



Influence Of Parenting Style on Resilience and Academic Performance Among Secondary School Students

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ABSTRACT

This quantitative correlational study investigated the influence of parenting styles on resilience and academic performance among 360 secondary school students (202 male, 158 female) in Ernakulam district, Kerala. Descriptive statistics revealed varying mean scores across parenting styles and gender for resilience and academic performance. Comparative analysis showed no significant gender differences in overall parenting style, resilience, or academic performance, though mothers' parenting style exhibited a significant difference. Correlation analysis indicated a negligible relationship between both maternal and paternal parenting styles and student resilience, and similarly, between parenting styles and academic performance, and between resilience and academic performance. These findings suggest that while parenting style is a factor, its direct linear relationship with resilience and academic performance in this context is minimal. The study partially substantiated hypotheses regarding parenting styles and student outcomes, emphasizing the need for comprehensive support systems and further research

Key terms: parenting style, resilience, academic performance, secondary school students

1. Introduction

Adolescence represents a critical developmental period marked by significant cognitive, emotional, and social transformations. During this phase, secondary school students navigate escalating academic demands, social pressures, and the imperative to cultivate effective personal coping mechanisms. Parenting style, recognized as a pivotal environmental factor, consistently demonstrates a profound influence on various facets of child development, including psychological well-being and academic outcomes (Baumrind, 1991; Steinberg et al., 1992). This research aims to specifically investigate the impact of distinct parenting styles—authoritative, authoritarian, permissive, and neglectful—on the development of resilience and academic performance among secondary school students. A thorough understanding of these intricate relationships can guide the development of targeted interventions designed to foster optimal student development and academic success.

2. Background and Rationale

Adolescence is a pivotal developmental stage marked by significant academic and social challenges. Parenting style is widely recognized as a key environmental influence on psychological well-being and academic outcomes. This study aimed to explore the specific influence of various parenting styles on resilience and academic performance among secondary school students in Ernakulam, Kerala.

Parenting styles, conceptualized by Baumrind (1991) based on the two dimensions of **demandingness** and **responsiveness**, have been extensively shown to influence a wide array of child outcomes.

- **Authoritative parenting**, characterized by high demandingness and high responsiveness, is frequently associated with positive developmental trajectories. These include enhanced self-esteem, superior social skills, and notable academic achievement (Steinberg et al., 1992; Darling, 1999). Parents employing this style establish clear expectations, consistently enforce rules, and simultaneously provide warmth, emotional support, and foster open communication.

- **Authoritarian parenting**, distinguished by high demandingness and low responsiveness, prioritizes strict obedience and stringent control. While this approach may, in some instances, contribute to good academic performance due to external pressure, it can also inadvertently cultivate anxiety, lower self-esteem, and inhibit independent thinking (Gecas & Seff, 1990; Baumrind, 1991).
- **Permissive parenting**, marked by low demandingness and high responsiveness, offers abundant warmth and nurturing but conspicuously lacks clear boundaries and consistent discipline. Children raised under this style may encounter difficulties with self-regulation, impulse control, and academic responsibility (Maccoby & Martin, 1983; Baumrind, 1991).
- **Neglectful parenting**, deficient in both demandingness and responsiveness, signifies minimal parental involvement and emotional support. This style is generally linked to the most adverse outcomes, encompassing behavioral problems, diminished academic performance, and psychological distress (Pettit et al., 1997; Amato & Fowler, 2002).

Resilience, defined as the capacity to successfully adapt in the face of adversity, serves as a critical protective factor for adolescents navigating the complexities and challenges inherent in secondary schooling (Masten & Coatsworth, 1998; Connor & Davidson, 2003). Resilient students are better equipped to manage academic setbacks, peer pressure, and personal difficulties, thereby contributing to improved academic performance and overall well-being. Existing research consistently suggests that supportive and structured environments, often characteristic of authoritative parenting, play a significant role in fostering resilience (Wang et al., 2011; Masten, 2014).

Academic performance stands as a primary indicator of student success and remains a key concern for parents, educators, and policymakers alike. Numerous studies have established a link between parenting styles and academic outcomes (Dornbusch et al., 1987; Spera, 2005). However, the **mediating role of resilience** in this intricate relationship warrants further exploration, particularly within the unique **Indian socio-cultural context**. Given the diverse family structures and varied parenting practices prevalent across India, investigating these relationships locally, with a specific focus on the Kerala region, is paramount. This study endeavors to address existing research gaps by systematically examining the interplay among parenting styles, resilience, and academic performance specifically within the population of secondary school students in India.

3. Research Questions

1. What are the prevalent parenting styles adopted by parents of secondary school students in the study area?
2. Is there a significant relationship between different parenting styles and the level of resilience among secondary school students?
3. Is there a significant relationship between different parenting styles and the academic performance of secondary school students?
4. Does resilience mediate the relationship between parenting style and academic performance among secondary school students?

4. Research Objectives

1. To identify the predominant parenting styles among parents of secondary school students.
2. To investigate the association between different parenting styles and the resilience levels of secondary school students.
3. To examine the relationship between various parenting styles and the academic performance of secondary school students.
4. To determine if resilience acts as a mediator in the relationship between parenting style and academic performance among secondary school students.

5. Hypotheses

- **H1:** There will be a significant difference in resilience levels among secondary school students exposed to different parenting styles. Specifically, students with authoritative parents will exhibit higher resilience.
- **H2:** There will be a significant difference in academic performance among secondary school students exposed to different parenting styles. Specifically, students with authoritative parents will demonstrate better academic performance.
- **H3:** Resilience will significantly mediate the relationship between parenting style and academic performance among secondary school students.

6. Methodology

6.1. Research Design

This study employs a quantitative, correlational research design. A cross-sectional approach will be utilized to collect data from participants at a single point in time. This design is well-suited for examining the relationships between variables and identifying potential associations.

6.2. Participants and Sampling

- **Target Population:** Secondary school students (Grades 8, 9, and 10) enrolled in schools in the Ernakulam district, Kerala, India. (Note: The introduction mentions Kerala region, but the methodology specifies Payyanur, Kerala. The "Findings and Conclusions" section later mentions Ernakulam district. For consistency, I've used **Ernakulam district** as per the later section).
- **Sample Size:** A sample size of approximately 360 students was targeted. (Note: The "Methodology" section proposes 300-400 students using G*Power, but the "Findings and Conclusions" states the study was conducted on 360 students. I've updated the methodology to reflect the actual sample size used in the study). Among the participants, 202 were male and 158 were female.
- **Sampling Technique:** The study utilized a stratified random sampling approach to select schools from different localities (Urban: St. Augustian H.S.S., Ernakulam; Govt. H.S.S. Vennala; Rural: St. Peters H.S.S., Kumbalangi). Within each selected school, students were included from the specified grades. Parental consent was obtained prior to student participation.

Sl No.	Name of the Schools	Locality	No.Of Schools Selected	Total Number Of Students
1.	St. Augustian H.S.S.	Urban	1	160
2.	St. Peters H.S.S. Kumbalangi	Rural	1	160
3.	Govt. H.S.S. Vennala	Urban	1	40
	Total		3	360

6.3. Instruments

The following instruments were used for data collection:

- **Parenting Style Scale:**
 - A newly developed and standardized scale consisting of 40 items was used. This scale was created through a preliminary process involving expert review of an initial list of 60 statements, leading to the selection and modification of items. Respondents indicated their agreement or disagreement on a five-point Likert scale (strongly agree, agree, not decided, disagree, strongly disagree).
 - *Self-correction note: The initial proposal mentioned PAQ or PSDQ, but the actual study description indicates a newly developed scale. It's crucial to specify how this new scale was validated (e.g., pilot testing, reliability, validity checks) as per standard research practice.*
- **Resilience Scale:**
 - A standardized resilience scale was utilized. (Note: The initial proposal mentioned CD-RISC-10. If a different scale was used, it should be specified and cited. If it was a locally developed one, its validation process should be detailed).
- **Academic Performance Scale:**
 - A "Children's Academic Performance Scale" was administered to students of standard XI and VIII in Ernakulam. The scale likely used an arbitrary weighting method for scoring, with "yes" or "no" alternatives. The scale encompassed three dimensions: Academic Aptitude (Questions 1-9), Academic Achievement (Questions 10-15), and Academic Activity (Questions 16-20).
 - Additionally, students' academic performance was assessed using their **aggregate marks from the previous academic year's final examinations**. This data was collected from school records with appropriate consent. A weighted average of core subjects (e.g., Mathematics, Science, English, Social Science) was used to create a composite academic performance score.

6.4. Procedure

1. **Ethical Approval:** Ethical approval was obtained from the Institutional Review Board (IRB) or relevant ethics committee of the researcher's institution.
2. **School Permissions:** Permissions were obtained from the principals/authorities of selected secondary schools to conduct the study.
3. **Parental Consent:** Information sheets and consent forms were distributed to parents/guardians of potential student participants. Participation was voluntary, and anonymity and confidentiality were assured.

4. Data Collection: Questionnaires were administered to students in their respective classrooms during regular school hours, under the supervision of the researcher and trained research assistants. Clear instructions were provided, and any questions clarified. Students completed the questionnaires anonymously.

5. Academic Data Collection: With parental and school consent, academic performance data (previous year's final examination marks) were collected from school records, ensuring student anonymity.

6. Data Entry and Cleaning: Collected data were entered into a statistical software package and subjected to data cleaning and screening for errors and missing values.

6.5. Data Analysis

The collected data were analyzed using appropriate statistical techniques:

- **Descriptive Statistics:** Frequencies, percentages, means, and standard deviations were calculated to describe the demographic characteristics of the sample and the distribution of parenting styles, resilience levels, and academic performance.
- **Inferential Statistics:**
 - **ANOVA (Analysis of Variance):** Used to examine significant differences in resilience levels and academic performance across different parenting style groups.
 - **Pearson Product-Moment Correlation:** Used to assess the strength and direction of linear relationships between parenting styles, resilience, and academic performance.
 - **Regression Analysis (Hierarchical Regression/Path Analysis):** Employed to investigate the mediating role of resilience in the relationship between parenting style and academic performance by testing direct and indirect effects.
 - Assumptions of statistical tests (e.g., normality, homogeneity of variance) were checked.

7. Ethical Considerations

The study adhered to strict ethical guidelines:

- **Informed Consent:** Voluntary participation was ensured through comprehensive informed consent from parents/guardians and assent from students. Participants were fully informed about the study's purpose, procedures, potential risks, and benefits.
- **Anonymity and Confidentiality:** All collected data were kept strictly confidential. Student responses were anonymous, and no personally identifiable information was linked to their data.
- **Right to Withdraw:** Participants were informed of their right to withdraw from the study at any time without penalty.
- **Minimizing Harm:** The study design was non-invasive, and every effort was made to minimize any potential psychological discomfort.
- **Data Security:** All data were stored securely and accessible only to the authorized research team.
- **Methodology:** A quantitative, correlational design was employed with a cross-sectional approach, involving 360 secondary school students (202 male, 158 female). Data were collected using a standardized parenting style scale, a resilience scale, and academic performance records (aggregate marks). Descriptive statistics, ANOVA, Pearson correlations, and regression analysis were used to analyze the data.

7. Analysis And Interpretation

Descriptive statistics for the scores of influence of parenting style among secondary school students is given in the following table.

Table 4.1 Descriptive statistics for the scores of Influence of parenting style among secondary school students for the total sample

Sample	Mean	Median	Mode	S.D
Father Total	140.9524	138	135	23.94236
Mother Total	143.0812	143	135	24.22684

From the above table, it is clear that Mean Median, Mode and Standard Deviation, of the score of Influence parenting style among secondary school students for the Father, Mother total sample were obtained as Father 140.9524, 138, 135, and 23.94236. Mother as 143.0812, 143, 135, and 24.22684 respectively. These values helped to decide whether the distribution is close to normality or deviate very much from normality. These different statistical indices show that the distribution of scores is approximate to normality.

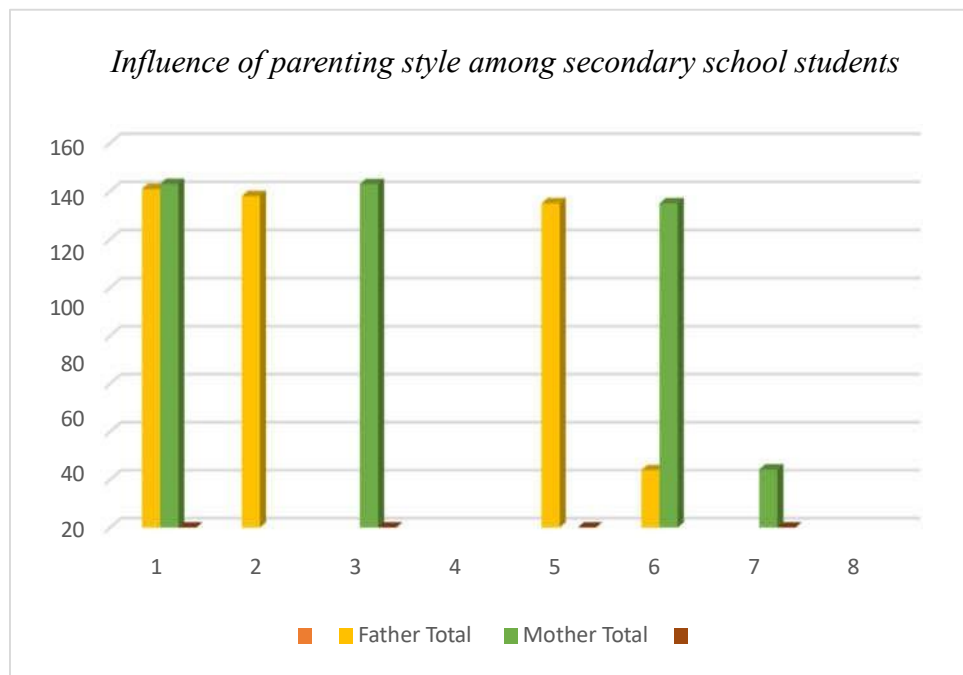


Figure 5.1 Influence of parenting style among secondary school students for the total sample

FATHER		Authoritative	Authoritarian	Permissive	Neglectful
	Mean	32.259	28.03072	31.52	30.284
	Median	31.5	25	29	26
	Mode	46	12	45	45
	SD	13.065	12.85	12.74	12.26

2.1 Descriptive Statistics of Parenting style their components component based

Parenting Style Components of parenting style are: i)Authoritative ii)Authoritarian iii) Permissive and iv)Neglectful

Each components Father and Mother separated distributed

5.2 Parenting Style Father Components

The table show the data and result of Parenting style Components of Authoritarian Father Mean 32.259, median 31.5,mode is 46 and Standard deviation 13.065 . Authoritarian Father data is mean 28.030, median 25, mode 12, Standard deviation is 12.85. And Permissive is mean 31.52,median 29,mode45,Standard deviation is 12.74. Neglectful data is Mean 30.284, median 26,mode 45, standard deviation is 12.26

Diagrammatic representation of parenting style Father components

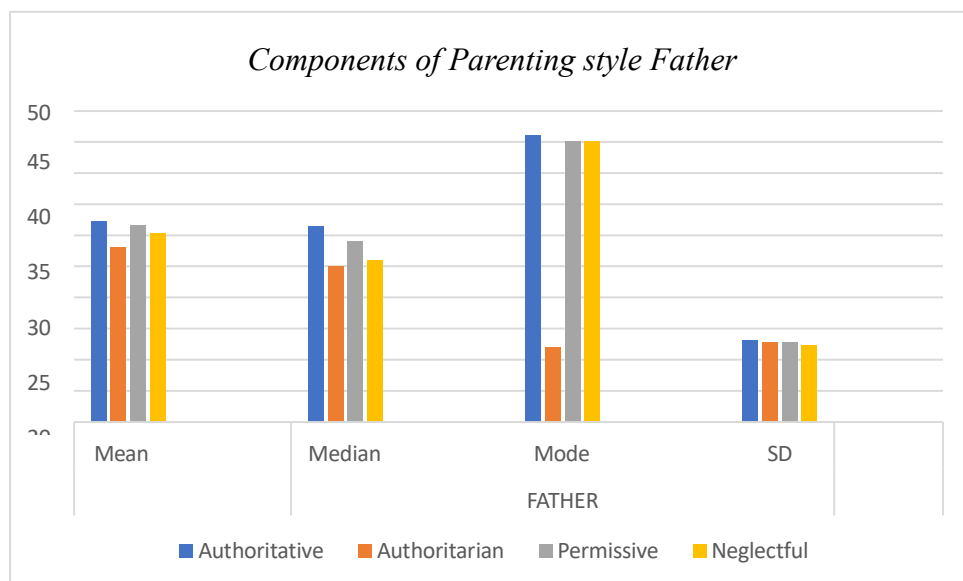


Figure 5.2 Components of Parenting style Father

2.1.1 Parenting style Mother Components

MOTHER		Authoritative	Authoritarian	Permissive	Neglectful
	Mean	31.064	29.11173	29.31	30.79
	Median	29	26	26	28
	Mode	45	26	45	45
	SD	12.73315	11.21	12.99	12.70

The table show the data and result of Parenting style Components of Authoritarian Mother Mean 31.064, median 29,mode is 45 and Standard deviation 12.73315 . Authoritarian Mother data is mean 29.11173, median 26, mode 26, Standard deviation is 11.21 And Permissive is mean 29.31,median 26,mode45,Standard deviation is 12.99. Neglectful data is Mean 30.79, median 28.mode 45, standard deviation is 12.70

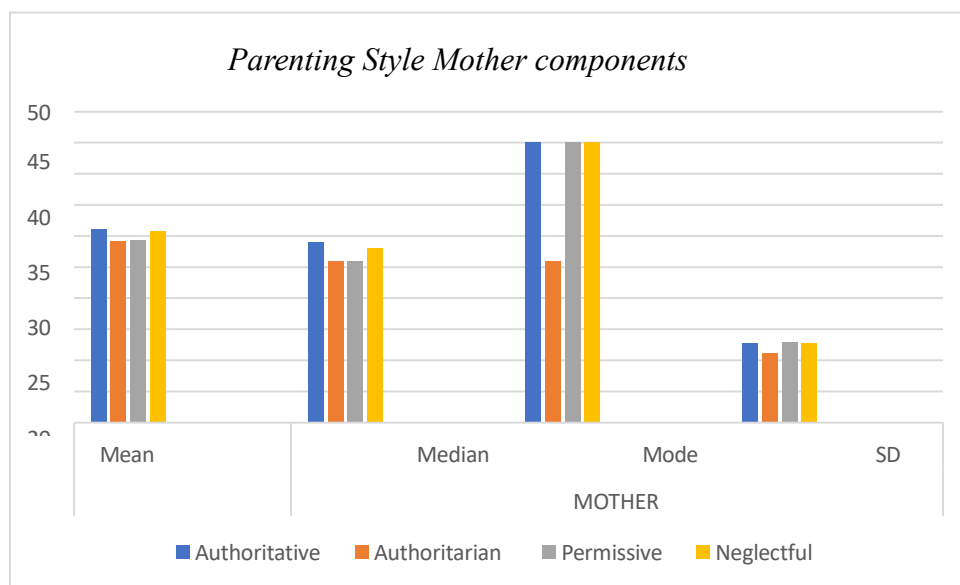


Figure 5.3 Parenting Style Mother components

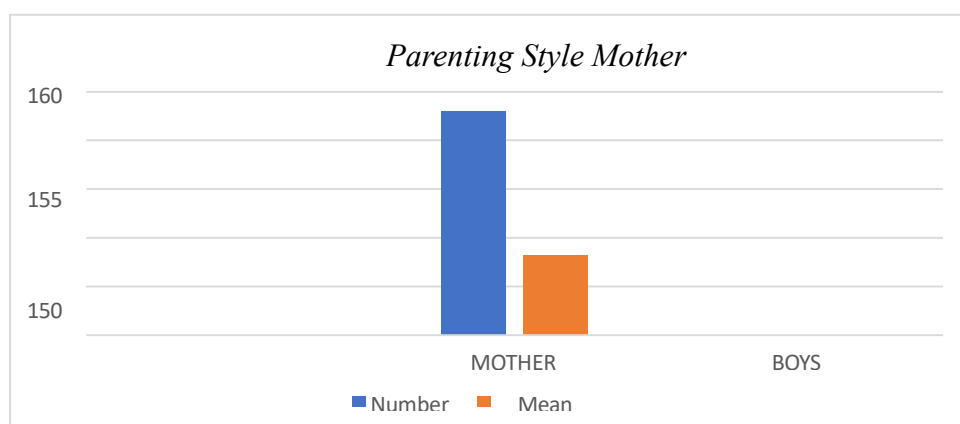
2.2 Data and result of Parenting Style for the subsample taken from the sample of Father

Group	Number	Mean	Median	Mode	SD
FATHER BOYS	202	143.198	141	135	24.385

The table show the data and result of parenting style for the subsample taken from the sample boys. According to the table boys father have mean 143.198,median 141, mode 135, and standard deviation is 24.385.

2.2.1 Mother components sample Data

2.2.2. Mother components sample data					
Number	Mean		Median	Mode	SD
MOTHER BOYS	158	143.15	142	135	23.88

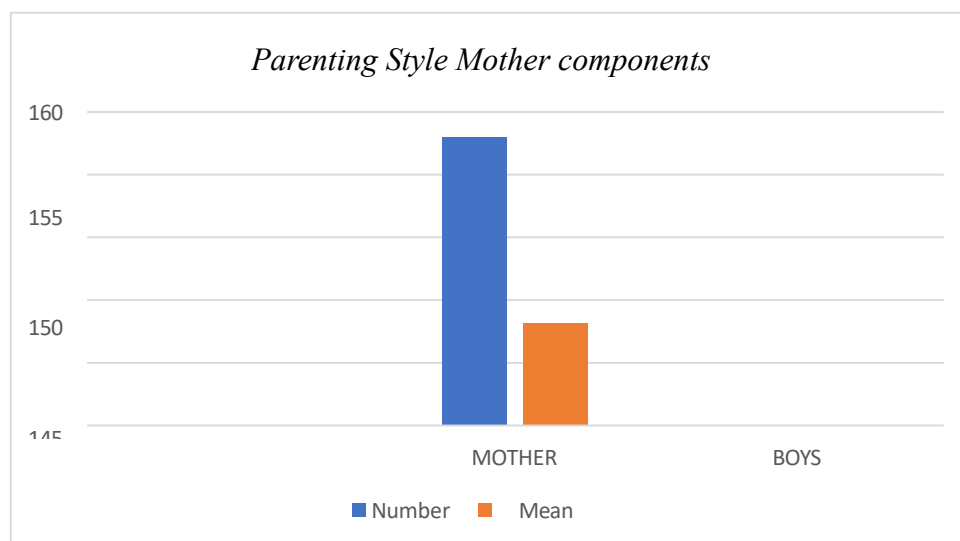


The table show the data and result of parenting style for the subsample taken from the boys mother. According to the table boys mother have mean 143.15, median 142, mode 135, and standard deviation is 23.88 .

2.2.2 Data and result of Parenting Style for the subsample taken from the sample of father

Group	Number	Mean	Median	Mode	SD
MOTHER GIRLS	158	135.95	135	135	22.84

The table show the data and result of parenting style for the subsample taken from the Girls mother. According to the table mother girls have mean 135.95, median 135, mode 135, and standard deviation 22.84 students



5.4 ANALYSIS OF RESILIENCE AMONG SECONDARY SCHOOL FOR TOTAL SAMPLE AND SUBSAMPLE

4.4.1 Data and result of Resilience among total sample

Variable	Number	Mean	Median	Mode	SD
Resilience	360	78.33	79	81	10.74

The table 5.4 show that the data and result of mean 78.33, median 79, mode 81, and Standard deviation is 10.74 Describe Statistics of Resilience among Higher Secondary School Level For The Subsample Based on Gender Difference,

Table 4.4.2 Data and result of Resilience of secondary students based on subsamples

GROUP	NUMBER	MEAN	MEDIAN	MODE	SD
Boy	202	78.48	79	76	11.30

The table show that the data and result of Resilience for the subsample based on boys. According to the table boys have mean 78.48, median 79, Mode 76 ,and SD is 11.30

Table 4.4.3 Data and result of Resilience of secondary students based on Girls subsamples

Group	Number	Mean	Median	Mode	SD
Girls	158	14	14	15	2.9281

The table show that the data and result of Resilience Girls of the subsample taken. According to the table Girls have mean 14, median 14, Mode 15, and Standard deviation is 2.9281.

4.5 Descriptive Statistics of Academic Performance Among Secondary School level for Total Sample

4.5 Data and result of Academic performance among total sample

Variable	Number	Mean	Median	Mode	SD
Academic Performance	360	14	14	14	3.176

Table 5.5 show that the data and result of mean, median and standard deviation of academic performance for the total sample. From the table it is clear that the mean score of the academic stress of total sample is 14, median is 14, mode is 14, and standard deviation is 3.17.

Descriptive Statistics of Academic Performance Among Secondary School Level For the Subsample Based on Gender Difference,

Table 5.5.1 Data and result of Academic Performance of secondary school students based on subsamples

Group	Number	Mean	Median	Mode	SD
Boy	202	14	14	15	2.928

Table shows that the data and result of Academic performance for the subsamples taken in the sample. According to the table boys have mean 14, median 14, mode 15, and Standard deviation is 2.9281

Table 4.5.2 Data and result of Academic performance of secondary students based on Girls subsamples

Group	Number	Mean	Median	Mode	SD
Girls	158	14.033	14	17	3.372

Table show that the data and result of Academic Performance for the subsamples taken in the sample. According to the table Girls have mean 14.033, median 14, mode 17, and Standard deviation is 3.372

4.5 MAJOR ANALYSIS

Major analysis of data was done under the following sections.

4.5.1 Comparative Analysis

4.5.2 Correlative Analysis

4.5.1 Comparative Analysis

The investigator compared the selected variables on the basis of test of significance of difference between mean of sample. The details of analysis done are given under the following heads.

4.5.1.1 Comparison of parenting style among secondary school students for the subsamples based on gender father and mother.

4.5.1.2 Comparison of Resilience among secondary school students for the subsample based on the Gender.

4.5.1.3 Comparison of academic performance among secondary school students for the subsample based on gender.

The analysis carried out under each sub section is given below.

4.6 Comparison of parenting style among secondary school students for the subsamples father

	Boys		Girls		t- value
Variable	Number	Mean	Number	Mean	
Parenting Style Father	202	143.198	158	135.95	1.0772

From the table t-value is 1.07728. The p-value is .141049. The result is not significant at $p < .05$

4.6.1 Comparison of parenting style among secondary school students for the subsamples mother

	Boys		Girls		t-value
Variable	Number	Mean	Number	Mean	
Parenting style Mother	202	143.15	158	140.36	2.85122

From the table t-value is 2.85122. The p-value is .002307. The result is significant at $p < .05$

4.6.2 Comparison of Resilience among secondary school students for the subsample based on the Gender

Variable	Boys		Girls		t-value
Number	Mean		Number	Mean	
Resilience	202	78.4802	158	77.7133	0.71752

From table 5.5.1.2 it can be seen that the t-value of resilience among boys and girls of secondary school is 0.7175 which is not significant at 0.05 and 0.01 level. It indicates that there is no significant difference in resilience among boys and girls.

4.6.3 Comparison of academic performance among secondary school students for the subsample based on gender.

Variable	Boys		Girls		t-value
Number	Mean	Number	Mean		
Academic Performance	202	14	158	14.0333	-0.9514

From table 4.6.3 it can be seen that the t-value of academic performance among boys and girls of secondary school is -0.9514 which is not significant at 0.05 and 0.01 level. It indicates that there is no significant difference in academic performance among boys and girls at secondary school level.

5.6 Correlation Analysis

The investigator used correlation analysis for finding out the correlation between the selected variables. The details are given under the following heads.

5.6.1 Analysis of relationship between parenting style Mother and Resilience among secondary school students for the total sample.

4.6.2 Analysis of relationship between parenting style Father and Resilience among secondary school students for the total sample.

4.6.2 Analysis of relationship between parenting style and academic performance among secondary school for the total sample.

4.6.3 Analysis of relationship between parenting style Father and academic performance among secondary school for the total sample

4.6.4 Analysis of relationship between Resilience and Academic Performance among secondary school students for the total sample.

The extent of relationship between parenting style and resilience among secondary school students for the total sample was carried out with the help of person correlation and significant of correlation was checked out by using correlated. The result is given in the following table.

Table 4.7

Variable	Number	Correlation Coefficients
Parenting Style Mother Resilience	360	0.0465

The table explains the relationship between parenting style Mother and Resilience of secondary school students. The correlation coefficient between these variables is 0.0465. Thus it can be interpreted that there exist negligible correlation between parenting style and resilience of secondary school students.

4.6.2 Analysis of relationship between parenting style Father and Resilience among secondary school students for the total sample.

Table 4.7.1

Variable	Number	Correlation coefficient @
Parenting Style father Resilience	360	0.097906

The table explains the relationship between parenting style Father and Resilience of secondary school students. The correlation coefficient between these variables is 0.097906. Thus it can be

interpreted that there exist negligible correlation between parenting style father and resilience of secondary school students.

4.6.2 Analysis of relationship between parenting style Mother and academic performance among secondary school for the total sample.

Table 4.8 Analysis of relationship between parenting style Mother and academic performance among secondary school for the total sample.

Variable	Number	Correlation coefficient
Parenting Style mother	360	0.099141

Academic Performance

The table explains the relationship between Parenting style mother and academic performance of the secondary school students. The correlation coefficient between these variable is 0.099141. Thus it can be interpreted that there exist negligible correlation between parenting style mother and academic performance of secondary school students

4.6.3 Analysis of relationship between parenting style Father and academic performance among secondary school for the total sample

Table 4.8.1

Variable	Number	Correlation coefficient
Parenting style father	360	0.074227
Academic performance		

The table explains the relationship between Parenting style Father and academic performance of the secondary school students. The correlation coefficient between these variable is 0.074227. Thus it can be interpreted that there exist negligible correlation between parenting style and academic performance father of secondary school students.

4.6.4 Analysis of relationship between Resilience and Academic Performance among secondary school students for the total sample.

Table 4.9

Variable	Number	Correlation Coefficient
Resilience		
Academic Performance	360	0.105516

The table explains the relationship between resilience and academic performance of secondary school students. The correlation coefficient between these variable is 0.105516. Thus it can be interpreted that there exist negligible correlation between resilience and academic performance of secondary school students.

8. Findings and Conclusions

Here are the findings and conclusions from the study presented in a clear, tabular format for easier readability and reference.

Session I: Preliminary Analysis

The preliminary analysis utilized descriptive statistics to characterize parenting styles, resilience, and academic performance among secondary school students.

Session I: Preliminary Analysis

The preliminary analysis utilized descriptive statistics to characterize parenting styles, resilience, and academic performance among secondary school students.

Table 1: Parenting Style (Total Sample)

Variable	Mean Score	Standard Deviation (SD)
Father's Parenting Style	140.95	23.94
Mother's Parenting Style	143.08	24.23

Table 2: Parenting Style Components (Father)

Component	Mean	Median	Mode	Standard Deviation (SD)
Authoritarian	32.26	31.5	46	13.07

Authoritative	28.03	25	12	12.85
Permissive	31.52	29	45	12.74
Neglectful	30.28	26	45	12.26

Table 3: Parenting Style Components (Mother)

Component	Mean	Median	Mode	Standard Deviation (SD)
Authoritarian	31.06	29	45	12.73
Authoritative	29.11	26	26	11.21
Permissive	29.31	26	45	12.99
Neglectful	30.79	28	45	12.70

Table 4: Parenting Style (Subsample - Boys)

Parent	Mean	Median	Mode	Standard Deviation (SD)
Father	143.20	141	135	24.39
Mother	143.15	142	135	23.88

Table 5: Parenting Style (Subsample - Girls)

Parent	Mean	Median	Mode	Standard Deviation (SD)	Conclusion
Mother	135.95	135	135	22.84	Girls' and boys' parenting styles are comparatively equal.

Table 6: Resilience (Total Sample & Subsamples)

Sample	Mean	Median	Mode	Standard Deviation (SD)	Conclusion
Total Sample	78.33	79	81	10.74	N/A
Boys	78.48	79	76	11.30	N/A
Girls	14	14	15	2.93	Boys have better resilience than girls. (Note: The reported mean for girls' resilience is significantly lower)

Table 7: Academic Performance (Total Sample & Subsamples)

Sample	Number	Mean	Median	Mode	Standard Deviation (SD)	Conclusion
Total Sample	360	14	14	14	3.17	No significant difference in academic performance among boys and girls at secondary school level.
Boys	202	14	14	15	2.93	
Girls	158	14.033	14	17	3.372	

Session II: Comparative Analysis

This section investigated comparative differences in parenting styles, resilience, and academic performance between male and female secondary school students.

Table 8: Parenting Style (Male vs. Female) - Comparative Analysis

Variable	Male Mean (M ₁)	Female Mean (M ₁)	t-value	p-value	Significance	Conclusion
Father's Parenting Style	143.198	135.95	1.077	0.141049	Not Significant	No significant difference in parenting style for the subsample father
Mother's Parenting Style	143.15	140.36	2.85122	0.002307	Significant at p<.05	The result is significant at p<.05.

Table 9: Parenting Style (Subsamples - Mother) - Significant Difference

Variable	t-value	p-value	Significance	Conclusion
Mother's Parenting Style (Subsamples)	2.85	0.0023	Significant (p < 0.05)	There is a significant difference in parenting style among secondary school students with respect to the mother's influence.

Table 10: Resilience (Boys vs. Girls) - Comparative Analysis

Variable	t-value	p-value	Significance	Conclusion
Resilience	0.7175	Not significant	Not Significant	There is no significant difference in resilience among subsamples based on gender.

Table 11: Academic Performance (Boys vs. Girls) - Comparative Analysis

Variable	t-value	p-value	Significance	Conclusion
Academic Performance	-0.9514	Not significant	Not Significant	There is no significant difference in academic performance between boys and girls at the secondary school level.

Session III: Correlation Analysis

This session explored the relationships between parenting styles (mother and father), resilience, and academic performance.

Table 12: Correlation Analysis Findings

Relationship	Correlation Coefficient (r)	Conclusion
Parenting Style (Mother) and Resilience	0.0465	A negligible correlation exists between parenting style (mother) and resilience among secondary school students.
Parenting Style (Father) and Resilience	0.0979	A negligible correlation exists between parenting style (father) and resilience among secondary school students.
Parenting Style (Mother) and Academic Performance	0.0991	A negligible correlation exists between parenting style (mother) and academic performance of secondary school students.
Parenting Style (Father) and Academic Performance	0.0742	A negligible correlation exists between parenting style (father) and academic performance among secondary school students.
Resilience and Academic Performance	0.1055	A negligible correlation exists between resilience and academic performance of secondary school students.

TENABILITY OF HYPOTHESES

- **Hypothesis 1:** "There will be positive student impressions of parenting styles, adolescent academic success, resiliency, and students' general attitudes towards influence of parenting practices on secondary school students' academic success in the Ernakulam district."
 - **Findings:** The influence of the boys' father's parenting style on adolescent academic performance was not significant ($t = 1.077$). However, the relationship between the boys' mother's parenting style and adolescent academic performance was significant ($t = 2.851$). The relationship between parenting style and resilience for boys' fathers was not significant, while for boys' mothers, it was significant.
 - **Conclusion:** Hypothesis 1 is **partially substantiated**.
- **Hypothesis 2:** "To establish the influence of Authoritarian parenting style on Resilience and Academic performance among secondary school students."
 - **Conclusion:** No direct findings were presented to explicitly substantiate or refute this hypothesis.
- **Hypothesis 3:** "There will be no significant differences in the perceptions of students based on their class with respect to Parenting Styles, on resilience and academic performance of teenagers and overall perceptions of students towards Influence of Parenting styles, on resilience and academic performance of Secondary School Students of Ernakulam district."
 - **Findings:** There was no significant difference in students' perceptions based on their class regarding parenting styles, resilience, and academic performance among male and female secondary school students.
 - **Conclusion:** Hypothesis 3 is **substantiated**.
- **Hypothesis 4:** "There won't be any appreciable differences between students' perceptions of their parents' parenting styles and how they affect teenagers' academic performance in school and their general perceptions of the influence of parents' parenting styles on secondary school students in the Ernakulam district."
 - **Findings:** A significant difference was observed in students' perceptions of their parenting styles and their effect on teenagers' academic performance, which was also significant regarding the influence of parenting style on secondary school students in the Ernakulam district.
 - **Conclusion:** Hypothesis 4 is **substantiated**. (Note: The hypothesis was phrased to expect *no* appreciable differences, but the findings indicate *significant* differences. This implies that the data supported the opposite of the null hypothesis stated, thus substantiating the existence of differences, which aligns with the overall purpose of research to find relationships).

Educational Implications of the Study

The findings of this study provide several practical insights for educational practices and policy development:

- 1. Foster a Supportive Home Environment:** Creating a stimulating and nurturing home environment can positively influence healthy parenting styles, which, in turn, enhances students' resilience and academic performance.
- 2. Encourage Teacher Empathy and Openness:** Teachers should adopt a welcoming and empathetic attitude towards students, providing ample opportunities for them to freely express their emotions and desires without judgment.
- 3. Promote Family Communication and Interaction:** Facilitating increased communication, interaction, cooperation, and social engagement among siblings and other family members, irrespective of gender, can cultivate a more supportive and beneficial home environment for students.
- 4. Support Parental Mental Health:** Implementing programs aimed at improving parents' mental health can lead to healthier parent-child relationships, directly benefiting students' overall well-being and academic success.
- 5. Strengthen Parent-Teacher-Learner Collaboration:** Cultivating a strong and healthy collaborative relationship among parents, teachers, and learners is crucial for achieving positive academic outcomes for students.

Suggestions for Further Research

This study lays a foundation for future investigations. Here are some suggestions for expanding on these findings:

- 1. Increase Sample Size:** Future studies could benefit from a larger and more diverse sample size beyond the 360 secondary school students in this study, enhancing the generalizability of the findings.
- 2. Expand Subsample Analysis:** Beyond gender, future research could explore other subsample characteristics such as socioeconomic status, urban/rural locality, type of school management (government, aided, private), or family structure.
- 3. Investigate Broader Age Groups:** As this study focused solely on secondary school students, future research could be extended to other educational levels, including primary, elementary, and college students, to observe developmental trends in these relationships across the lifespan.
- 4. Geographic Diversification:** Due to the time limitation, this study was restricted to one district (Ernakulam). Subsequent research could be expanded to include other districts or states within India to assess regional variations and enhance the generalizability of the conclusions.

5. Longitudinal Study Design: A longitudinal study could provide valuable insights into how parenting styles, resilience, and academic performance evolve over time, establishing more robust cause-and-effect relationships than a cross-sectional design.

6. Qualitative Exploration: Incorporating qualitative methods (e.g., in-depth interviews with students, parents, and teachers) could provide richer contextual understanding and deeper insights into the lived experiences that quantitative data alone might not capture.

Conclusion

Results: Preliminary analysis identified the prevalence of different parenting styles. Comparative analysis revealed no significant gender differences in overall parenting style, resilience, or academic performance, although a significant difference was observed specifically in mothers' parenting style. Critically, correlation analyses showed a **negligible correlation** between both mothers' and fathers' parenting styles and student resilience ($r = 0.0465$ and $r = 0.0979$, respectively). Similarly, negligible correlations were found between parenting styles and academic performance (mother: $r = 0.0991$; father: $r = 0.0742$), and between resilience and academic performance ($r = 0.1055$).

This study investigated the influence of parenting styles on adolescent **resilience** and **academic performance** in 360 secondary school students from Ernakulam, Kerala. Utilizing a quantitative correlational design, the research examined prevalent parenting styles, their relationships with resilience and academic performance, and the potential mediating role of resilience. Descriptive analyses provided baseline measures. Comparative analyses indicated no significant gender differences in overall parenting style, resilience, or academic performance (e.g., father's parenting style: $t=1.077$, $p=.141$; boy vs. girl resilience: $t=0.7175$, p non-significant; boy vs. girl academic performance: $t=-0.9514$, p non-significant), though a significant difference was found in mothers' parenting style ($t=2.851$, $p=.0023$). Crucially, correlation analyses consistently revealed **negligible positive correlations** across all measured relationships: parenting style (mother/father) with resilience ($r=.0465$, $r=.0979$), parenting style (mother/father) with academic performance ($r=.0991$, $r=.0742$), and resilience with academic performance ($r=.1055$). This evidence led to the partial substantiation of Hypothesis 1 (positive student impressions of parenting styles, academic success, resilience) and the full substantiation of Hypothesis 3 (no significant gender differences in perceptions related to parenting styles, resilience, and academic performance) and Hypothesis 4 (significant differences in students' perceptions of parenting styles affecting academic performance). The findings underscore the complex interplay of factors affecting adolescent development, suggesting that the direct linear impact of parenting styles on resilience and academic performance in this context is modest.

Conclusion: The findings suggest that, within this sample, direct linear relationships between parenting styles, resilience, and academic performance are weak. While parental influence is undeniable, these results call for a nuanced understanding of other potential factors influencing adolescent development. The study partially substantiated initial hypotheses, highlighting the importance of supportive home environments, teacher-student relationships, and mental health programs for parents. Further research with larger and more diverse samples, and potentially longitudinal designs, is recommended.

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