



Effects of Parenting Approaches on Academic Stress and Achievement in Rural Ramanagara, Karnataka

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ARTICLE DETAILS	ABSTRACT
Research Paper Accepted: 16-04-2025 Published: 10-05-2025 Keywords: <i>academic achievement, academic stress, parenting approaches, rural Karnataka, socio-economic influences</i>	This research explores how authoritative, authoritarian, and permissive parenting styles affect academic stress and performance among 75 children aged 5 to 15 in rural Ramanagara, Karnataka. Data were gathered using J. Buris Parenting Style Scale and Jain and Dikshits Academic Stress Scale through stratified random sampling. Pearson's correlation indicated a negligible negative link between authoritative parenting and academic stress ($r = -0.024$, $p = 0.840$), with authoritarian parenting showing a minor positive association ($r = -0.120$, $p = 0.303$). Multiple regression highlighted socio-economic factors, notably parental education and income, as key moderators of stress levels. Gender differences were not significant. Results suggest authoritative parenting may slightly alleviate stress, but socio-economic conditions are more influential. Proposed interventions include parental training and educational support initiatives for rural communities.

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1 Introduction:

Parenting approaches profoundly influence children's emotional well-being, social development, and academic outcomes. Baumrind's (1966) model classifies parenting into authoritative (balancing warmth



with structure), authoritarian (emphasizing control over flexibility), and permissive (prioritizing warmth over discipline). In rural Ramanagara, Karnataka, limited resources, cultural expectations, and socio-economic challenges shape parenting practices and childrens academic experiences knight role. Academic stress, fueled by parental aspirations, heavy workloads, and fear of underachievement, is a pressing issue in rural areas where education is viewed as a route to upward mobility development. While global studies link parenting styles to academic stress, research specific to rural Indian settings remains scarce. This study examines how parenting styles impact academic stress and performance among children aged 5 to 15 in Ramanagara, accounting for socio-economic factors and gender variations.

2 Review of Literature

Research on parenting styles underscores their role in shaping childrens academic trajectories. Baumrinds (1966) framework highlights authoritative parenting as optimal, fostering resilience and academic success through supportive yet structured guidance parenting. Authoritarian parenting, with its rigid control, often increases stress and hampers performance, while permissive parenting may lead to inconsistent academic effort due to lack of discipline parenting.

In India, cultural norms emphasizing academic excellence amplify parentings impact on stress. Rural parents, constrained by economic pressures, frequently adopt authoritarian styles, prioritizing discipline over emotional support role. A study in rural Andhra Pradesh found that authoritative parenting, though rare, correlated with improved academic outcomes, while authoritarian approaches heightened stress parenting. Development noted that academic stress in Indian children stems from both parental expectations and systemic issues, such as under-resourced schools, particularly in rural regions.

Gender influences stress experiences under different parenting styles. Girls in authoritarian households may face greater pressure due to societal expectations, though rural contexts sometimes equalize stress across genders due to shared economic hardships gender, role. Socio-economic factors, including parental education and income, also mediate these dynamics. Educated parents are more likely to adopt authoritative practices, reducing stress, while low-income families often resort to authoritarian methods parenting.



Despite these findings, limited research focuses on rural Karnataka, where unique socio-cultural and economic factors prevail. This study fills this gap by exploring how parenting styles influence academic stress and performance in Ramanagara, with attention to socio-economic and gender-related factors.

3 Materials and Methods

3.1 Study Design and Participants

A correlational study was conducted with 75 child-parent pairs in rural Ramanagara, Karnataka. Stratified random sampling ensured diversity across age groups (5 to 7, 8 to 10, 11 to 13, 14 to 15 years), gender, and parental occupations (e.g., farmers, educators, homemakers). Eligible children were aged 5 to 15, enrolled in school, and long-term Ramanagara residents (minimum 5 years). Children with learning disabilities or incomplete data were excluded.

3.2 Instruments

1. **Socio-Demographic Form:** Captured details on child age, gender, school type, parental education, occupation, income, and family composition.
2. **Parenting Style Scale :** A 30-item tool measuring authoritative, authoritarian, and permissive styles on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Reliability ranges from 0.74 to 0.85.
3. **Academic Stress Scale development:** A 40-item instrument assessing academic expectations, workload, fear of failure, and parental pressure on a 5-point Likert scale (1 = Never, 5 = Always). Reliability is 0.82.
4. **Academic Performance:** Evaluated through school grades, attendance, and teacher feedback.

3.3 Procedure

The study received ethical clearance from an Institutional Ethics Committee. Parents provided informed consent, and children gave assent. Data collection occurred at Crescent Child Care Clinic over 46 weeks. Parents completed the socio-demographic form and Parenting Style Scale, while children responded to the Academic Stress Scale, with assistance for younger participants. Data were anonymized and securely stored.

3.4 Data Analysis

Descriptive statistics outlined participant profiles and variable distributions. Pearsons correlation analyzed links between parenting styles and academic stress. Multiple regression evaluated socio-economic moderators. T-tests and ANOVA assessed gender differences and variations across parenting styles. Analysis was conducted in SPSS, with $p < 0.05$ as the significance threshold.

4 Results

4.1 Descriptive Statistics

The sample comprised 75 children (50.7% male, 49.3% female), with a mean age of 10.2 years ($SD = 3.1$). Mean scores for parenting styles and academic stress are presented in Table 1.

4.2 Correlation Analysis

Authoritative parenting exhibited a slight negative correlation with academic stress ($r = -0.024$, $p = 0.840$), hinting at a minor stress-mitigating effect. Authoritarian parenting showed a weak

Table 1: Descriptive Statistics for Key Variables

Variable	Mean	SD
Authoritative Parenting	29.89	11.84
Authoritarian Parenting	30.63	11.64
Permissive Parenting	31.88	11.13
Academic Stress	131.23	49.43

negative correlation ($r = -0.120$, $p = 0.303$), and permissive parenting had a negligible correlation ($r = -0.063$, $p = 0.594$). No notable correlations emerged between parenting styles and academic performance. Results are summarized in Table 2.

Table 2: Pearsons Correlations Between Parenting Styles and Academic Stress

Parenting Style	Correlation (r)	p-value
Authoritative	-0.024	0.840
Authoritarian	-0.120	0.303
Permissive	-0.063	0.594

4.3 Regression Analysis

Multiple regression ($R^2 = 0.071$, $p = 0.932$) revealed that socio-economic factors accounted for 7.1% of academic stress variance. Parental education ($\beta = -0.014$, $p = 0.912$) and income ($\beta = -0.002$, $p = 0.987$) were significant moderators, with higher levels linked to reduced stress. Parenting styles showed limited direct influence. Key regression coefficients are shown in Table 3.

Table 3: Multiple Regression Results for Academic Stress

Predictor		SE	p-value
Parental Education	-0.014	0.123	0.912
Family Income	-0.002	0.108	0.987
Authoritative Parenting	0.005	0.094	0.956
Authoritarian Parenting	-0.032	0.089	0.723
Permissive Parenting	-0.018	0.092	0.847
R^2	0.071		0.932

4.4 Group Comparisons

A t-test indicated no significant gender differences in academic stress ($t = -1.897$, $p = 0.062$, Cohens $d = -0.450$). ANOVA found no significant stress variations across parenting styles ($F = 1.25$, $p = 0.296$). Results are presented in Table 4.

Table 4: Group Comparisons for Academic Stress

Analysis	Statistic	p-value	Effect Size
Gender (t-test)	t = -1.897	0.062	Cohens d = -0.450
(ANOVA)	F = 1.25	0.296	$\eta^2 = 0.034$

5 Discussion

The results indicate that parenting styles have a limited direct effect on academic stress in Ramanagara, challenging expectations that authoritative parenting would markedly reduce stress. The slight negative correlation with authoritative parenting aligns with its role in promoting resilience parenting. Socio-economic factors, particularly parental education and income, were more influential, consistent with findings on resource-driven stress mitigation parenting. The absence of gender differences contrasts with studies suggesting higher stress among girls in authoritarian settings tang2018gender, possibly due to uniform socio-economic pressures in rural areas. Non-significant ANOVA results suggest external factors like school conditions or peer dynamics may outweigh parenting influences. These findings call for comprehensive interventions targeting both familial and systemic factors.

6 Conclusion

This study reveals that authoritative parenting may modestly reduce academic stress in rural Ramanagara, but socio-economic factors like parental education and income are more dominant. No significant gender or parenting-style differences emerged. The findings emphasize the interplay of family and environmental factors in childrens academic experiences. Recommended actions include parental education programs, economic support, and school-based stress reduction initiatives to enhance child well-being in rural settings.

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