



AN EXPLORATORY STUDY ON THE ASSOCIATION BETWEEN PERCEIVED PARENTING STYLES (AUTHORITARIAN AND AUTHORITATIVE) AND ACADEMIC ACHIEVEMENT AMONG YOUNG ADULT MIGRANT STUDENTS STUDYING IN BENGALURU.

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Abstract: Parenting styles are linked with developmental aspects and behaviour of a child including academic achievement. However, whether this association is relevant to young adult migrant students with limited direct parental influence remains unclear. The present study aims to explore the association of authoritarian and authoritative parenting and academic achievement among young adult migrant students. Data were collected from 50 participants (28 females, 22 males, aged 18 -25) studying in Bengaluru. Perceived parenting styles were analysed by Parental Authority Questionnaire (PAQ) [5] administered using the Likert scale. Academic data of the sample was collected using self-reported CGPA. The reliability of parenting scores were found to be above 0.75 using Cronbach's Alpha. Pearson correlation revealed weak correlations of authoritarian and authoritative parenting styles with academic achievement, none of which were statistically significant. The findings revealed that association between parenting styles and academic achievement may be reduced during young adulthood, particularly when individuals are migrant students, not directly influenced by parents.

Index Terms: Authoritative parenting, Authoritarian parenting, Academic achievement, young adults, Parenting, migrant students.

I. INTRODUCTION

Baumrind [2][3] laid the foundation of the conceptual understanding of the different parenting styles. Along with defining the different styles, she argued about its influence on child development, behaviour, personality and academic development of the child. She identified three distinct parenting styles namely authoritarian, authoritative and permissive each characterized by the amount of control, warmth and responsiveness from the parents. Authoritarian style puts emphasis on strict control, discipline and obedience while authoritative style balances discipline and firm boundaries with emotional warmth and rational explanation. Permissive style is characterized by minimal demands and high acceptance. These three distinctions together form the foundation of parenting styles which has been researched on for decades.

As researchers started to explore more on parenting styles, in order to provide them with a standard manner for measuring, Buri [5], constructed the Parental Authority Questionnaire (PAQ), a self-report instrument designed to assess Baumrind's parenting styles quantitatively. It consists of thirty questions across three scales, demonstrating strong psychometric properties, high test-retest reliability, well

established content, criterion and discriminant validity, making it one of the most widely used questionnaires on parenting styles.

With the PAQ as a standard measurement tool among others and the foundational work of Baumrind [2][3], researchers have deeply studied relationships between parenting styles and other important developments including academic achievement. However existing literature suggests that not much focus was given to young adults especially to migrant students who were not under direct ongoing parental influence. This becomes a significant gap because according to the theory of emerging adulthood as defined by Arnett [1], the period between ages 18 and 25 represents a crucial developmental phase which was defined by identity exploration, increasing autonomy, intrinsic motivation and reduced parental monitoring. As young adults move away from home for higher education, the day-to-day influence of parents diminishes significantly as their everyday decisions become more independent. As a result, academic choices become increasingly self-directed driven by intrinsic motivation rather than direct parental influence thus influencing academic achievement in the long run.

This transition raises an important and underexplored question. If the influence of parents naturally decreases during emerging adulthood particularly in young adults who live away from home, does the association between perceived parenting styles and academic achievement have a significance? While existing literature has examined the associations between the two across different groups, cultures and demographic context, no study has explicitly focused on Indian young adult migrant students as a distinct population. The present study intends to explore this particular gap through an exploratory examination of the association of authoritarian and authoritative parenting styles and academic achievement among young adult migrant students studying in Bengaluru.

II. REVIEW OF LITERATURE

Earlier researchers studied parenting styles and their subsequent effect on academic achievement in different cultural contexts. Steinberg [32] emphasised that students raised in authoritative households demonstrated higher academic performances, self-esteem and healthier habits due to the active involvement of parents in monitoring progress and attending school events thus influencing increased interest towards learning and achievement while Hung and Yang [14] explored authoritarian parenting style in the Chinese and American culture. It was found that Chinese culture was influenced by values like filial piety and obedience while American students were found to resist authoritarian parenting, thus not improving their academic performance. It was found that Chinese adolescents in Taiwan performed poorly in class. The study consequently pointed out that authoritarianism was expected to be linked with lower academic achievement among both Chinese and American students. Research done by Leung et al. [20] highlighted that academic achievement is not universal but shaped by cultural context. It emphasised the importance of distinguishing between general and academic subtypes of authoritarian and authoritative parenting styles while examining their relationship with academic achievement. The cross-cultural study included the United States, Australia and Hong Kong, finding that academic authoritarianism had consistently and negatively impacted academic achievement regardless of the culture, however it was found that general authoritarianism was positively linked to achievement in Hong Kong where values like filial piety were crucial while the samples from US and Australia showed no such association. This research also showed that while general authoritative parenting showed a positive association with academic achievement, academic authoritative parenting showed no significant association.

Studies in the early 2000s also revealed some insights which further laid the foundation. Turner and Heffer [33] identified parenting style as a key indicator of college students' academic success, noting that students whose parents provided strong support and encouragement tended to achieve higher performance while Wang and Leichtman [34] identified that the key distinction in the cultural differences between Western and Asian culture was the idea of independence and interdependence. According to Chao [6] authoritative parenting had long been recognised as the most effective approach to child-rearing while Huang and Prochner [13] revealed that authoritarianism negatively impacted children's cognitive achievement.

Early 2010s studies also provided similar results where Ishak et al. [15] found that authoritative style was linked to academic achievement positively thus fostering individuality, self-regulation and self-assertion while authoritarian style's impact on academic self-concept was found to be less favourable. Since authoritarian parenting was associated with high control, psychological control, neglect and less warmth. Grusec [11] explored the different controls used in the parenting styles, noting that confrontive control in authoritative style enhanced motivation and positively influenced academic performance while authoritarianism's coercive control led to resistance and hindered academic success. Segrin et al. [30] found that communication also played a critical role since it was associated with authoritarian styles

potentially reducing academic success while discussing that authoritative style was linked to enhanced academic success and self-regulation. Bornstein [4] discussed cultural context and argued that culture played a key role in shaping parenting, and was maintained and passed on by influencing parental cognitions and behaviours. In the Chinese cultural context, Yuezhu [35] examined that authoritarian parenting could coexist with authoritative traits, suggesting a duality of the former's control and latter's warmth in parent-child relationships thus significantly influencing young adult experiences and academic outcomes. Kim [17] on the other hand emphasised the need for understanding dynamics of parenting in relation to academic achievement as he addressed the acculturation gap between parents and children hindering academic success in Chinese American adolescents. A cross-cultural study across China, Turkey and the United States of America on maternal parenting styles, high school achievement and self-esteem among emerging adults [27] highlighted that parenting was shaped by cultural norms affecting their effectiveness and noted that while authoritative parenting was generally associated with positive outcomes in individualistic cultures, authoritarianism could yield different results in collectivist societies.

In the late 2010s, Osorio and Gonzalez-Camara [28] found that authoritative parenting encouraged autonomous development and satisfaction in learning while a study [36] identified a significant negative relationship between authoritarian parenting and success in academics and a positive relation of authoritative style with academic success. Studies also explored other variables that were affected by parenting styles which could impact academic achievement. Lavrič and Naterer [19] argued that authoritative parenting enhanced children's social and instrumental competence, resulting in increased socially valued self-esteem and decreased levels of depression and Martinez et al. [22] concluded through their research across Spain, Portugal, and Brazil that among all the parenting styles authoritative parenting was the only healthier style of parenting for creating self-esteem in children. The meta-analysis done by Pinquart [29] suggested that while general parenting styles were important, their effects on academic achievement might be indirect and could be mediated by factors like self-regulation or motivation for achievement while Llorca et al. [21] highlighted the mediating role of peer relationships and academic self-efficacy in connection with parenting style and academic performance. Józsa et al. [16] and Doepke and Zilibotti [8] stressed the necessity of considering the role of parental education and socioeconomic status since these factors affected parenting approaches thus impacting children's academic performance while simultaneously finding that authoritative parenting was better for academic success while authoritarian style led to lower achievement. However, Garcia and Serra [9] suggested that the relationship between parenting styles and outcomes including academic achievement was shaped by cultural context and that findings from one cultural setting cannot be applied to another. Masud et al. [23] noted the need for investigation into cultural variation when they revealed that authoritarian styles may be more effective and prevalent in Asian contexts.

Like late 2010s, recent studies also explored factors that affected academic achievement through parenting styles. Stavroulaki et al. [31] emphasised the critical role of parental influence shaping student motivation and that motivation orientation acted as a mediator between perceived parenting styles and academic achievement. Hayek et al. [12] also pointed out the importance of specific parenting styles and motivation factors beyond general style to understand how family influenced academic performance. Lanjekar et al. [18] established that parenting styles played a fundamental role in a child's cognitive development from infancy with the effects persisting into young adulthood along with establishing that harsh and unsupportive parenting could reduce the ability to focus during academic years while a balance of emotional warmth and structure supported emotional regulation and sustained academic engagement. Gordeeva et al. [10] suggested that perceived parenting styles and students' perception of those relationships were essential for understanding academic achievement in young adults and noted that perceived parental autonomy enhanced academic achievement among students and that controlling parenting styles could hinder academic performance and motivation. Mugenyi et al. [24] also emphasised the importance of adopting balanced and nurturing parenting approaches as their study indicated negative correlation between authoritarian parenting, psychological well-being and academic achievement. They also noted that children in authoritative environments tended to achieve higher academic achievement and reported better emotional health.

Within Indian and Asian contexts, Muhammad et al. [25] established that authoritative parenting was positively associated with enhanced emotional intelligence, academic achievement and self-esteem while authoritarianism was linked to negative outcomes in those areas among university students in Southern Punjab. Chutia and Swargiary [7] highlighted the significant influence of academic resilience among adolescents in Jorhat district, Assam, suggesting that effective parenting practices can enhance academic resilience, subsequently impacting academic achievement. A cross-cultural study including India, China

and South Korea [26] emphasised the significance of cultural context, revealing that effects of parenting styles on academic results vary across Asian cultures. The study identified a positive correlation of authoritative parenting with academic success while finding authoritarianism negatively impacted achievement.

Despite detailed research examining the associations between parenting styles and academic achievement across different cultures and demographics, several gaps remain unaddressed. While studies explore this relationship among the Indian population, studies focusing on emerging adults remain limited, specifically those who live away from home. In India where young adults migrate for higher education, a study on migrant students remains critical. Since existing literature has largely focused on authoritarian and authoritative parenting, permissive and neglectful parenting styles in achievement remain underexplored. Other developmental variables during emerging adulthood such as intrinsic motivation and independent decision making as outcomes of reduced parental influence also remain understudied. Comparative studies on migrant students and those living with parents such as the boarding school population could also provide insights into how physical distance affects parenting styles and academic achievement. Research addressing these gaps through larger and more diverse participant pools across multiple Indian cities would improve generalisability of the findings in the area. The present study however addresses the specific gap concerning Indian young migrant students in Bengaluru, contributing an exploratory perspective to this evolving area of research.

III. RATIONALE OF THE STUDY

The present study purpose is to understand the association between academic achievement and perceived authoritarian and authoritative parenting styles in young adult migrant students studying in Bengaluru. This is because, in literature review it was observed that while there are numerous studies on the association between parenting styles and academic achievement among young adults, there were not many studies on migrant students who may have limited contact with their parents. The place of study, Bengaluru was selected because it is one of India's major cities where students from various socio-cultural backgrounds from all over the country come in search of higher education, hence indirectly providing a diversity within the participant pool. Since crucial academic developments and other life developments like independent decision making, living and career choices take place during the phase of young adulthood it is important to understand whether not being under the direct parental influence has any association with their development. Thus, understanding this association can provide a glimpse into whether parental influence evolves during young adulthood and its implications in one of the crucial developments of this phase, academic achievement.

IV. STATEMENT OF THE PROBLEM

The current study is titled "An exploratory study on the association between perceived parenting styles (authoritarian and authoritative) and academic achievement among young adult migrant students studying in Bengaluru" The study explores the association of perceived parenting styles and academic achievement among young adults studying in Bengaluru as migrant students and whether the association have any significance.

V. OBJECTIVES OF THE STUDY

1. To determine the perceived styles of parenting of the participants and assess their reliability.
2. To determine whether perceived parenting style has any association with academic achievement when the young adults are migrant students who are not under direct ongoing parental influence
3. To identify whether any significant association exists between perceived authoritarian parenting styles and academic achievement among young adult migrant students in Bengaluru.
4. To identify whether any significant association exists between perceived authoritative parenting styles and academic achievement among young adult migrant students.

VI. HYPOTHESIS

(H01): No significant association exists between perceived authoritarian parenting and academic achievement among young adult migrant students in Bengaluru

(H1): A significant association exists between perceived authoritarian parenting and academic achievement among young adult migrant students in Bengaluru

(H02): No significant association exists between perceived authoritative parenting and academic achievement among young adult migrant students in Bengaluru.

(H2) : A significant association exists between perceived authoritative parenting and academic achievement among young adult migrant students in Bengaluru.

VII. RESEARCH METHODOLOGY

The study employs a quantitative correlational research design., a non-experimental method to measure statistical relationship between two or more variables. Data was collected through an online survey method using Google Forms. A total of 50 responses were collected out of which 28 participants were females and 22 were males. The questionnaire was divided into two sections - the Parental Authority Questionnaire (PAQ) by John R Buri [5] and self-reported CGPA to measure perceived parenting styles and academic achievement respectively. The PAQ questionnaire uses a 5-point Likert scale for scoring.

For gathering the data for the study 'Parental Authority Questionnaire'(PAQ) by John R Buri [5] was used by the researchers. The questionnaire consists of 30 questions, 10 questions each for perceived authoritarian, authoritative and permissive parenting styles. The questions for permissive parenting style were not used because the study aims to examine only authoritarian and authoritative parenting. The CGPA was self-reported. Both of these data were collected using an online survey using Google Forms.

7.1 Sample

For the study, a sample size of 50 participants consisting of 28 females and 22 males aged between 18-25 studying in Bengaluru, through a snowball sampling method using the google form.

Table 1: Demographics of the sample

Age	No of males	No of females	Total
18-25	22	28	50

7.2 Statistical techniques

1. Cronbach's Alpha
2. Mean and Standard Deviation
3. Pearson Correlation
4. P-value assessment

VIII. DATA ANALYSIS

The data collected for the study were analysed and interpreted in the following ways:

Objective 1: To determine the perceived parenting styles of the participants and assess their reliability.

Findings

In order to identify the perceived style of parenting of the migrant students, the authoritarian and authoritative score of each participant was calculated followed by finding the mean and standard deviation for each of the styles. This was done to understand the distribution of authoritarian and authoritative parenting styles.

Table 2: Mean and Standard deviation of perceived parenting styles

Styles	Mean	Standard Deviation
Authoritarian	3.25	0.882
Authoritative	3.00	0.920

From the above table we arrive at the conclusion that while the participants perceived their parents as slightly more authoritarian ($3.25 > 3.00$), the small difference in the mean suggests that the parents displayed both styles to a fair degree.

Since the standard deviations are so close at 0.882 and 0.920 and there is not too much variation across the 50 participants, it is evident that the participants had fairly consistent perceptions of their parents.

The internal reliability of the responses of the PAQ questionnaire was determined using Cronbach's Alpha. The Cronbach's Alpha was computed for both the authoritarian and authoritative styles.

Table 3: Cronbach's Alpha of perceived parenting styles.

Style	No of items	Cronbach's Alpha
Authoritarian	10	0.828
Authoritative	10	0.791

The Cronbach's Alpha for authoritarian parenting scale was found to be 0.828 while authoritative parenting scale had 0.791, both exceeding the optimal threshold of 0.7. The results thus indicate that the PAQ questionnaire demonstrated good internal reliability for both the scales in the study.

Objective 2: To determine whether perceived style of parenting has any association with academic achievement when the young adults are migrant students who are not under direct ongoing parental influence

Objective 3: To identify whether any significant association exists between perceived authoritarian parenting styles and academic achievement among young adult migrant students in Bengaluru.

Objective 4: To identify whether any significant association exists between perceived authoritative parenting styles and academic achievement among young adult migrant students.

Findings

In order to address objectives 2,3 and 4 further calculations were conducted. The association between perceived parenting style and academic achievement was calculated using the Pearson correlation method. Out of the 50 participants only 47 participants provided CGPA hence the relation was computed based on the available data. The significance of the relationship was then calculated by evaluating the P value of the correlation.

Table 4: Correlation, significance and importance

Style	Correlation (r)	P -value (p)	Interpretation
Authoritarian	0.162	0.274	Positive but very weak and not significant
Authoritative	0.148	0.320	Positive but very weak and not significant

The value of correlation is found to be 0.162 and 0.148 for perceived authoritarian and authoritative parenting scales respectively. This indicates a positive but very weak association between perceived parenting styles and academic achievement.

The significance (p-value) of the association between academic achievement and authoritarian parenting scale was found to be 0.274 while the significance (p-value) of the association between academic achievement and authoritative parenting scale was 0.320. Both the values exceed the significance threshold of 0.05. Thus, the null hypothesis H01 and H02 are accepted, indicating that no significant association exists between both perceived authoritarian and authoritative parenting styles with academic achievement among young adults who are not under direct parental influence.

IX. DISCUSSION

The study examines the association between perceived authoritarian and authoritative parenting styles and academic achievement among young adults living in Bengaluru. Across 50 participants, 47 participants were included to investigate the association between the two variables.

The findings suggest that there is a positive yet weak and statistically non-significant association between both the perceived authoritarian and authoritative parenting styles and academic achievement. Hence the findings are consistent with the argument that the influence of parents on academic success may diminish during young adulthood, especially when the individuals are living away from home.

These findings can be further connected to Arnett's [1] theory of emerging adulthood which talks about the life stage at ages 18 to 25 characterised by increasing autonomy, identity exploration and independent decision making. As young adults move from their hometown and away from their parents, they begin to

develop self-regulation and intrinsic motivation which gradually replaces the influence that the parents had on the individual's academic performance.

The descriptive statistics revealed that the participants perceived their parents as moderately authoritarian ($M=3.25$) and authoritative (3.00) suggesting that neither of the styles was dominant. This moderate perception of the parenting styles when combined with the physical distance with the parents can further explain the weak associations between perceived parenting styles and academic achievement.

However, these findings cannot be generalised because of a small sample size of 50 participants and the chances of response bias and recall bias while completing the self-reported CGPA and PAQ during the survey. Future studies with larger sample sizes across multiple cities may provide more generalisable findings.

X. CONCLUSION

The study concludes that no significant association exists between perceived parenting styles and academic achievement among young adult migrant students studying in Bengaluru. However, a positive but very weak association was found between academic achievement and perceived parenting styles. Therefore, the findings accept the null hypothesis H01 and H02.

XI. LIMITATION OF THE STUDY

1. The study in its entirety cannot be generalized mainly due to two factors. The primary factor being the small sample size of 50 participants and secondly due to its focus on individuals living in Bengaluru only.
2. The study uses the PAQ questionnaire by Buri to find the perceived parenting style and GPA is self-reported hence chances of bias like social desirability bias, recall bias, response bias are high.
3. The self-reported CGPA could not be verified since the responses were collected through a survey.

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