Role of Parenting Style in Promoting School Engagement among Secondary School Students in Wayanad District

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Abstract

The attitudes and behaviors of parents towards children and the emotional climate under which parental behaviors are expressed is termed as parenting style. School Engagement can be conceptualized as the students' active participation in school related activities like academic and learning related tasks, positive conduct, absence of disruptive behaviors, relationship with teachers, peers and academics which also include a cognitive investment in learning and the readiness to work hard to master difficult tasks. The present study is intended to find out the role of parenting style in promoting School Engagement among secondary school students in Wayanad district. The study was conducted on 358 secondary school students in Wayanad district, Kerala selected from Government and Aided schools. The data was collected using a five point Likert type scale on School Engagement and a Scale of Parenting Style. The results of statistical analysis showed that secondary school students in Wayanad have moderate School Engagement which varies with gender and locale. It was also found that Authoritative and Indulgent parenting styles promote School Engagement significantly than Negligent parenting style.

Keywords: Parenting style, School Engagement, Secondary school students, Wayanad

Education is the most important social investment of any nation, as it promotes lifelong learning and results in the wholesome development of a nation. The maximum development of human resources is possible only through education. The world is run by those who are educated and successful. Education prepares students to acquire knowledge to work, to develop their skills and to socialize themselves. Education is a positive tool in setting the futuristic goals of students. Formal education helps the students to develop their full potential and capabilities to perform their level best and to attain their goals to the fullest.

Schools are the primary agencies which provide formal education to students. It acts as a centre for learning in a disciplined atmosphere. School is considered as the second home of students where a special environment is provided with certain quality of life and certain types of activities for securing a child's development along desirable lines. According to Demarrais and LeCompte (1995), school serves intellectual purposes such as mathematical and reading skills, political purposes such as assimilation of immigrants,

economic purposes such as job preparation, social purposes such as development of social and moral responsibility.

The disposition of an individual to learn, work with others and function in a social institution is known as engagement. If a student is engaged in school activities, it can foster education and academic success (Willms, 2011). School Engagement means student's active participation in school related activities like academic and learning related tasks, positive conduct, the absence of disruptive behavior and relationship with teachers, peers and academics. It also includes a cognitive investment in learning and the readiness to work hard to master difficult tasks (Fredericks, Blumenfeld & Paris, 2004).

Home is the first school of a child where there is a close emotional bonding and communication between children and parents with clear specifications for behavior. This can make children emotionally and socially competent, responsible, independent and confident throughout their lives (Goleman, 1995). Parents play a vital role in identifying the talents of children and guiding them towards educational and career success. A balanced relationship between parents and children can definitely boost up the mental and physical health of students. Parents provide moral and psychological training which helps to develop a child's talents and skills which act as a key to their personality development. Besides this, children need the support of their parents at each stage of their development. During the period of adolescence, children need emotional support which is entirely different from other stages of development. Generally, parents become confused or misled about the nature and extent of involvement they have to make in their children's lives. This results in varying levels of parental behavior and the emotional climate at home. The constellation of parents' attitudes and behaviors towards children and an emotional climate in which the parents' behavior are expressed can be defined as parenting style (Darling & Steinberg, 1993).

Baumrind, Maccoby and Martin (1971) have classified Parenting styles into four categories viz., Authoritarian, Authoritative, Permissive and Neglectful. Parents having high demandingness and high responsiveness are Authoritative whereas those with high demandingness and low responsiveness are Authoritarian. Parents showing low demandingness and high responsiveness are classified as Permissive whereas parents with low demandingness and low responsiveness are categorized as Neglectful parents.

Various studies are conducted on parenting style and it is found to be related with academic success and student behavior. Authoritative parenting style is found to be contributing to better child adaptation, social and school adjustment (Rossman & Rea, 2005), higher academic capability, higher levels of psychological development, academic performance and school success(Lamborn, Mounts, Steinberg & Dornbusch, 1991; Randolph, Fraser & Orthner, 2006; Zahedani, Rezace & Nabeiei, 2016). It is opined that paternal involvement and authoritativeness shown by parents lead to academic achievement of students(Kazmi, Sajjid &Pervez, 2011), mother's authoritativeness leads to higher self esteem and life satisfaction(Milevsky, Schlechter, Netter & Keehn, 2007) and authoritative parenting style is the most effective parenting style to enhance the academic

performance of students (Masud, Thuraswami & Ahmad, 2015). Authoritative parenting style is negatively related to aggressiveness, learning and conduct problems (Rossman & Rea, 2005), adjustment problems (Chen, Dong & Zhou, 1997) and problem behavior (Lamborn, Mounts, Steinberg & Dornbusch, 1991). It was observed that authoritarian parenting style is connected with higher aggressive behaviors, lower social competency, lower academic achievement (Chen, Dong & Zhou, 1997) and lower self esteem (Heaven & Ciarrochi, 2008). Higher anxiety levels and higher internalizing problems like depression and social withdrawal was witnessed due to permissive parenting (Rossman & Rea, 2005) whereas neglectful parenting results in conflicts between parents and children leading to low academic achievement (Shek, Lee & Chan, 1998).

Kerala has the highest literacy rate among Indian states with a literacy rate of 96.2%. But there exists inter-district variations in the literacy rates of Kerala. While districts like Pathanamthitta and Kottayam possess more than 96% literacy, the literacy rate of Palakkad is 89.3% and that of Wayanad is only 89%, which makes Wayanad the district with the lowest literacy rate in Kerala. It is a hilly, remote and tribal district with a heterogeneous population consisting of tribal (18.53%) and immigrant population (81.47%). The tribal culture, traditions, mannerisms and languages greatly differ from the rest of the population in the district. As per the Economic Review 2019-2020, Dropout rate at the secondary level is very high in Wayanad (0.50%) as against the state average (0.15%),in which family and financial issues contribute a lot. Among the other reasons of high dropout rate, alcohol abuse of parents, child labor, quarrels in the family and nomadic life of parents significantly shows the lack of parental awareness, which in turn increases the dropout rate and it finally affects the national prosperity (Joy, 2014). Considering this diversified nature of Wayanad district and the poor economic, social and educational status of Wayanad natives, it will be relevant to study the parenting style as perceived by the students, school engagement and the relationship between the two variables among secondary school students of Wayanad district in Kerala..

Objectives

The following objectives were set forth for the study

1. To find out the extent of School Engagement among secondary school students in Wayanad district.
2. To compare the mean School Engagement scores of tribal and non-tribal secondary school students in Wayanad district.
3. To compare the mean school Engagement scores of secondary school students in Wayanad district based on locale.
4. To compare the mean School Engagement scores of secondary school students studying in Government and Aided schools in Wayanad district.
5. To compare the mean School Engagement scores of secondary school students in Wayanad district based on gender.

6. To find out the nature of parenting style as perceived by secondary school students in Wayanad district.

7. To find out the influence of parenting style on School Engagement.

Hypotheses

1. There is no significant mean difference in School Engagement between tribal and non-tribal secondary school students in Wayanad district.

2. There is no significant mean difference in School Engagement between rural and urban secondary school students in Wayanad district.

3. There is no significant mean difference in School Engagement between boys and girls in Wayanad..

4. There is no significant mean difference in School Engagement of students studying in Government and aided schools.

5. Parenting style significantly influences the School Engagement of secondary school students.

Method

The present study is a descriptive type and Survey method was used for the conduct of the study.

Participants

Population under study is the secondary school students of Wayanad district. The study was conducted on a sample of 358 standard IX students from five secondary schools selected randomly, considering the factors like locale and type of management. Among the 358 participants, 205 (57.26%) are boys and 153 (42.73%) are girls. The number of students from Government school is 211(58.93%) and from Aided school is 147 (41.06%).Among the sample, 281 (78.49%) of students belong to Non-tribal category and 77 (21.51%) students belong to Tribal category.

Instruments

The data needed for the study were collected using School Engagement Scale, Scale of Parenting Style and a personal information schedule.

1. School Engagement Scale

This scale was developed by Sini and Vijayakumari(2013) on the basis of the theoretical framework described by Fredericks, Blumenfeld and Paris (2004), to measure school engagement of students. It is a five point Likert type scale which measures the three components namely, Behavioral Engagement, Emotional Engagement and Cognitive Engagement revised in 2020 and the present scale consists of 40 items- 14 from Behavioral, 14 from Emotional and 12 from Cognitive dimensions. Reliability of the scale was calculated separately for each dimension and found to be acceptable (0.78, 0.72 & 0.76 respectively).

2. Scale of Parenting Style

This scale was developed by Gafoor and Abidha (2014), on the basis of the works of Baumrind (1971) and dimensions of parenting style proposed by Maccoby and Martin (1983). This scale consisting of 38 items- 19 items to measure responsiveness and 19 items to measure parental control, is a five point Likert type scale. Items in the tool are arranged alternatively starting with responsiveness items. The total score of control and total score of responsiveness are to be calculated separately. Scores for each parent were taken separately and the sum of scores of parents of each student was taken for overall score on control and responsiveness. The tool possesses construct validity as it was developed on the basis of sound theoretical framework. The criterion validity of the tool is reported as 0.80 for responsiveness and 0.70 for control subscale. The reliability of the scale was established by test- retest method (0.81 & 0.83).

3. Personal Information Schedule

Personal data like gender, caste and type of management of the school were collected using a personal information schedule.

Procedure

With the permission of concerned authorities, the relevant data was collected using the School Engagement Scale and Scale of Parenting Style. The response sheets were collected back and after scoring in accordance with the scoring procedure of each instrument, the data was put for statistical analysis as per the objectives of the study.

Results and Discussions

In order to find out the extent of School Engagement among secondary school students, mean and standard deviation of the scores on School Engagement Scale were calculated. One Sample t-test was done to find out whether the mean score is significantly different from the scale values. The results are given as Table 1.

Table 1

Mean and Standard Deviation Showing the Extent of School Engagement among Secondary School Students

Variable	N	Mean	Standard Deviation	Scale value	t-value
School Engagement	358	152	17.9	120	33.7**

				160	8.61**

** denotes p < .01

The mean value obtained for the variable School Engagement is 152 with standard deviation 17.9. The t values calculated with scale values show that the sample mean significantly differs from the scale values as the t value obtained in each case is greater than the tabled value for significance at .01 level. The mean score is greater than 120, the mid value of the scale (40x3) at 0.01 level, but it is less than 160 (40x4) on the scale. So it can be considered that secondary school students in Wayanad district have moderate School Engagement and their engagement is not high.

To compare the mean school engagement scores of tribal and non-tribal secondary school students in Wayanad, Independent Samples t-test for large samples was used. The details are given as Table 2.

Table 2

Mean, Standard Deviation and Critical Ratio of School Engagement Scores of Tribal and Non-tribal Secondary School Students

Variable	Group	N	Mean	SD	t
School Engagement	Tribal	77	151	15.8	0.542
	Non Tribal	281	152	18.5	

The result reveals that there is no significant difference in the mean score of school engagement among tribal and non-tribal secondary school students in Wayanad as the t-value obtained is 0.542, which is < 1.96 the value required for significance at 0.05 level. That is, tribal and nontribal students do not differ significantly in their mean school engagement scores.

To compare the mean School Engagement scores of secondary school students in Wayanad based on locale, independent samples t-test was applied. The results are shown in Table 3.

Table 3

Mean, Standard Deviation and Critical Ratio of School Engagement Scores of Rural and Urban Secondary School Students

	Group	N	Mean	SD	t
School Engagement	Rural	284	154	16.6	5.02**
	Urban	74	143	20.1	

The critical ratio obtained is 5.02 which is greater than 2.58, the value required for significance at .01 level. Hence there is significant difference in the mean score of School Engagement among rural and urban school students. A close observation of the mean scores shows that rural school students show more School Engagement compared to urban students.

To compare the mean School Engagement score of secondary school students studying in government and aided schools, critical ratio was calculated, the details of which are given in Table 4.

Table 4

Mean, Standard Deviation and Critical Ratio of School Engagement Scores of Secondary School Students in Government and Aided Schools

	Group	N	Mean	SD	t
School Engagement	Govt	211	152	16.4	0.763
	Aided	147	151	19.9	

As per the result obtained, there is no significant difference in the mean scores of government and aided secondary school students in Wayanad district as the t-value obtained is 0.763 which is <1.96, the value required for significance at 0.05 level. That is students in Government and Aided schools do not differ in their mean school engagement score(p>.05).

To compare the mean School Engagement scores of secondary school students in Wayanad based on gender, Independent Samples t-test was applied. The results are shown in Table 5.

Table 5

Mean, Standard Deviation and Critical Ratio of School Engagement Scores of Secondary School Boys and Girls

	Group	N	Mean	SD	t
School Engagement	Boys	205	148	18.0	4.27
	Girls	153	156	16.8	

The result shows that the difference in the mean scores of School Engagement among boys and girls is significant at .01 level. Girls have more School Engagement than boys as the mean score for girls is 156 whereas the mean score of boys is 148.

To know the nature of parenting styles as perceived by secondary school students in Wayanad district, percentage was calculated for each parenting style for the total sample and subsamples based on Caste, Gender and Locale. The results are shown as Table 6.

Table 6

Number of Students Perceiving Different Parenting Styles

Parenting Style	Total	Non- Tribe	Tribe	Boys	Girls	Rural	Urban
Indulgent	60	56	4	39	21	52	8
Authoritative	245	184	61	124	121	193	52
Negligent	41	36	5	36	5	27	14
Authoritarian	12	5	7	6	6	12	-

The percentage of secondary school students who perceive the parenting style as Indulgent is 16.75 (N=60) which means that the students consider their parents as those who show low demandingness and high responsiveness is almost 17 percent. Such parents are undemanding, nurturing, accepting and impose a few restrictions upon their children.

The table 6 shows that the parents of 68.43 percent students (N=245) show Authoritative parenting style which is a combination of high demandingness and high responsiveness, that is warm, accepting, supportive and at the same time sets limits, monitors and disciplines their children.

11.45 percent of secondary school students in Wayanad (N=41) perceive their parenting style as Negligent and it means that such parents show low demandingness and low responsiveness viz. uninvolved and neglects the activities of their children.

Authoritarian parenting style was perceived by 3.35 percent of secondary school students (N=12) which means that almost three percent of the students consider their parents as the ones with high demandingness and low responsiveness. These parents do not show much interaction with their children and expect them to accept parental decisions without any questions. Such parents use threats, commands, physical force and they connect love with success.

As per the data collected, the number of students who perceived their parenting style as Indulgent is 56 (19.9%) from non-tribal groups and 4 (5.19%) from tribal sections. 39 boys (19.02%) perceive their parenting style as Indulgent whereas 21 girls (13.72%) consider their parenting style as Indulgent. The number of students from rural areas who perceive their parenting style as Indulgent is 52 (18.30%) and that of urban areas is 8 (10.81%).

184 (65.4%) of non-tribal students perceive the parenting style as Authoritative whereas 61 (79.22%) of tribal students perceive it as Authoritative. 124 (60.48%) of boys from secondary schools in Wayanad consider their parents as Authoritative and the girls belonging to the same category is 121 (79.08%). 193 (67.95%) rural students and 52 (70.27%) of urban students perceive the parenting style as Authoritative.

Among the sample selected, 36 (12.81%) non-tribal students consider their parents as negligent whereas the number is 5 (6.49%) among tribal students. Negligent parenting style is perceived by 36 (17.56%) of boys and 5 (3.26%) of girls whereas 27 (9.50%) of rural students and 14 (18.91%) of urban students perceive their parenting style as Negligent.

The study revealed that 5 (1.77%) of secondary school students consider their parents as Authoritarian and this perception is there in 7(9.09%) non-tribal students and 6(3.92%) tribal students. 6 (2.92%) of boys and 6 (3.92%) of girls among secondary school students in Wayanad perceive the parenting style as Authoritarian and this parenting style is observed only among 12 (4.22%) rural students and it is found 0 among urban students.

In order to find out the influence of parenting style on school engagement among secondary school students in Wayanad, One-Way ANOVA was done and the results are shown below in Table 7.

Table 7

Details of One way ANOVA of School Engagement with Parenting Style

	F	df1	df2	P
School Engagement	5.40	3	354	<.001

The results show that F value is 5.40, with degrees of freedom 3 and 354. Hence it can be concluded that parenting style significantly influences School Engagement among secondary school students in Wayanad i.e., the mean score of School Engagement differs significantly among the groups based on parenting styles viz. Indulgent, Authoritative, Negligent and Authoritarian.

School Engagement significantly differs with different parenting styles. In order to find out which groups differ in their School Engagement, Post-Hoc analysis was done using the Tukey test. The details are given as Table 8.

Table 8

Details of Tukey Post-Hoc Test on School Engagement

		Indulgent	Authoritative	Negligent	Authoritarian
Indulgent	Mean difference	-	-1.79	8.85	9.200
Authoritative	Mean difference		-	10.64**	10.989
Negligent	Mean difference			-	0.348

*P≤0.05, **P≤0.01

The results reveal that there is no significant difference in School Engagement of secondary school students with Indulgent and Authoritative or Negligent/Authoritarian parenting styles. Similarly groups with Authoritative parenting style and Authoritarian parenting style do not differ in their School Engagement; groups with Negligent parenting style and Authoritarian parenting style do not differ in their School Engagement.

But a significant difference in School Engagement of secondary school students was found between students who perceive their parents as Authoritative and Negligent (p<.01)..

As per the analysis, there is no significant difference in School Engagement of secondary school students having Indulgent, Authoritative and Authoritarian parenting styles. Most of the secondary school students in Wayanad perceive their parenting style as Authoritative (68.43%) and Indulgent (16.75%). These parenting styles yield more School Engagement among secondary school students and these styles are characterized by high responsiveness in common as they are warm, supportive, undemanding, nurturing and accepting. The parenting style which results in low School Engagement among secondary school students is Negligent and such parents show low demandingness and low responsiveness, who remain uninvolved in the activities of their children and neglect them. 11.45 percent of parents fall under the Negligent category which results in lower levels of School Engagement. The finding of the study that Authoritative parenting style contributes much more than the other parenting styles supports the finding of the studies of Masud, Thuraswami and Ahmad (2015), Rossman and Rea (2005) and Randolph, Fraser and Orthner (2006) in which Authoritative parenting is reported as a contributing factor to better academic achievement as well as positive behaviors among students.

Educational implications

In order to boost up School Engagement among secondary school students in Wayanad, teachers can play a vital role in identifying Negligent parents. This can be done through teacher interactions with secondary school students and after identifying their parenting styles, teachers can conduct house visits and can develop cordial relations with such parents. Special training can be arranged in schools for Negligent parents to make them aware of the negative impact of their parenting style upon the School Engagement of their children. Such interactions and professional interference can help them to change their parenting style for the benefit of their children, which in turn can increase the School Engagement among secondary school students in Wayanad.

Tribal students do not consider education as something which contributes to their future living and they find it hard to maintain their tribal identity when they interact with non-tribal students in schools (Padmanabhan, 2013). In order to ensure Education for All and Equality of Opportunity for all, the society must involve them in the mainstream of education. Such marginalized students should be attracted to schools by offering a curriculum which is suited to their culture. Vocational training programs like ASAP must also include culture related training for jobs among tribal students which can ensure earning while learning.

The study revealed that rural secondary school students show more School Engagement as compared to urban students. It may be due to the fact that urban students are exposed to increased opportunities for part-time jobs, tuition and entertainment facilities. Again, girls among secondary school students in Wayanad show more School Engagement compared to boys. It is reasoned that boys may be engaged in some jobs to support their families and are more exposed to social relations outside, leading to low engagement in study related activities.

Further, the rural societal patterns do not allow more social interactions for girls and they are supposed to perform household and study related activities which results in increased School Engagement among girl students.

Conclusion

The study shows that secondary school students in Wayanad district, Kerala have a moderate School Engagement and there is no significant difference in the School Engagement of tribal and non-tribal students, as well as Government and Aided school students. The rural students show more School Engagement as compared to urban students and the School Engagement of girls is better than that of boys. It is also revealed that parenting style and School Engagement are interrelated and the parents having Authoritative and Indulgent parenting style contribute more to the School Engagement of secondary school students whereas, Negligent parenting style leads to lower School Engagement. Previous studies have established the relationship between School Engagement and academic achievement. The link between parenting style, School Engagement and academic achievement reveals the need to identify the parenting styles that the students perceive so as to provide remedial measures. Parents should be made more informed about the pros and cons of their parenting styles.

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