

# CERTAIN FAMILIAL FACTORS DETERMINING PARENTING STYLE OF COLLEGE STUDENTS

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**Abstract:** The study examined the influence of parental education, family income and parenting style among college students. A stratified random sample of 300 college students was selected for the conduct of present study giving due weightage to gender and stream of study. The Parental Authority Questionnaire (PAQ) by Buri (1991) was used. The results of the study showed that there is a significant difference in parenting style across high and low levels of maternal and paternal education among college students. It also revealed that there is no significant difference in parenting styles across high and low level of family income of parents among college students. The findings of the study should be useful to guide parents and educators as they attempt to develop programmes especially for adolescents to explore their world freely and make healthy commitments enhanced by democratic approach of parents.

**Keywords:** Maternal education, Paternal education, Family income, Parenting style, College students.

## INTRODUCTION

Parenting embraces a significant place in shaping child's behaviour. Jencks et al. (1972) studied that the family plays an important role in formal and informal education. Family characteristics represent a number of variables like education, income, beliefs, occupation, size of family also have implication on the performance of children. Parenting is a complex activity that includes many specific attitudes and behaviors that work separately and collectively to influence child outcomes and generate an emotional bond in which the parent's behaviors are expressed (Darling & Steinberg, 1993; Darling, 1999). Baumrind (1966) has identified three parenting styles: authoritative, permissive, and authoritarian. Authoritative parenting is characterized by high levels of nurturance, involvement, sensitivity, reasoning, and encouragement of autonomy. Authoritative parents are those who direct their children's activities and decisions through reasoning and discipline.

Conversely, permissive parenting is characterized by making few demands, exhibiting no controlling behaviors, and using minimal punishment. Parents of permissive parenting style do not establish rules and guidelines for their child's behavior. Authoritarian parenting demonstrate highly directive behaviors, high levels of restriction, rejection behaviors, and power asserting behaviors. These three parenting styles are defined by two different dimensions: demandingness and responsiveness (Baumrind, 1967). Parental demandingness is the extent to which parents set guidelines for their children, and how their discipline based on these guidelines. Parental responsiveness is the emotional characteristic of parenting. Responsiveness passes on to the degree to which parents support their children and attend their children's needs. Parenting responsive and demanding both linked to secure attachment in children (Karavasilis et al., 2003). Parenting is the process of family involvement, which includes the attitudes, values and practices of the parents that relied upon to bring up a child (Kreider et al., 2007).

Stevenson and Baker (1987) found that educated mothers tend to manage their children's school career from elementary to high school. This becomes very important at the high school level, when the mother aids in the selection of college preparatory courses. Hudson (1991) found that the influence of parental education and income has an impact on the college experience of their children. Parents who have college degrees tend to have higher incomes and higher educational attainment, and their children attend selective colleges more frequently than first-generation college peers do. Family income is a significant variable of academic achievement (Finn and Rock, 1997), but parents with low-income families who have little or no education may create a less enthusiastic atmosphere concerning education and children's futures (Bell et al., 1996; Galambos & Silbereisen, 1987). Kao and Tienda (1998) found that the children of highly educated parents might feel pressured to go to college to meet what they perceive to be their parents' expectations. The different parenting styles significantly influence the parents' success in raising their children to be competent and caring individuals (Stevens, 2008). Rockwell (2011) found that children of college-educated parents often feel they are expected to attend college. Low-income families often do not have the resources to save for their children's college education and lack information about financial aid options and

scholarships. Parents who expect their children to attend college encourage them to maintain good grades in order to obtain scholarships (Rockwell, 2011).

Rahimpour et al. (2015) indicated that parental influence plays an important role in students' educational performance. Singh (2016) revealed significant positive relationship academic achievement and parental encouragement. Checa and Abundis-Gutierraz (2018) found that the authoritative parenting style is the most efficient to enhance academic achievement, in contrast to authoritarian and permissive parenting styles that are most commonly associated with academic achievement in a negative direction. Paler (2019) indicated that parenting style significantly related with educational achievement of students. Based on the above review of related literature, it is important to discover the relationship of parenting style with parental education and family income among college students.

### OBJECTIVES

- To study parenting styles across high and low levels of maternal education of college students.
- To study parenting styles across high and low levels of paternal education of college students.
- To study parenting styles across high and low levels of family income of college students.

### HYPOTHESES

- There will be no significant difference in parenting styles across high and low levels of maternal education of college students.
- There will be no significant difference in parenting styles across high and low levels of paternal education of college students.
- There will be no significant difference in parenting styles across high and low levels of family income of college students.

### METHOD

Descriptive method of research was used for the conduct of the study.

#### Sample

The sample of the present study was 300 Government college students of Patiala district.

#### Measures

The Parental Authority Questionnaire (PAQ) by Buri (1991) was used to measure authoritative, authoritarian and permissive parenting styles among college students. The scale consists of 30 items, and each item was scored on 5 point likert scale from 1 (strongly disagree) to 5 (strongly agree).

#### Procedure

The Parental Authority Questionnaire administered on the selected sample of Government College students. The college students classified in terms of their parental education (maternal education and paternal education) on two levels (low and high) and family income on two levels (low and high). The collected data analyzed with the help of t-test.

### RESULTS & DISCUSSION

The results of analysis of data are presented below:

The table 1 shows the means and SDs along with t-values testing the significance of parenting style differences across high and low levels of maternal education of college students.

**Table 1:** Parenting Styles of College Students across High and Low Levels of Maternal Education

Parenting Style	Maternal Education	N	Means	SDs	t-value
Authoritative	Low	67	35.21	4.87	0.40
	High	31	35.65	5.16	
Authoritarian	Low	67	31.78	4.40	2.57*
	High	31	29.23	4.90	
Permissive	Low	67	32.36	3.96	1.98*
	High	31	30.65	4.03	

\* $p < 0.05$

The table 1 displays the mean, standard deviation and the t-values of the low and high maternal education having different parenting styles among college students. The t-value testing the significance authoritative parenting style difference in low and high levels of maternal education came out to be 0.40, which is not significant even at 0.05 level. It indicates that there is no significant difference in authoritative parenting style across low and high levels of maternal education of college students. The t-value of authoritarian and permissive parenting styles for low and high maternal education came out to be 2.57 and 1.98 respectively, which are significant at 0.05 level. It indicates that there are significant differences in authoritarian and permissive parenting styles across low and high levels of maternal education of college students.

**Table 2:** Parenting Styles of College Students across High and Low Levels of Paternal Education

Parenting Style	Paternal Education	N	Means	SDs	t-value
Authoritative	Low	36	34.83	5.07	1.06
	High	54	36.07	5.67	
Authoritarian	Low	36	32.11	5.10	3.22**
	High	54	28.76	4.66	
Permissive	Low	36	33.14	3.93	1.85
	High	54	31.56	4.01	

\*\*p&lt;0.01

The table 2 shows the mean, standard deviation and the t-values of the low and high paternal education having different parenting styles among college students. The t-value testing the significance difference in authoritative and permissive parenting styles of college students having low and high paternal education came out to be 1.06 and 1.85 respectively, which are not significant even at 0.05 level. It revealed that there are no significant differences in authoritative and permissive parenting styles across low and high levels of paternal education of college students. The t-value of authoritarian parenting style for low and high level of paternal education came out to be 3.22, which is significant at 0.01 level. It indicates that there is significant difference in authoritarian parenting style across low and high levels of paternal education of college students.

**Table 3:** Parenting Styles of College Students across High and Low Levels of Family Income

Parenting Style	Family Income	N	Means	SDs	t-value
Authoritative	Low	178	36.00	4.88	1.28
	High	10	38.00	3.43	
Authoritarian	Low	178	31.20	4.46	1.57
	High	10	28.90	5.41	
Permissive	Low	178	31.79	3.91	0.07
	High	10	31.70	4.39	

The table 3 revealed that there are no significant differences found in authoritative, authoritarian and permissive parenting styles though who have low and high level of family income of college students.

The results of the present study may be seen in the light of some related research evidence. Significant differences found in parenting style, parental education and family income among college students. The study supported by (Turner at al., 2009; Khan et al., 2015; Radhika & Joseph, 2015 and Kiadarbandasari et al., 2016).

## IMPLICATIONS

- Such programs should organize for parents that teach them how to be supportive, affective with their children and how to manage child supervision. Also, teach them the bad effects of careless, rigid, extra interfering and more restrictive attitude of parents.
- Workshops should be held on the different parenting styles with parents in order that they may be able to identify their own parenting style. They should be made aware about the positive and harmful effects of each parenting style on their children educational achievement and development.
- The parents should be provided sufficient encouragement and freedom to their children in order to enhance their abilities. In addition, parents should spend quality time with their children and interaction with children about their interests, college life, friends, psychological needs and problems so, that they feel free and comfortable to discuss any topic with their parents.

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