

**EFFECT OF PARENTING STYLE AND SOCIO-ECONOMIC  
STATUS ON ACADEMIC ACHIEVEMENT OF HIGHER  
SECONDARY STUDENTS IN UDALGURI DISTRICT, ASSAM**

A Thesis Submitted in Partial Fulfilment of the Requirement for the  
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Submitted by

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## CHAPTER- V

### Findings, Educational Implications, Suggestions and Conclusions

#### 5.1.0 Introduction

This chapter describes the key findings of the study on the “*Effect of Parenting Style and Socio-Economic Status on Academic Achievement of Higher Secondary Students in Udalguri District, Assam*”. It also sheds light on the conclusions drawn from the analysis as a whole, and educational implications and suggestions are made in light of the study’s findings.

To meet the challenges of the modern world, academic excellence is now required for students and the younger generation. Given this, the teachers must prioritize their student’s educational growth and development, emphasizing systematic instruction that fosters positive attitudes, behaviours, values, and child personalities. Education is the most effective tool for human resources development. Academic success is necessary for all students to succeed in today’s world. Thus, the investigator seeks to comprehend the academic achievement of higher secondary students in Udalguri district.

#### 5.2.0 Summary of the Major Findings

The major findings obtained in the present study based on analysis and interpretations of data have been mentioned in different sub-headings below:

#### 5.2.1 Achievement of Higher Secondary Students in Udalguri District

- Concerning the district-wise data, in 2020, the academic achievement of students in the Udalguri districts stands at 24<sup>th</sup> position out of 33 districts of Assam and 3<sup>rd</sup> position in Bodoland Territorial Area Districts (BTAD).
- According to the data, in 2020, 5190 candidates appeared in the higher secondary final examination in the Arts stream, and 3851 candidates passed the examination. Of them, 491 candidates passed in the first division, 1223 in the second division, and 2137 in the third division. The district’s pass rate in the Arts stream was 74.20%. Besides, from 2011 to 2020, in 2020 had the highest

passing rate, while 2016 had the highest number of candidates passing in the first division.

- The academic achievement of 770 sample students in the higher secondary examination 2020 shows that 25.45% achieved a 'High' level of academic achievement, 47.92% obtained an 'Average' level and 26.62% achieved a 'Low' level of academic achievement. The findings show that higher percentages of the students (47.92%) are 'Average' achievers.
- Gender-wise academic achievement revealed that, out of 367 males, 32.70% are 'High' achievers, 48.23% are 'Average' achievers and 19.07% are 'Low' achievers. In contrast, out of 403 females, 18.86% are classified as 'High' achievers, 47.64% as 'Average' achievers, and 33.50% as 'Low' achievers. As a result, the finding indicates that males have outperformed the female students.

### **5.2.2 Parenting Styles of Parents of Higher Secondary Students**

- According to the results, when asked about their parents' democratic parenting style, of the 770 students, 34.03% indicated that their parents used a democratic parenting style that they considered to be 'Extremely High'. In terms of gender, 32.97% of males and 34.99% of females responded in the 'Extremely High' category. Based on the results, it can be concluded that democratic parenting is the chief parenting style. This is because the majority of overall students and also gender-wise, students believe their parents to be democratic, with the proportion of responses on this parenting style being 'Extremely High'.
- In terms of autocratic parenting, 30.26% of the responses fell into the 'Above Average' group. The majority of responses rate gender-wise from males and females is 31.06% and 29.53%, respectively, which fell into the 'Above Average' category when it came to how authoritarian their parents were. According to the results, autocratic parenting can be rated as the second most preferred parenting style by parents.
- The results on permissive parenting revealed that, out of 770 students, the majority (23.25%) of students' response fall into the 'Below Average' group. The majority of males and females response to a permissive parenting style can

be classified as 'Below Average', with response rates of 22.07% and 24.32% respectively.

- According to analysis on uninvolved parenting, the majority of overall students' replies (26.88%) fall into the 'Extremely Low' group. In terms of gender, 31.61% responses of males' falls into the 'Extremely Low' category who believes their parents are uninvolved. In contrast, 'Below Average' describes the majority of female students' response, with a response rate of 27.05% respectively.

### **5.2.3 Relationship between Parenting Styles and Academic Achievement of Higher Secondary Students**

- Democratic parenting style and overall higher secondary students academic achievement have a correlation value of 0.640 that is higher than the critical value of 0.062 (df=768) at the 0.05 level. The findings indicate a noteworthy correlation between democratic parenting style and academic achievement of higher secondary students in general, with a fairly positive level of correlation.
- The computed correlation coefficient ( $r = 0.341$ ) between autocratic parenting style and academic achievement of overall higher secondary students is found to be greater than the critical value of 0.062 (df=768) at the 0.05 level, suggesting a slightly significant and low positive correlation.
- The correlation value between the permissive parenting style and academic achievement of overall higher secondary students is  $r = 0.095$ . It has been established that at the 0.05 level, the 'r' value is greater than the critical value of 0.062 (df=768). This depicts the positive, significant, but weak correlation between permissive parenting style and academic achievement among higher secondary students as a whole.
- The correlation coefficient between the uninvolved parenting style and the academic achievement of overall higher secondary students is  $r = -0.033$ . This value is below the crucial value of 0.062 (df=768) at the 0.05 level. This demonstrates that there is a negative and insignificant correlation between uninvolved parenting style and overall students' academic achievement.

- The correlation value between parenting styles and academic achievement among higher secondary students is  $r = 0.351$ . The obtained 'r' value exceeds the critical value of 0.062 (df=768) at the 0.05 level. The result indicates that the relationship between parenting styles and academic achievement is statistically significant. The stated null hypothesis  $H_{01}$ - "There is no significant relationship between parenting styles and academic achievement of higher secondary students." fails to be accepted.

#### **5.2.4 Socio-economic Status of Parents of Higher Secondary Students**

- The educational status of parents reveal that 23.77% mothers and 26.75% fathers are illiterate, 32.59% mothers and 29.87% fathers have attended primary education, 27.40% mothers and 23.89% fathers have completed secondary education, 11.17% mothers and 13.77% fathers have obtained higher secondary education, 2.08% mothers and 3.25% fathers have higher education degree and only 2.99% mothers and 2.47% fathers have other type of degrees and diplomas. This result indicates that majority of the parents are either illiterate or have only completed primary education.
- The occupational status of parents reveal that 37.53% mothers and 39.22% fathers are daily wage earners, 9.87% mothers and 11.82% fathers are private employees, only 3.12% mothers and 7.27% fathers are government employees, 28.96% mothers and 41.69% fathers are farmers or have small business and 20.52% of the mothers are homemakers. This result indicates that maximum parents are daily wage earners and farmers.
- The findings on family income showed that the students mostly come from a family with an annual income between Rs. 1, 44,000 to Rs. 300,000. The majority (40.78%) of the students belong to family with an annual income upto Rs. 2,16,000.
- The results on the analysis of the overall percentage of students falling on each socio-economic status level show that, only 4.68% fall into the category of 'High' socio-economic status, 38.83% fall into 'Above Average', 21.17% fall into 'Average', 23.24% fall into 'Below Average', and 12.08% fall into 'Low'

socio-economic status. According to gender, only 5.99% of male falls under the level of 'High' socio-economic status and a majority of the male students (38.42%) belong to 'Above Average' socio-economic status. Similarly, only 3.47% belongs to 'High' socio-economic status and a majority of the female students (39.21%) socio-economic status is 'Above Average'. Hence, the majority of overall students and also gender-wise belong to 'Above Average' socio-economic category.

### **5.2.5 Relationship between Socio-economic Status and Academic Achievement of Higher Secondary Students**

- The correlation between parents' educational status and academic achievement among higher secondary students is positive and significant. The educational status of mothers is found to have a stronger relation with their children's academic achievement than that of fathers. The 'r' value between mothers' educational status and students' academic achievement is 0.900 and that of fathers' educational status and students' academic achievement is 0.744. The calculated 'r' values are greater than the critical value 0.062 (df=768) at the 0.05 level.
- A difference exists in the correlation between different educational status of mothers and academic achievement of higher secondary students. A negligible and negative correlation existed between illiterate mothers and academic achievement among higher secondary students. Mothers who have completed primary, secondary, and higher secondary education have a moderate relationship with the academic achievement of higher secondary students. The correlation between mothers with higher education and academic achievement of higher secondary students is found strong and positive. Furthermore, a negligible relationship is found between mothers with other degrees/diplomas and academic achievement among higher secondary students.
- Differences existed in the correlation between different educational status of fathers and academic achievement of higher secondary students. The correlation between illiterate fathers and academic achievement among higher secondary students is negative. Fathers who have completed primary and secondary

education have negligible and moderate correlation respectively with the academic achievement of higher secondary students. Fathers with higher secondary and higher education degrees have a moderate positive correlation with the academic achievement of higher secondary students. Furthermore, the correlation between fathers with some other degrees and diplomas and academic achievement of higher secondary students is insignificant.

- The correlation between parents' occupational status and academic achievement among higher secondary students is positive and significant. The 'r' value between mothers' occupational status and academic achievement among higher secondary students is  $r = 0.525$  and the 'r' value between fathers' occupational status and academic achievement among higher secondary students is  $0.790$ . The calculated 'r' values are greater than the critical value  $0.062$  ( $df=768$ ) at the  $0.05$  level.
- Mothers' with different occupational status have different correlation with the academic achievement of higher secondary students. A negligible correlation is found between daily wage earner mothers and academic achievement among higher secondary students. Mothers with private and government jobs have low and insignificant correlation with the academic achievement of higher secondary students. A moderate correlation existed between mothers who are farmers/businesswomen and academic achievement among higher secondary students. The correlation between homemaker mothers and academic achievement among higher secondary students is negative and insignificant.
- Fathers with different occupational status have diverse correlation with the academic achievement of higher secondary students. The correlation between daily wage earner fathers and academic achievement among higher secondary students is negligible and negative. Fathers who are private employees, farmers and businessmen have moderate correlation with the academic achievement of higher secondary students. A low positive correlation is found between government employee fathers and academic achievement among higher secondary students.
- The correlation between family annual income and academic achievement among higher secondary students is significant and positive. The calculated 'r'

value is 0.766 which is greater than the critical value 0.062 (df=768) at the 0.05 level. The variation in family annual income has different correlation on the academic achievement of higher secondary students. Low annual income families were found to have both negligible and high correlation with the academic achievement of higher secondary students. Similar result is revealed regarding high annual income families as well where both low and moderate correlation is found between high annual income families and academic achievement of higher secondary students.

- Academic achievement of higher secondary students is positively and significantly correlated with their socio-economic status. The calculated 'r' value 0.790 is greater than the critical value 0.062 (df=768) at the 0.05 level. The stated null hypothesis  $H_{02}$ - "There is no significant relationship between socio-economic status and academic achievement of higher secondary students." fails to be accepted.

### **5.3.0 Educational Implications and Recommendations**

The present study is related to the effect of parenting style and socio-economic status on the academic achievement of higher secondary students in Udalguri district, Assam. The present study has mainly focused on the student's academic achievements in the higher secondary final examination, the performance of Udalguri district in the higher secondary examination, the parenting styles and socio-economic status of parents, and the relationship between parenting style and academic achievement, and also the relationship between socio-economic status and academic achievement.

Academic achievement helps in measuring the educational development. Further, the student's future career and opportunities, potentialities and capacities, future educational development are all connected with academic achievement. The present study reveals that academic achievement of higher secondary students in Udalguri district is not satisfactory and majority of the students are average achievers. The overall performance of Udalguri district has been rather disconcerting in the last ten years, from 2011 to 2020. In contrast, the socio-economic status is likewise average, and it is

determined that the two variables of the study, parenting style, and socio-economic status have an effect on the academic achievement of higher secondary students.

Therefore, the findings of the present study have some implications to help improve the students' academic achievement and help parents adopt better ways of parenting to raise their children. The study may also convey a message to the concerned educational authorities, administrators, teachers, academicians, policymakers, and government to boost the performance in the higher secondary final examination in Udalguri district while also improving the socio-economic conditions.

The major implications of the study are mentioned below:

1. The performance of Udalguri district in the higher secondary examination in the last ten years from 2011 to 2020 is unsatisfactory. The concerned educational authorities and academicians should take the initiative to improve the student's performance in the higher secondary examination of Udalguri district.
2. The pass percentage of students in the higher secondary final examination was determined to be poor when compared to state-level performance. Thus, it is recommended that suitable strategies be implemented to improve educational facilities, infrastructures and curricula.
3. The quality of education at the higher secondary level should be improved by recruiting well-qualified and adequate teachers.
4. The teacher-student ratio should be maintained so that students may receive individual attention, and solutions should be implemented to avoid overcrowded classes.
5. The result reflects that the majority of the students are average achievers. Hence, teachers and parents should pay attention to ensure that students are sincere about their studies, develop regular study habits, and complete their assignments on time and teachers should take the initiative to clear the students' doubts for better academic achievement.
6. The study's findings report a significant relationship between parenting style and academic achievement. In this context, educational institutions should take substantial steps to raise awareness among parents about the crucial role of parenting and its significance in their children's academic achievement.

7. Educational institutions should hold regular parent-teacher meetings to discuss the various problems that students face. This can help teachers develop better classroom tactics and parents adopt better parenting practices at home.
8. In terms of socio-economic status, the majority of students come from middle and lower socio-economic families. Thus, the concerned authorities and teachers should take the necessary steps to provide extra care to such students, such as guidance and counseling, attention, and tutorial classes, if required, in order to improve their academic achievement.
9. The Government, NGOs, and educational authorities should take the initiative to provide free textbooks, uniforms, free admission, and scholarship opportunities to students from average and poor socio-economic backgrounds.
10. In the findings, the higher secondary students reported a favourable and significant correlation between socio-economic status and academic achievement. As a result, parents should be aware of the importance of improving their social participation, as well as engaging in cultural and political activities, in order to mobilize themselves to attain a higher socio-economic status.
11. Besides the government should take the initiative to improve the socio-economic condition of parents by generating job opportunities, and constructing agro-based and small farms, enterprises, and factories.
12. The study's findings will help educational administrators, teachers, academicians, principals, policymakers, curriculum designers, educational advisors, education departments, experts, and associated members improve the quality of higher secondary education to ensure better results in the future.
13. The present study will assist teachers in realizing the need for a healthy academic environment at educational institutions in order to attain optimal academic outcomes.
14. The findings will help teachers organize their teaching processes more effectively by implementing new strategies and techniques to tackle the challenges of developing curriculum and content.

15. Lastly, the study will help parents understand how to deal with their children, meet their needs, create an academic environment at home, and provide appropriate guidance.

#### **5.4.0 Suggestions for Future Research**

The present study is a small initiative to investigate the effect of parenting style and socio-economic status on academic achievement among higher secondary students in the Udalguri district of Assam. This study can help to promote further research on several aspects.

Some suggested topics for further research are mentioned below:

1. The present study focused solely on higher secondary students. A similar study might be undertaken on primary, high school, college, and university students.
2. The present study is confined to the Udalguri district. The study might be expanded to include other districts in Assam.
3. In the study, Arts stream students were only used as a sample. Students from the Science and Commerce streams can also be used as a sample to examine the effect of parenting style and socio-economic status on students' academic achievement.
4. Aside from the variables used in the present study viz. parenting style and socio-economic status, other variables such as home environment, school environment, study habits, emotional intelligence, motivation, personality, mental health, and so on that influence, academic achievement can be used for further research in Udalguri district.
5. A comparative study can be carried out among different districts of Assam to examine the academic achievement of higher secondary students concerning parenting style, socio-economic status and academic achievement.
6. A study can be conducted to examine the differences in academic achievement based on gender concerning socio-economic status.
7. A study can be done to compare the academic achievement of higher secondary students between rural and urban areas in Udalguri district.
8. A Comparative study can be conducted among students in the Arts, Science and Commerce streams to study the academic achievement.

9. A comparative study can be conducted to assess the academic achievement of higher secondary students from other AHSEC and CBSE boards.
10. A study can be done to determine the influence of parental education on their children's academic achievement.

### **5.5.0 Conclusion**

Today, we live in a competitive world where the quality of performance matters for personal progress. Academic achievement is one of the important criteria for judging personal progress and holds a vital position in education. One of the major aims of education nowadays is to offer proper learning environments for students to achieve the highest academic achievement. Academic achievement is an indicator of success in students' performance. Similarly, academic achievement paves the route for a student's professional advancement, job placement, personal fulfilment, and social recognition. Students can shape a country's future growth and prosperity. A nation will only prosper if it has adequate human resources and students are among the nation's most valuable resources. Therefore, it is very essential to assist students in achieving academic success. Students should, however, be encouraged to self-evaluate their academic performance and identify the underlying causes of their low achievement. Parents and teachers should encourage them to study independently and keep track of their academic progress.

Higher secondary education is an important stage for students in terms of academic achievement. Students' future careers are directly and significantly influenced by what they achieve at this point in their education. The study also inferred that parenting style and socio-economic status have an effect on academic achievement among higher secondary students. Furthermore, the present study found that the majority of higher secondary students in Udalguri district have an average level of academic achievement. Parenting style and Socio-economic status are two important factors associated with the academic achievement of students. Therefore, parents must be made aware of their contribution to children's academic achievement. Parents play a significant impact in their children's development and upbringing. It was also found that a democratic parenting style leads children to higher academic achievement. Since, academic achievement has an association with democratic parenting style, parents must endeavour

to understand its relevance and incorporate it into their daily interactions with their children. However, considering the importance of parenting style in the academic achievement of students, higher secondary schools and colleges, as well as the concerned authorities, administrators, and teachers should organize workshops and training for parents on the various strategies that can be adopted for parenting their children.

Regarding the socio-economic status, it is observed that the majority of students belong to average socio-economic background. Socio-economic status is a noteworthy factor that highly affects the academic achievement of students. Hence, socio-economic status and academic achievement are closely related to each other. Similarly, the findings reflect that students' academic achievement is highly affected by their parents' socio-economic level. A better socio-economic status is of utmost importance for students' academic success and satisfaction. This relationship is a critical issue for educators to address. Following the findings, it is recommended that financial assistance be provided to students from low-income families by providing classroom learning materials, free books, fee concession, free admission, scholarships, and free hostel facilities to improve performance. Parents of both rich and poor students should make an effort to actively engage in educating and disciplining their children. This can be accomplished by monitoring their children's academic work and ensuring that all assignments assigned in classes are completed. On the other hand, a higher socio-economic status is of utmost importance for students' success and satisfaction. Therefore, the central and state Government should take steps to create more job opportunities to help people improve their financial condition and socio-economic position, as this is also an essential factor in student's academic success.

Based on the present study's findings and discussions, it can be concluded that **Academic Achievement** is significantly related to **Parenting Styles** and **Socio-economic Status**. Thus, there is an imperative need to improve the academic achievement of students in Udalguri district. The investigator hopes that the present study will contribute to improving the academic achievement of students in the higher secondary stage, as well as create awareness among the educational authorities, state government, educators, teachers, parents, students and the general population at large.