



Effect of Parenting Styles on Student Performance among Secondary School Students in District Lahore

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Abstract: *The present study aims to investigate the association of parenting style and academic performance in school students. The sample comprised of district Lahore school students. Parent were recruited from different rural and urban areas of Lahore district. Students were asked to report information about both mother and father. The scales to study variables were used as parent burnout assessment (PBA), Emotional regulation questionnaire (EQR), Parenthood constellation (PCON), Coparental cooperation (COP), Parent violence and neglect (PVIO), to observe parent's attitude towards student performance. Anova and t-test have been applied to test hypothesis to find out significant relationship between parenting style and student's academic performance. Findings indicate that parenting style is the significant predictor of academic performance. Further study found that there is significant relationship between parenting styles of mother withs student performance but there is different between parenting style of mothers and fathers.*

Key Words: Parenting Style, Academic Performance, School Students

Introduction

Study Background

Children's success is enhanced by parental participation (PI). There is potential for these social, cultural, and cognitive ideas to enhance academic achievement. The importance of parental participation in the education of urban youth has been emphasized. Moreover, the family has a direct and crucial impact on a child's growth and development. Researchers have discovered that when parents are actively involved in their children's education, it leads to greater school preparation, behavioral performance, and academic accomplishment. Although the topic of parental engagement was investigated, scholars were unable to agree on

a single definition. Schools have a problem when trying to get parents from various walks of life involved in their children's education ([Bilal, Abbas et al. 2018](#)).

A student's school attendance and academic performance can be greatly influenced by the level of positive parental engagement they get. Contribution of parents to their children's education is strengthened by their own positive experiences in the educational system. Students' academic performance suffers when parents are overly involved (Farid, Qadeer et al.). Students' academic performance and psychological well-being are positively correlated with parental

participation in their schooling. However, parents may still educate, serve as role models, and encourage their children to study at home even if they are unsure of the best ways to assist their children with homework, advice, and other academic needs, possibilities for mentoring relationships. Student achievement is improved when parents are involved. The National Association of School Public Relations has released a report demonstrating the positive effects of parental participation on students' academic achievement, school attendance, and overall conduct both in and out of the classroom ([Kazmi, Chatha et al. 2022](#)).

The purpose of this research is to examine the potential influence of parental style on adolescents' school achievement. Parents have a crucial role in shaping their children's identities in ways that affect their ability to succeed in school, the workplace, and beyond ([Sumanasekera, Abd Hamid et al. 2021](#)).

Involvement from Parents: Six Varieties
Epstein identifies six distinct functions of schools, including (1) the school's role in child rearing, (2) the school's role in communication as school to home (3) the school's role in facilitating student learning in the community (4) the school's role in facilitating student learning in the community (5) and the school's role in facilitating student learning in the community (6) ([Sumanasekera, Abd Hamid et al. 2021](#)).

The American Federation of Teachers (2007) states that when schools and parents work together, everyone wins. When parents and teachers work together, teachers may share their knowledge and expertise with parents so that they can help their children learn at home. As a result, educators have a better understanding of students' families and the challenges their kids face at home ([Tatlah, Zafar Iqbal et al. 2014](#)). Students benefit from a strong parent-school cooperation when it results in higher levels of student involvement, motivation, and academic success.

Theoretical Background

Academic attainment is a topic that has intrigued teachers, coaches, and researchers for

decades. Many elements, both inside and outside of the classroom, have an impact on a student's development and performance. In 1979, Bronfenbrenner made an effort to systematically classify these elements into a model. Bronfenbrenner's micro-level socioecological model served as the theoretical framework for this investigation; this model proposes that a child's growth and development are affected by the kinds of connections they are exposed to. This theory proposes that a child's environment consists of a web of interconnected interactions (including those with adults and peers) that shape his or her personality and development ([Ilyas, Siddiqua et al. 2021](#)). According to this idea, there are four distinct tiers of organization inside this network of relationships: the micro-, the meso-, the exo-, and the macro-level. The micro system consists of the student's immediate surroundings, including their houses, communities, and educational institutions. The interaction between two microsystems, such as a family and a school or a community, occurs at the meso level.

Culture and national policies that are in place but do not include or directly affect children are examples of exo and macro systems. Each component of the school's micro- and meso-level systems has an impact on a student's overall development and outlook on school. One of the most significant elements influencing a child's success in school is the quality of their parents' parenting. What this study means by "school's involvement in enhancing parenting skills" is that schools should have a role in helping parents develop the dispositions, skills, and understandings that are essential to helping their kids succeed in school ([Kausar 2016](#)).

While research on the connection between schools and student success has been extensive in more affluent nations, it has only recently received attention in developing and impoverished regions, like the Malakand Khyber. Pakhtunkhwa district of Pakistan, where the current study is based. This research was performed to fill a gap in the present body of knowledge about how effective parenting

and education may help children succeed in school. Another often-overlooked feature of this study is its attempt to determine how different student and parent demographics influence the connection between parental abilities and schools' ability to boost students' academic achievement. Children's perspectives on the importance of schools in fostering better parenting practices were explored by describing data gathered from proxy parents, parents, and educators. In addition, this study is special since it reflects the perspectives, attitudes, and emotions of children in Pakistan and is based on replies gathered from those kids ([Bhatti, Habib et al. 2022](#)).

Hypothesis of the Study

- There will be a predictive relationship between parenting style and academic achievement in high school students
- There is mean difference between fathers and mothers upon parenting style.

Statement of the Problem

The "Effect of Parenting Patterns on Student Achievement in Junior High School" is the formal research problem. In order to overcome obstacles on the path to academic success, parents frequently coordinate their efforts with their children. Findings from this research will illuminate the connection between parents' parenting styles and their children's academic outcomes.

Objectives of the Study

The main objective of this study was to explore the relationship between parenting style and academic achievement of secondary school students in Lahore.

The 2nd objective of research is to find out mean difference of parenting style between fathers and mothers.

Significance of the Study

Conditions in schools, including those of instructors, learning resources, and administration, have an effect on students' academic performance. This has lessened the

impact of pupils' personal environments at home on their academic performance. Secondary school teachers and administrators, as well as education policymakers and planners at the Ministry of Education, can benefit from this research by understanding more about the effects of parental involvement on students' academic growth and success.

Delimitations of the Study

Here is an outline of what will be covered in the study.

The researcher could only conduct the study in Lahore due to time and funding constraints.

All of the samples came from Lahore-based establishments. For that reason, it is necessary to use some caution when extrapolating the study's findings.

Literature Review

Literature from Asia

What we call "parenting" is actually a set of habits and ideals. How parents envision and manage their children's upbringing has a significant impact on their offspring's personality development, social skills, and ability to form meaningful bonds with others. Baumrind (1991) defines a parenting style as "a regular pattern of behaviors and attitudes in which parents engage with two parts of parenting: demand and response and treatment of children and adolescents ([Dahie, Mohamed et al. 2018](#))."

The nature of parenting approaches employed by parents in socializing their children's surroundings has been examined by academics and researchers for decades because to the significant impact that parenting has on children's mental and emotional health. For instance, a study conducted by Nkwocha et al. (2017) in Enugu and Abakiliki, Southeastern Nigeria, analyzed children's observations of their parents' parenting approaches. These parental practices were autocratic (authoritarian). With 43.6 percent, the most common parenting style, it is followed by proactive (24.9 percent) and permissive (27.4 percent) approaches ([Noreen and Parveen](#)

[2021](#)). Another study by Kiran, Farooqui, and Ahmed (2018) found that authoritarian and permissive parents were less likely to utilize a more authoritative parenting style than a caring one when it came to their children's behavior in school. Bringing up a family

Primary school pupils in South West Nigeria, as evaluated by Fakeye (2014), reported experiencing non-engaged, permissive parents with fewer authoritarian methods. - have had a more authoritarian upbringing than most people do. In Elmina, Ghana, Owusu-Gyan (2013) found that the majority of parents were the most permissive and non-involved in their children's lives, which negatively impacted the children's personal and social development. mixed authoritative rules with loving care ([Batool and Lewis 2020](#)). Although the aforementioned experiments were carried out in distinct settings, they both showed consistent outcomes. Consistent research shows that authoritative parenting is the most effective approach, followed by authoritarian. In contrast, parents who take a more relaxed or hands-off approach are less likely to be successful ([Gitau 2013](#)).

This trend in the data indicates that parental warmth, discipline, and clear limits are more effective than authoritativeness, punishment, and neglect in fostering academic achievement. Furthermore, when parents adhere to liberal parenting techniques, their kids have too much freedom and too little counsel and control, leading to increased self-doubt in youngsters. As a result, they become reliant on others, lack self-control, and lack the fortitude to confidently ([Lawrence and Barathi 2016](#)).

Family Education

Relationships between parents and children, parental participation, and parental expectations for their children's education are just a few examples of the many facets of family education that have been shown to have a positive effect on children's learning. Parental education is correlated with higher levels of academic success for adolescents, making it a

likely element in family education. Baumrind (1966) identified three distinct styles of parenting in the early 1960s: authoritarian, authoritative, and permissive. In their seminal work, McCoby and Martin (1983) classify parents along two dimensions (demanding and responsive) and four distinct categories ([Ullah and Kiazai 2022](#)). Pong, Johnston, and Chen (2010) analyzed data related to children's learning achievement across cultures despite differences in sample sizes ([Mahuro and Hungi 2016](#)).

Mush tag and Khan (2012) revealed that there are internal and exterior classroom features that highly affect student success. The English proficiency of the students, the number of students in each class, the results of standardized tests given in that class, the availability of study spaces and homework assignments, the nature of the classroom, the difficulty of the material being covered, and the teacher's role in the students' education are all factors that these researchers take into account. Variables are emphasized in-house through classroom instruction. In-classroom and assessment systems that make use of technology ([Ahmad, Soroya et al. 2021](#)). A student's performance in class may be affected by factors outside of it, such as participation in extracurricular activities, family issues, financial difficulties, and social issues.

There were high school parents living there. Without the ability to read and write, it will be difficult for parents to guide their children toward successful academic outcomes. Parents in Lamu who choose not to take their children to school contribute to the region's educational deficits. In an effort to do so, this study provides new information. There are many positive outcomes linked to academic success, whereas a fall in intellectual performance is related with unfavorable consequences in child development (source). Academic success is often seen as a prerequisite for social advancement across the world ([Dukmak and Ishtaiwa 2015](#)).

Students in Nigeria have historically done poorly on standardized tests, particularly those given at the end of high school. Concern has

been expressed about this by parents, educators, schools, and the government of Nigeria. Students' cognitive ability, characteristics connected to the school and home environment, or the support offered by parents and other family members have been found to have a favorable influence, even when controlling for poor socioeconomic background (parents' educational level, income, and other factors). found either a positive or negative correlation between teacher evaluations and student achievement ([Sharma and Vyas 2016](#)).

Parenting Styles and Student Performance

A study by Pittman and Chase-Landale (2001) found that when comparing the academic success of adolescents with different parenting styles, those whose moms were authoritative fared the best. Correction indicated. The authors go on to say that girls who grow up with authoritarian mothers have an easier time making friends and doing well in class. The author also notes that girls who experience childhood neglect from their parents tend to have poorer grades ([Ali and Chaudhry 2014](#)). Sayahidah, Nabila, and Chin (2007) found that both male and female pupils with authoritative parents had favorable attitudes about leisure reading, which is an indication of academic success. An authoritative parenting style was shown to have the strongest relationship to academic success in children.

The two poles of this parenting approach are strictness and permissiveness. high-involvement parenting with modest developmental needs, close supervision, and frequent communication between parents and children. Permissive parents, according to Baumrind (1991), are those who do not monitor their children's actions and place little restrictions on their freedom. In this approach, parents encourage their children's freedom and don't expect them to act like adults. Intolerant parents punish their children after every infraction. Although they are highly encouraging, they do not attempt to manage the child's actions ([Jibeen and Khan 2016](#)).

Neglectful parents believe their children can manage their own problems as they grow

up, and as a result, they relinquish control over them and, in many cases, their relationship with them. A lack of expectations and demands on the part of the parent characterizes this parenting style. Sometimes they don't help their kids out with things like chores. The level of attention they provide to their kids is rather minimal ([Jibeen and Khan 2016](#)). There is a decline in their engagement in their child's life. In a similar vein, these parents often leave their children in a privileged position.

Instead, pressure is exerted on parents in relation to how much authority they exert over their children, the rules they set for their conduct, and how strictly they enforce them. Baumrind (1967) offered authoritative, authoritarian, compliant, and neglectful as the primary parenting styles embraced by parents and experienced by most pupils globally, combining responsive and demanding methods ([Latif, Hussain et al. 2022](#)).

Some children with authoritarian parents are more likely to act aggressively in public, while others may develop a fear of cannibalism or exaggeration, as documented by researchers. Have trouble interacting with others, are reserved, and suffer from poor self-esteem. Less authoritarian, but more receptive, are permissive parenting techniques. Parents who teach their children to be obedient do so out of love and a desire for indirect control (Akter and Biswas). Thus, they are less likely to set limits for their children and more likely to strictly enforce the ones they have set.

A society's future prosperity may be gauged, in large part, by the academic achievement of its young people. The opposite is true for low academic outcomes. Parenting describes the methods of caregiving that parents adopt and refine over time. The term "student achievement" refers to a metric used to evaluate how well students are doing in school. From a worldwide vantage point, it is clear that cultural and socioeconomic variables contribute to students' low grades. In his study, Kiyama (2018) found that parental involvement is a social element that affects students' performance in school ([Chinyoka and Naidu 2014](#)).

The author says that parents shouldn't resort to punishment or isolation. Parental figures should instead serve as role models by establishing boundaries and showing their children unconditional affection. However, the writers' parenting practices captured in the photos are representative of the regular range of approaches to parenting rather than abusive methods. Traditional parenting is said to center on providing a sense of order in the home, which in turn improves children's academic outcomes. The four parenting styles defined by Baumrind (2008) are authoritarian, permissive, authoritative, and neglectful. Two of the four parenting styles described by Baumrind (2008) were interpreted for this study since they were found to be the most prevalent in the study's setting ([Karunakaran, Jusoh et al. 2019](#)).

Research Methodology

This chapter deals with the method and procedure of the study. It includes design of the study, population of the study, sample size, sampling technique, development of the instruments, Administration of questionnaire, Data collection, and Data analysis. For collection of relevant information, Procedure and methodology were used as follows:

Design of the Study

There are three types of research: descriptive, historical, and experimental. This study under reference is descriptive research and survey in nature which deals with findings out the Teacher perception of parent involvement in student education and school performance at secondary school students.

Population of the Study

The current study sample was comprised of 200 parents having both parents with age range 18-60 years. The random sampling method was used to collect the sample from different families of Lahore city, Pakistan. Both male and female parents were included in the study.

Sampling Technique

Simple random sampling techniques on the

base of availability have been used. Parents with any kind of physical, intellectual, and learning disability were excluded from the study. Single parents, or parents have been separated were not included. Those parents who have psychological problems were controlled. There was no urban and rural restriction in the sample.

Questionnaire and Scales used in Analysis

Questionnaire consist of Parental violence and neglect (Mikolajczak, Brianda, Avalosse&Roskam, 2018) Parental Authority Questionnaire (Buri 1991), Parent burnout assessment (Roskam et al 2019), Emotional regulation questionnaire (Gross and John 2003), Parenthood constellation, parental burnout (Roskam et al 2019), (Van Bakel, Rexwinkel 2020), Coparental cooperation (Teubert and Pinquart 2011).

Administration of the Questionnaire

Researchers personally will be visited all houses and distributed the questionnaire to the teachers for the collection of required information. Researcher explained, purpose, significance and all items to the parents.

Data Collection

Data will be collected personally parents filled the questionnaire at the spot while others returned it on the second visit.

Analysis of Data

After collection of data, it has been analyzed by using the SPSS software (A statistical package for social science) version 26th. Data is presented in the form of tables

Data Analysis

This chapter shows how to find out results of the study, how research can achieve its objectives and answer to research questions.

Analysis of Descriptive Statistics

In statistics, the standard deviation is used to quantify the typical dispersion around the mean. This refers to the spread of information

throughout the medium ([Kaushik and Mathur 2014](#)). When the standard deviation of a collection of numbers is small, the numbers tend to cluster around the data set's mean, but

when it's large, the numbers are dispersed throughout a broad range of values ([Chan, Ismail et al. 2014](#)).

Table 1

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Exhaustion	Father	105	10.9619	9.52216	0.92927
	Mother	95	12.1579	1.72412	1.10027
Contrast	Father	105	3.8095	5.37819	0.52486
	Mother	95	4.2421	6.42753	0.65945
Saturation	Father	5	2.8667	4.8755	0.4758
	Mother	95	3.4211	5.68982	0.58376
Distancing	Father	105	2.8762	2.78973	0.27225
	Mother	95	2.9579	3.20543	0.32887
Compute_PBA	Father	105	21.5143	18.99702	1.85392
	Mother	95	23.7579	2318139	2.37836
PCON	Father	105	9.8857	4.08401	0.39856
	Mother	95	9.8	3.94807	0.40506
ERQ	Father	105	41.8095	11.08455	1.08174
	Mother	95	41.9789	11.13169	1.14209
PVIO	Father	105	7.9714	4.32892	0.42246
	Mother	95	8.9474	5.3063	0.54441
PNEG	Father	105	5.4571	3.88297	0.37894
	Mother	95	5.6632	4.0334	0.41382
ERCOV	Father	105	52.1619	12.57984	1.2767
	Mother	95	51.2842	15.5068	1.59096
COP	Father	105	15.0381	5.53472	0.54013
	Mother	95	15.2842	5.38647	0.55264

Total number of respondents include 200, in which 105 are male participants or fathers and 95 are female participants or mothers to response on research questionnaire. Exhaustion, contrast, saturation and distancing are title of questionnaires used for collecting data left column of table 1 shows all questionnaire titles. Gender shows title of participant, N shows number of participants from each category. Mean column shows average of responses given by participants on each question. Standard deviation shows that how one value deviate or differ from other next value and at the end standard error represent the margin of error.

Results for Anova

We used the formula variance (between sample means) / variance (within sample) to determine the F value for analysis of variance. When the F value of an ANOVA is high, it indicates that there is more dissimilarity among the sample means than there is among the means within the sample. If F is large, then p must be small. There is a statistically significant difference between the group means if the p-value is less than a predetermined threshold (i.e. = 0.05) from the analysis of variance (ANOVA) ([Gumus, Selbesoglu et al. 2016](#)).

Table 2

		Sum of squares	df	Mean Square	F	Sig.
Exhaustion	Between Groups	751.556	5	150.		
	Within Groups	19227.69	191	1003669	1.493	0.194
	Total	19979.25	196			
Constrast	Between Groups	470.465	5	94.093		
	Within Groups	6406.489	191	33.542	2.805	0.018
	Total	6876.954	196			
Satuation	Between Groups	465.309	5	93.062		
	Within Groups	5007.858	191	26.219	3.549	0.004
	Total	5473.168	196			
Distancing	Between Groups	96.789	5	19.358		
	Within Groups	1676.216	191	8.776	2.206	0.055
	Total	1773.005	196			
Compute_PBA	Between Groups	5196.192	5	1039.238		
	Within Groups	83010.77	191	434.611	2.391	0.039
	Total	88206.96	196			
PCON	Between Groups	282.018	5	56.404		
	Within Groups	2869.952	191	15.026	3.754	0.003
	Total	3151.97	196			
ERQ	Between Groups	2474.852	5	494.97		
	Within Groups	21826.97	191	114.277	4.331	0.001
	Total	24301.82	196			
PVIO	Between Groups	296.989	5	59.398		
	Within Groups	4333.895	191	22.691	2.618	0.026
	Total	4630.883	196			
PNEG	Between Groups	476.795	5	95.359		
	Within Groups	2592.24	191	13.572	7.026	0
	Total	3069.036	196			
ERCOV	Between Groups	6608.741	5	1321.748		
	Within Groups	31260.29	191	163.666	8.076	0
	Total	37869.04	196			
COP	Between Groups	996.016	5	139.203		
	Within Groups	5196.553	191	27.207	53116	0
	Total	5892.569	196			

Within Groups 5 Anova table (table 2) shows that most of lager F value have significant p values, a significant p value means that research can reject null hypothesis, rejecting null hypothesis, can be concluded that there is significant relationship between parents and student in case of contrast, saturation, compute PBA, PCON, ERQ, PVIO, PNEG, ERCOV, and COP (Alassaf and Qamar 2020). Insignificant result on exhaustion says that is significant chances of exhaustion between parents and children.

Going towards discussion of hypothesis, its concluded that there is significant relationship

between parenting styles and academic performance of the student. As different questionnaires have been used so in case of exhaustion and distancing there is insignificant relationship that means parenting style have no significant relationship with academic performance (Zhou and Skidmore 2017).

Levenne's Test for Equality of Means

This was tested using Levene's test (Levene, 1960) to determine whether or not k samples had the

same variance. Homogeneity of variance refers to the condition where the variance is constant

across all observations in a given sample. For the purpose of testing different between mothers and fathers opinion, analysis of variance is one type of statistical test that makes the assumption that variance is constant across groups or samples. That hypothesis may be tested with Levene's method (Fu, Luo et al. 2017).

An alternative to the Bartlett test is the Levene test. Levene's test is not as sensitive to outliers as Bartlett's test (Parra-Frutos 2013). The Bartlett test is superior if you can provide convincing proof that your data have a normal or nearly normal distribution.

In his original study, Levene suggested taking the mean instead of both. Levene's test was expanded by Brown and Forsythe (1974) so that it could make use of the mean or

trimmed mean as well as the mean. A Monte Carlo simulation shown that the median performed better than the truncated mean when the underlying data followed a skewed distribution (i.e., heavy tails). If the underlying data has a 24 (or skewed) distribution, the data is skewed. For a normal distribution with moderate tails, the median is the most effective measure to use (Kan, van der Maas et al. 2019).

A definition based on the mean is preferred because it is robust against many different types of non-normal data while still having adequate power, however this is not universally true and relies on the underlying distribution. It may be necessary to choose one of the alternate choices if you are familiar with the underlying data distribution (Delacre, Lakens et al. 2017).

Table 3

		Levene's Test for Wquality of Variances			t-test for Equality of Means					
		F Lower	Sign Upper	T Lower	Df Upper	Sig.(2-tailed) Lower	Mean Diff. Upper	Std. Error Diff. Lower	95% Confidence Interval of the Difference	
									Upper	Lower
Exhaustion	Equal variance assumed	1.91	0.17	(0.84)	198.00	0.41	(1.20)	1.43	(4.02)	1.63
	Equal variance not assumed	(0.83)	189.01	0.41		(1.20)	1.44	(4.04)	1.64	1.23
Contrast	Equal variance assumed	0.54	0.47	(0.52)	198.00	0.61	(0.43)	0.84	(2.08)	1.21
	Equal variance not assumed			(0.51)	184.06	0.61	(0.43)	0.84	(2.10)	1.23
Saturation	Equal variance assumed	2.65	0.11	(0.74)	198.00	0.46	(0.55)	0.75	(2.03)	0.92
	Equal variance not assumed			(0.74)	186.13	0.46	(0.55)	0.75	(2.04)	0.93
Distancing	Equal variance assumed	0.18	0.68	(0.19)	198.00	0.85	(0.08)	0.42	(0.92)	0.75
	Equal variance not assumed			(0.19)	187.43	0.85	(0.08)	0.43	(0.92)	0.76
Compute_PBA	Equal variance assumed	1.00	0.32	(0.75)	198.00	0.45	(2.24)	2.99	(8.13)	3.64
	Equal variance not assumed			0.74	182.15	0.46	(2.24)	3.02	(8.19)	3.71.
PCON	Equal variance assumed	--	1.00	0.15	198.00	0.88	0.09	0.57	(1.04)	1.21
	Equal variance not assumed			0.15	197.12	0.88	0.09	0.57	(1.03)	1.21
ERQ	Equal variance assumed	0.01	0.91	(0.11)	198.00	0.91	(0.17)	1.57	(3.27)	2.93
	Equal variance not assumed			(0.11)	195.85	0.91	(0.17)	1.57	(3.27)	2.93
PVIO	Equal variance assumed	3.04	0.08	(1.43)	198.00	0.15	(0.98)	0.68	(2.32)	0.37
	Equal variance not assumed			(1.42)	181.73	0.16	(0.98)	0.69	(2.34)	0.38

PNEG	Equal variance assumed	0.31	0.58	(0.37)	198.00	0.71	(0.21)	0.56	(1.31)	0.90
	Equal variance not assumed			(0.37)	194.27	0.71	(0.21)	0.56	(1.31)	0.90
ERCOV	Equal variance assumed	5.33	0.02	0.44	198.00	0.66	0.88	1.99	(3.04)	4.80
	Equal variance not assumed			0.44	181.20	0.66	0.88	2.01	(3.09)	4.84
COP	Equal variance assumed	0.38	0.54	(0.32)	198.00	0.75	(0.25)	0.77	(1.77)	1.28
	Equal variance not assumed			(0.32)	196.94	0.75	(0.25)	0.77	(1.77)	1.28

If you want to know if there's a meaningful dissimilarity between the means of two groups and how they're connected, you may use an inferential statistic called the t-test ([Senen, Sari et al. 2021](#)). T-tests are performed when there is an unknown variable and the data set follows a normal distribution, such as the data collected from this sample with fathers and mother's sample.

The t-statistic, t-distribution value, and degrees of freedom are used in a t-test to evaluate statistical significance in hypothesis testing in statistics.

Assumed equal variances and not assumed equal variances are the two rows of output in the independent sample test table. You can assume the first line of output represents the genuine independent sample and accept it at face value if the Levene test reveals that the variance is the same across mothers views and fathers views of parenting style, as a t-test (under the heading t-test for equality of support). In cases when the Levene test reveals that the two groups do not have the same variance (i.e., the p-value is tiny), you may depend on the second line of output, which states that the same variance is not assumed ([Ampa 2015](#)). Findings from a t-test on independent samples (under the heading t-test for equality of means) shows that all values for significance are more than level of significance 0.05 in table 3. This way we can say that views of mothers and father are not equal.

These two lines of data are distinct because of the method used to determine the t-statistic for independent samples. The combined variance is used in computations when the same variance can be assumed for all observations, while the unspooled variance and

degrees of freedom adjustment are used otherwise ([Ampa 2015](#)).

Findings

- Study results reveal that there is significant relationship between parenting styles and academic performance of the students
- Further study found that there is significant relationship between parenting styles of mother withs student performance
- Research also concluded that parenting style of father have impact on student performance but there is different between parenting style of mothers and fathers.
- Fathers have different approach to tackle with their children and mother have different style to cop with problems of the students.
- Finding further shows that parent feel exhaustion and this with distancing increases between children and parents as insufficient results were found in exhaustion and distancing.

Conclusion

- Objecting of this research have achieved as significant results between parenting style and student performance have been observed.
- Research found that mothers have different approach of parenting her child as compare to father
- Concluding this research parents need more attention and time to cop with problems of students

- Difference of approach between father and mother leads a student in confusion and student face decision making problems in his/her life
- Normally in Pakistan fathers have focus on practical life and job searching for his child but other seem to be pretending that her child must complete his/her education.

Discussion

Several studies have found a correlation between parents' parenting styles and their children's success in school. As a result, results are positively related with a more parenting style and student performance. Numerous other factors connected to academic success have also been linked to a more democratic parenting style. Parental influences on academic performance, however, have received less attention. Academic motivation, perceived aptitude, and attributions on the causes of

academic success or failure are all examples of such elements.

Recommendations

- This research needs to find more link between parental approach (authoritarian, authoritarian-lenient, neglectful, and permissive) and academic outcomes, upon selected sample of Lahore region.
- Study also needs to investigate how different parenting approaches affect their children's actions in school.
- Study further recommends to find out conceptual difference between fathers and mothers thinking and way of parenting style.
- Further research could be conducted on which factors are different in thinking and parenting styles of fathers and mothers.

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