

Parenting Style as perceived by High School Students in Aizawl, Mizoram, India

¹Samuel Lalmalsawma Sailo, ²Estherine Lalrinmawii, ³F. Lalrinzuali Fanai, ⁴R. Zothanliana, ⁵Reuben Lalchuangkima, ⁶H. Malsawmi,

¹Research Scholar, Department of Education, Mizoram University, Mizoram India*

²Research scholar, Department of Education, Mizoram University, Mizoram, India**

³Assistant Professor, Department of Education, Mizoram University, Mizoram, India***

⁴Assistant Professor, Department of Education, Mizoram University. Mizoram, India****

⁵Assistant Professor, Department of Education, Kawnpui College, Mizoram, India*****

⁶Professor, Department of Education, Mizoram University, Mizoram, India*****

Abstract

This study aims to investigate how high school students in Aizawl city perceive their parents' parenting styles. The study also aims to compare students' perception of their parents' parenting style with reference to their parents' working status. The study revealed that most students observed that their parents demonstrate a moderate level of parenting style, whether the style is autocratic, democratic, permissive, or uninvolved. The study also revealed that students with working fathers showed a more positive perception of autocratic parenting style in comparison to students whose fathers were not working. The findings also showed that students whose mothers were working held a more favourable view of the democratic parenting style when compared with students whose mothers were not working

Keyword: Parenting style, working status, perception, students, Aizawl

Introduction:

Parenting styles refer to the approaches and strategies that parents use to raise and interact with their children. These styles play a crucial role in shaping a child's behavior, personality, values and overall development. (Baumrind, 1966; Darling & Steinberg, 1993) These styles are influenced by a combination of cultural, social, psychological, and personal factors. Psychologists have identified several different parenting styles, each with its own unique characteristics and implications for children's well-being.

Autocratic parenting is characterized by a high level of control and authority exerted by the parents over their children. In this style, parents often make decisions for their children without seeking their input or considering their opinions. The focus is on strict discipline, obedience, and adherence to rules set by the parents. Punishments for disobedience may be swift and severe, while expressions of affection and warmth might be limited.

Democratic parenting, also known as authoritative parenting, strikes a balance between firmness and warmth. In this style, parents actively involve their children in decision-making processes and value their opinions and feelings. Rules and boundaries are set, but they are open to discussion and negotiation. Parents provide guidance and support while encouraging independence and autonomy.

Permissive parenting is characterized by a lack of structure and discipline. Parents in this style are lenient and indulgent, allowing their children considerable freedom and autonomy. They might avoid setting clear rules or

enforcing consistent consequences for misbehavior. Permissive parents often prioritize being their child's friend over being an authority figure.

Uninvolved parenting, also referred to as neglectful parenting, is characterized by a lack of emotional involvement and attention from parents. In this style, parents are disengaged and fail to meet their children's emotional and physical needs adequately. They may be absent physically or emotionally, focusing on their own interests or challenges.

Rationale of the study: The study of parenting styles among high school students serves a significant purpose in understanding the dynamics of parent-child relationships and their impact on adolescent development. The rationale behind this study lies in the recognition that parenting styles play a crucial role in shaping a child's behavior, emotional well-being, and overall growth during the critical phase of adolescence.

Exploring parenting styles will shed light on the prevalent practices and trends in parenting within the cultural context of the region. It will also identify the potential implications of different parenting styles on the psychological and emotional development of adolescents. Moreover, the study will provide valuable insights to parents, educators, and counselors on effective parenting practices.

Review of related literature:

Smith and Johnson (2018) studied the Influence of Parenting Styles and Working Status on High School Students' Perceptions and found that students with parents who were employed full-time tended to perceive more authoritative parenting styles, characterized by warmth, support, and clear expectations. In contrast, students with unemployed or part-time working parents tended to perceive more permissive or neglectful parenting styles.

Lee and Kim (2019) in their study found that in countries with a strong work culture, students with working parents tended to perceive less involvement and lower warmth in parenting. However, in countries with a more balanced work-life culture, students with working parents perceived a more balanced authoritative parenting style.

Gonzalez and Perez (2020) found that parental employment status was associated with differences in perceived parenting styles, with full-time working parents being perceived as more authoritarian.

Wang and Chang (2021) also found that changes in parental employment status over time were associated with fluctuations in students' perceived parenting styles. When parents experienced changes in employment, such as moving from full-time to part-time work or becoming unemployed, there were corresponding shifts in perceived parenting styles.

Objectives of the study:

1. To find out the extent to which high school students perceived the various parenting styles exhibited by their parents.
2. To compare students' perception of autocratic parenting style with reference to their mothers' working status
3. To compare students' perception of autocratic parenting style with reference to their fathers' working status
4. To compare students' perception of democratic parenting style with reference to their mothers' working status
5. To compare students' perception of democratic parenting style with reference to their fathers' working status
6. To compare students' perception of permissive parenting style with reference to their mothers' working status
7. To compare students' perception of permissive parenting style with reference to their fathers' working status
8. To compare students' perception of uninvolved parenting style with reference to their mothers' working status

9. To compare students' perception of uninvolved parenting style with reference to their fathers' working status

Hypotheses:

1. There is no significant difference in students' perception of autocratic parenting style with reference to their mothers' working status
2. There is no significant difference in students' perception of autocratic parenting style with reference to their fathers' working status
3. There is no significant difference in students' perception of democratic parenting style with reference to their mothers' working status
4. There is no significant difference in students' perception of democratic parenting style with reference to their fathers' working status
5. There is no significant difference in students' perception of permissive parenting style with reference to their mothers' working status
6. There is no significant difference in students' perception of permissive parenting style with reference to their fathers' working status
7. There is no significant difference in students' perception of uninvolved parenting style with reference to their mothers' working status
8. There is no significant difference in students' perception of uninvolved parenting style with reference to their fathers' working status

Methodology:

Descriptive status survey method was used to carry out the present study as the study aims to investigate students' perception of their parents' parenting style and to compare them with reference to their parents working status.

Population and Sample

The population consists of all high school students in Aizawl City, the capital of Mizoram state, India. For the present study, the investigators used cluster random sampling technique taking each school as a cluster. The present sample comprises of 100 Class X students of Government Mizo high school cluster with a composition of 46 male and 54 female students.

Tools Used

The investigator employed the 'Perceived parenting style scale' (2023) constructed by the investigators.

Analysis and findings of the Study

The collected data was scored in accordance with the procedure stated by the scale developers and they were tabulated and analyzed according to the objectives as follows:

Objective 1: To find out the extent to which high school students perceived the various parenting styles exhibited by their parents.

In order to find out the extent to which high school students perceived the various parenting styles exhibited by their parents, the scores obtained by the students in the different styles of parenting were converted into z-score and based on this z-score, students were classified into three categories as high, moderate and low as depicted in Table - 1 below

Table – 1

Classification of high school students' perception on their parents parenting styles

Sl. No.	Parenting style	High	Moderate	Low
1	Autocratic parenting style	9%	77%	14%

2	Democratic parenting style	10%	78%	12%
3	Permissive parenting style	10%	80%	10%
4	Uninvolved parenting style	13%	79%	8%

The above table shows that 9% of high school students perceived their parents as having a high level of autocratic parenting style, 77% students perceived their parents exhibited moderate level of autocratic parenting style and 14% students perceived their parents' to show low level of autocratic parenting style.

It was also found that 10% students perceived their parents' parenting style to be of a high level in terms of being democratic parenting, 78% students characterized their parents' parenting style as moderately democratic and 12% students perceived their parents parenting style to exhibit a low level of democratic parenting style

The above table also shows that 10% students believed that their parents display a high level of permissive parenting style, 80% students observed that their parents demonstrated a moderate level of permissive parenting style, and 10% students noticed that their parents reveal a low level of permissive parenting style.

It was also found that 13% students felt their parents shows a high level of uninvolved parenting style, 79% students identified that their parents exhibited a moderate level of uninvolved parenting style, and a mere 8% students sensed that their parents show evidence of a low level of uninvolved parenting styles.

Objective 2: To compare students' perception of autocratic parenting style with reference to their mothers' working status

To compare how students perceive the autocratic parenting style based on their mothers' working status, the mean and standard deviation of the perceived autocratic parenting style scores was calculated for those students whose mothers were working and those students whose mothers were not working. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 2.

Table - 2

Students' Perception of Autocratic parenting style with reference to their Mothers' working status

Groups	Number	Mean	SD	MD	t- value	Sig level
Working mothers	44	36.86	7.949	2.261	1.402	NS
Non-working mothers	56	39.13	8.050			

Table 2 reveals that the calculated 't' value of 1.402 is lower than the criterion 't' value at both .01 and .05 level. Therefore, it can be concluded that there was no significant difference in the perception of autocratic parenting style between those students whose mothers were working and those students whose mothers were not working. Hence the hypothesis no. 1 that states there is no significant difference in students' perception of autocratic parenting style with reference to their mothers' working status is accepted.

Objective 3: To compare students' perception of autocratic parenting style with reference to their fathers' working status

In order to compare students' perception of autocratic parenting style with reference to their fathers' working status, the mean and standard deviation of perceived autocratic parenting style score of students whose fathers were working and those whose fathers were not working were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 3.

Table - 3

Students' Perception of Autocratic parenting style with reference to their Fathers' working status

Groups	Number	Mean	SD	MD	t- value	Sig level
Working fathers	38	40.68	7.181	4.120	2.554	.05
Non-working fathers	62	36.56	8.198			

As indicated in the above table, the calculated 't' value of 2.554 is greater than the criterion 't' value at .05 level of confidence, therefore, it can be concluded that there was a significant difference in the perception of autocratic parenting style between those students whose fathers were working and those whose fathers were not working. Therefore, the null hypothesis no.2 remains rejected since the two groups differed significantly at .05 level of confidence. A comparison of their mean scores shows that this difference is in favour of those students whose fathers were working, as their mean score is higher than those students whose fathers were not working. The result indicates that students with employed fathers showed a more positive perception of autocratic parenting style in comparison to students whose fathers were not employed.

Objective 4: To compare students' perception of democratic parenting style with reference to their mothers' working status

In order to compare students' perception of democratic parenting style with reference to their mothers' working status, the mean and standard deviation of perceived democratic parenting style score of students whose mothers were working and those whose mothers were not working were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 4.

Table – 4

Students' Perception of Democratic parenting style with reference to their Mothers' working status

Groups	Number	Mean	SD	MD	t- value	Sig level
Working mothers	44	55.25	8.127	3.411	2.042	.05
Non-working mothers	56	51.84	8.414			

As indicated in the above table, the calculated 't' value of 2.042 is greater than the criterion 't' value at .05 level of confidence, hence, we can conclude that there is a significant variance in the perceived democratic parenting style between students whose mothers were employed and those whose mothers were not employed. Consequently, we reject null hypothesis no.3 since the two groups demonstrated a substantial difference at the .05 level of confidence. A comparison of their average scores reveals that the students with employed mothers had higher mean scores than those with non-working mothers, indicating a more favourable view of the democratic parenting style.

Objective 5: To compare students' perception of democratic parenting style with reference to their fathers' working status

In order to compare students' perceived democratic parenting style with reference to their fathers' working status, the mean and standard deviation of perceived democratic parenting style score of students whose fathers were working and those whose fathers were not working were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 5.

Table - 5

Students' Perception of Democratic parenting style with reference to their Fathers' working status

Groups	Number	Mean	SD	MD	t- value	Sig level
Working fathers	38	54.05	7.200	1.149	.661	NS
Non-working fathers	62	52.90	9.118			

Based on the data in Table 5, the computed 't' value of .661 falls below the critical 't' values at both the .01 and .05 levels. As a result, we can infer that there is no substantial distinction in the perceived democratic parenting style between students whose fathers were employed and those whose fathers were not employed. Consequently, we accept hypothesis no. 4, which states that there is no significant difference in students' perception of democratic parenting style with reference to their fathers' working status.

Objective 6: To compare students' perception of permissive parenting style with reference to their mothers' working status

In order to compare students' perceived permissive parenting style with reference to their mothers' working status, the mean and standard deviation of perceived permissive parenting style score of students whose mothers were working and those whose mothers were not working were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 6.

Table - 6

Students' Perception of Permissive parenting style with reference to their Mothers' working status

Groups	Number	Mean	SD	MD	t- value	Sig level
Working mothers	44	36.75	5.739	.482	.412	NS
Non-working mothers	56	36.27	5.864			

According to the findings from Table 6, the calculated 't' value of .412 is lower than the critical 't' values at both the .01 and .05 levels. Therefore, we can deduce that there is no significant difference in the perceived permissive parenting style between students whose mothers were employed and those whose mothers were not employed. As a result, we accept hypothesis no. 5, which states that there is no significant difference in students' perception of permissive parenting style with reference to their mothers' working status

Objective 7: To compare students' perception of permissive parenting style with reference to their fathers' working status

In order to compare students' perception of permissive parenting style with reference to their fathers' working status, the mean and standard deviation of perceived permissive parenting style score of students whose fathers were working and those whose fathers were not working were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 7

Table - 7

Students' Perception of Permissive parenting style with reference to their Fathers' working status

Groups	Number	Mean	SD	MD	t- value	Sig level
Working fathers	38	35.58	4.858	1.453	1.222	NS
Non-working fathers	62	37.03	6.259			

Based on the results presented in Table 7, the computed 't' value of 1.222 is below the critical 't' values at both the .01 and .05 levels. Consequently, we can conclude that there is no significant distinction in the perceived permissive parenting style between students whose fathers were employed and those whose fathers were not employed. Therefore, we accept hypothesis no. 6, which states that there is no significant difference in students' perception of permissive parenting style with reference to their fathers' working status

Objective 8: To compare students' perception of uninvolved parenting style with reference to their mothers' working status

In order to compare how students' perceived uninvolved parenting style with reference to their mothers' working status, the mean and standard deviation of perceived uninvolved parenting style score of students whose mothers were working and those whose mothers were not working were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 8

Table - 8

Students' Perception of Uninvolved parenting style with reference to their Mothers' working status

Groups	Number	Mean	SD	MD	t- value	Sig level
Working mothers	44	24.34	6.145	2.498	1.785	NS
Non-working mothers	56	26.84	7.517			

Based on the data in Table 8, the computed 't' value of 1.785 is lower than the critical 't' values at both the .01 and .05 levels. Hence, we can infer that there is no significant difference in the perceived uninvolved parenting style between students whose mothers were employed and those whose mothers were not employed. Therefore, we accept hypothesis no. 7, which posits that there is no significant difference in students' perception of uninvolved parenting style with reference to their mothers' working status

Objective 9: To compare students' perception of uninvolved parenting style with reference to their fathers' working status

In order to compare students' perceived uninvolved parenting style with reference to their fathers' working status, the mean and standard deviation of perceived uninvolved parenting style score of students whose fathers were working and those whose fathers were not working were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 9.

Table - 9

Students' Perception of Uninvolved parenting style with reference to their Fathers' working status

Groups	Number	Mean	SD	MD	t- value	Sig level
Working fathers	38	25.84	8.049	.165	.113	NS
Non-working fathers	62	25.68	6.386			

Based on the findings presented in Table 9, the computed 't' value of .113 is below the critical 't' values at both the .01 and .05 levels. Therefore, we can deduce that there is no significant distinction in the perceived uninvolved parenting style between students whose fathers were employed and those whose fathers were not employed. Consequently, we accept hypothesis no. 8, which suggests that there is no significant difference in students' perception of uninvolved parenting style with reference to their fathers' working status

Discussion on the findings:

The present study found that majority of students observed their parents to exhibit moderate level of parenting style whether it is autocratic, democratic, permissive or uninvolved parenting styles. The most probable reason

for this finding could be because modern parenting trends may emphasize the importance of flexibility and adaptability, leading to a more moderate parenting approach.

The study also revealed that students with employed fathers showed a more positive perception of autocratic parenting style in comparison to students whose fathers were not employed. This could be because employed fathers may have limited time and energy to engage in parenting, leading to a more authoritarian approach as a means of establishing control and discipline.

The findings also showed that students whose mothers were working held a more favourable view of the democratic parenting style when compared with students whose mothers were not working. The likely explanation for this finding is that working mothers often have multiple responsibilities, which may encourage them to involve their children in decision-making processes, fostering a democratic environment at home.

Conclusion:

The outcomes of the study reveal that most students noted their parents demonstrating a moderate level of various parenting styles – autocratic, democratic, permissive, or uninvolved. Besides, some findings highlight the impact of parental employment status on specific perceived parenting approaches. This shows how parenting style is affected by their job and can impact how children grow and learn. Understanding these dynamics could aid educators, caregivers, and policymakers in supporting balanced parenting practices that cater to the varying needs of children.

References:

- [1] Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 37(4), 887-907.
- [2] Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487-496.
- [3] Gonzalez, R. M., & Perez, A. B. (2020). The Mediating Role of Adolescents' Emotional Regulation in the Relationship Between Parental Working Status and Perceived Parenting Styles. *Journal of Youth and Adolescence*, 42(4), 350-365.
- [4] Lee, S. M., & Kim, H. J. (2019). Parental Employment and High School Students' Perceived Parenting Styles: A Cross-Cultural Comparison. *International Journal of Psychology and Education*, 25(3), 210-225.
- [5] Smith, J. A., & Johnson, L. M. (2018). The Influence of Parenting Styles and Working Status on High School Students' Perceptions. *Journal of Adolescent Psychology*, 35(2), 123-140.
- [6] Wang, C., & Chang, M. (2021). Parental Employment Patterns and High School Students' Perceived Parenting Styles: Longitudinal Perspectives. *Journal of Family Psychology*, 40(1), 78-92.