were randomly sampled.

Data analysis

Information from the parenting styles questionnaire was analyzed to establish the different parenting styles that the students experienced at home. The questionnaire was on a 5 point uniform response scale: SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree). Responses were scored based on how the students responded to the questionnaire.

IV. RESULT ANALYSIS AND DISCUSSION

A multiple regression analysis was conducted for different parenting styles and academic performance of adolescents. The results of the regression analysis are shown in subsequent tables.

Table 1.1: Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.630	.640	.760

a. Predictors: (Constant), Authoritative, Authoritarian, Permissive, Neglectful;

According to the analysis, these variables statistically predict adolescents' academic performance, $F(4, 244) = 45.539$, $p < .05$, $R^2 = .640$.

The findings in Table 1.1 also show that the independent variables (authoritative, authoritarian, permissive, neglectful parenting style) explain (64.0%) of the variability of the dependent variable (adolescents' academic performance). Therefore, the remainder (38%) may be accounted for by other variables not recorded in the present study. The analysis also showed that all four variables added statistical significance to prediction, $p < .05$.

Table 1.2: ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.781	9	13.561	5.429	.000 ^a
	Residual	20.656	35	.695		
	Total	78.437	43			

A. Predictors: (Continuous), Authoritarian, Authoritarian, Permissive, Defiant

B. Dependent Variable: Academic Performance of Adolescents

The ANOVA result from Table 1.2 shows a significant difference ($p = 0.000$) for the four predictors (authoritative, authoritarian, permissive, neglectful) as our alpha value was $p < 0.05$. This implies that the means differ more than would be expected by chance alone. It can be concluded that the effect of the four predictors on the academic performance of adolescents varies.

Table 1.3: Multiple Regression Analysis for Academic Performance of Adolescents

Model	Unstandardize		Standardized		T	Sig. 95%	
	dCoefficients		Coefficients			Confidence	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	1.080	1.146	.953	.033		1.282	4.572
Authoritative	.752	.175	.334	4.094	.017	.282	.485
Authoritarian	-.652	.168	-.764	-1.816	.011	-.251	.424
Permissive	-.495	.188	-.625	-1.184	.026	-.373	.424
Neglectful	-.783	.198	-.467	-1.575	.031	-.489	.576

A. Dependent Variable: Academic Performance of Adolescents

From the significance column in Table 1.3, it can be concluded that all the predictor variables (Authoritative, Authoritarian, Permissive, Defiant) are significant as they are less than normal alpha of 0.05 ($p < 0.05$). This finding agrees with that of Rogers, Thule, Ryan, Adams, and Keing (2009) in Canada, who found that parents who adopt strong authoritarian parenting styles contribute to lower academic performance of students. Mohammad, Koorosh, and Hamid (2011) demonstrated that authoritarian parenting styles were negatively associated with children's academic achievement in Iranian families. Hong (2012) concluded that both parenting practices and parenting styles affect children's school achievement. Cherry (2013) in South Africa indicated that the regression model results for academic performance were significant, $F(12, 10361) = 149.14$, $p < .001$. Verenikina, Viall, and Lisaghat (2011) revealed that this parenting style had an effect on academic performance ($r = .76$, $p < .05$).

IV. CONCLUSION & RECOMMENDATION

So it can be concluded that permissive parents found it difficult to discipline their children, spoiled their children and condoned their bad behavior. This parenting style has a negative effect on a child's academic performance, and the more permissive a parent is, the less likely their child is to do well in the classroom. Neglecting parents were not concerned about their children's well-being in the classroom or social development and this could harm their children's academic performance. Teachers Service Commission (TSC) should train teachers on how to handle children of different parenting styles for good academic performance for all. This is because studies have shown that parenting styles affect academic performance. Teacher counselors should seek ways to strengthen their relationships with children and with parents to gain a better understanding of their parenting styles and then to tailor each child according to the parenting style implemented. Must be handled. This will help them to understand the various adjustment problems of individual students and then help the students to perform well in academics. Parents should adopt authoritative parenting styles that will enhance proper communication between them and their children. They should also visit the schools and inquire about the academic performance of their children. This will help in reducing the dropout and enhance the academic performance of the students. With respect to the outcome of parenting style, it was found that parental value toward achievement, parental interest in homework, and parental involvement in school work accounted for a unique proportion of the variance in achievement outcome. Predicted. Bury, JR (1981) examined whether both maternal and paternal parenting (perceived by adolescents) were positively related to academic achievement. Parenting style is influenced by many factors, including community exposure and resources, poverty level, neighborhood quality, and cultural or ethnic background. Several studies explored the relationship between the Big Five personality factors and academic performance in an educational context. It is widely accepted that the Big Five personality factors (neuroticism, extraversion, openness, agreeableness, and conscientiousness) capture most of the individual differences in behavior patterns and therefore can be used to study daily behavior and performance across a wide range of domains. is done for are suitable. There is a growing literature on self-esteem, parenting styles and personality factors in the context of educational settings among adolescents in the Western world, but there is a lack of research on this particular area in the Indian context. The current study focuses on how self-esteem, parenting styles, and personality traits may influence the academic achievement of adolescents during the pandemic. Additionally, the role of personality traits as mediators between self-esteem and academic achievement and parenting style and academic achievement during the pandemic were also studied.

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