

# Perceived Parenting Styles, Perceived Academic Success And Psychological Issues Among Primary Students In Online Learning Programs

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## Abstract

This research aimed to determine students' perceptions of parenting styles perceived, academic success, and psychological issues among primary students in online learning programs in COVID-19. The data was collected from government and private educational institutes. It was hypothesized that there would be a significant negative correlation between rejection and academic achievement among students. The sample size consists of (N=120) both boys and girls. (n=64 boys, n=56 girls). Data were collected from participants in 4-6 classes/grades. A Correlational research design and a purposive sampling technique were used to collect participants' data. The relationship between variables was discovered using a correlation analysis T.test applied to see the difference in variables among genders. To find out perceived parenting styles, academic achievement, and psychological issues with E-Learning, use three tools, the S-EMBU scale, Academic Self Perception Scale, Depression, Anxiety, and Stress Scale DASS-21 Items, respectively. Primary level (4-6) class students take online classes and face many difficulties, one of which is that they cannot take classes themselves and require parental assistance and supervision. The results revealed that there was a significant relationship between overprotection both in girls and boys; also, there was a significant positive relationship between Emotional Warmth and perceived higher academic achievement. On the other hand, there would be a negative correlation between rejection and academic achievement among students.

**Key Words:** academic achievement, COVID-19, online-learning, perceived parenting styles, , psychological issues,

## Introduction

This study will help understand how psychological issues in grades 4-6 are related to perceive parenting styles exhibited during E-learning programs and their academic achievements during COVID-19. Perception of

parenting styles by children about his/her parents are described as a set of behaviors and names that apply to all various styles of rules and regulations, care and brought up encouragement, and acceptance used in child-rearing (Garbe et al., 2020).

Perceived parenting styles are defined as what a child thinks about his/her parent's behavior, how they treat them, and all things related to the parenting style of his/her parents. Perceived parenting style is characterized as a child's or adolescent's perception of parental behavior patterns during childhood (Stavroulaki et al., 2021).

Baumrind (1971) has proposed three parenting patterns: authoritative, authoritarian, and permissive. Parenting fashion is typically two-dimensionally conceptualized: a parent call for (manage) and the reaction of the parents (for example, warm temperature). The following parenting styles can be distinguished:

- The first style is Authoritative, Trustworthy (excessive call for or too quick to react)
- The second style is Authoritarian, a strong leader (more calls for and poor level of responsiveness)
- The third style is Receptive or Permissive (significantly less call for or excessive adaptability)

The last one is, in different (less demanding and occasional give responses).

Perceived academic performance (PAP) is defined as Students being asked how they think and feel about their studies and to rate their overall academic success as below average, average, or above average. Academic self-perception, identified as a student's understanding of his or her school ability, is one of the essential variables in the academic environment due to its impact on learning and mental ability (Buctot, Kim & Kim, 2021).

The principle of educational achievement has traditionally been linked to the completion of summative tests, as determined by learning effects (Patra et al., 2022). On the other hand, York et al. (2015) argue that the definition of this word is debatable because it has an "amorphous" identification that varies based on subjective viewpoints. Indeed, while academic performance

may be associated with the graduates' ability to secure a professional position associated with their degree, it may also be associated with their ability to acquire knowledge identified through high assessment grades.

According to Nard and Abdullah (2016), overall academic success is the knowledge acquired that is classified by a teacher's marks and educational objectives set by students and instructors to be completed within a specific time frame. Here in all, this does not include only students but also includes some other persons such as Caregivers, instructors, and higher authorities related to academics; achieving the highest level related to success in academic institutions has become a primary concern.

Instructional fulfillment or non-fulfillment showed a noticeable impact on the life of kid's early life years and gave us an essential aspect of a private setting along with the founder taken into consideration to the premise of well-being and happy, healthy mental health (Qasmi & Sadiq, 2021)

According to Adane (2013), studies fulfillment is described as overall results or a good achievement in a challenging place, as measured by grades, points, and descriptive commentary ratings. In general, instructional satisfaction is divided into high and low are the two groups, Some Factors that affect perceived academic success are impulsivity, distractibility, delinquency, intellectual functioning, and anti-sociality (Cook et al., 2013).

Psychological issues and mental suffering is defined as emotional distress marked with signs of troubling feelings (No enjoyed feelings; feel sadness; feelings of failures) and anxiety (no mental peace; troubling feelings) (Karp & Tanarugsachock, 2000).

These indications may be tied in with overall somatic indications (less sleep, complications, lack of electricity), which can be probably different throughout areas. A closer examination of psychiatric literature reveals that

the term "mental distress" is frequently used to describe undifferentiated combinations of a wide range of symptoms, from depression to anxiety characteristics, functional disorders, and behavioral issues.

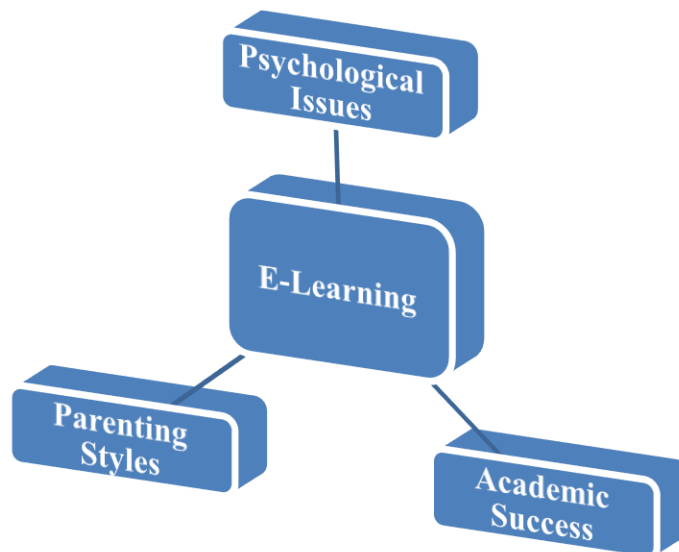
**Depression.** According to DSM-5, Depression is characterized by slowness of thought and a decrease in physical activity (observable by another person, not the person's feelings of being slowed down) 25-Sep-(2020).

**Anxiety.** Anxiety is characterized as fear, tightness, or restlessness caused by the expectation of risk, which can be internal or external (DSM-5: Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, 2022). The view of psychology is, Anxiety is a sense of fear that is accompanied by bodily changes and

worrisome thoughts such as High blood pressure Subjects who face anxiety disorders often experience unwanted thinking or worrisome.

**Aggression.** Aggression, according to Green (2001), is characterized as an action in which one person delivers an aversive stimulus to another with the intent to harm and the intention of doing so while the other person is driven to flee or avoid the stimulus.

**Online-Learning.** The term "online studies" refers to research conducted over the internet "mastering studies in synchronous or asynchronous environments with the use of various devices (e.g., cellphones, laptop) with internet access.



### Literature Review

In the preceding chapter, we discuss the advent of variables of study; now we will discuss some vital research, numerous parental involvements with relationship to educational success display commitment:

- Conversation among kids with mother and father related to schooling, sports,

and ideas

- Dad and mom retaining excessive expectancies/aspirations for his or her kid's training
- Parents who use a commanding parenting style

People give up some effects segment and then examine the results in the context of non-

experimental shortcomings and the exclusive outcomes to youngsters as opposed to parents' views on academic achievement.

In many situations, parenting style describes a set of parental behaviors that contribute to a persistent emotional environment (Vansteenkiste & Ryan, 2013). According to Schaefer (1965), parenting styles come in various dimensions, such as prestige and autonomy/management. The degree to which parents intentionally nurture uniqueness, self-rule, and personality through being responsive, supportive, and unassertive to their kid's needs and desires is referred to as familial prominence (Mitchell, 2004). Managing the cognitive evaluations of kids is a specialty of parental (psychological) manipulation. (Packman et al., 2012). In addition, better psychological support for parents changed into a link between the decreased degrees of success (Amato, 2005).

In contrast, the autonomy of the parents turned into a link with higher academic achievement. Similarly, many kinds of research are centered on the mechanisms of psychology that can give a cause of how parenting is associated with educational success. The preceding research showed that the persona tendencies, which consist of conscientiousness, can also add function as just a precise link between parenting styles and academic success (Boonk et al., 2018). While different research encouraged that motivation, which encompasses education as a facilitator, an involvement attitude was used among parenting and youngsters' academic success (Ferraioli & Harris, 2010).

Ordinary, this research pronounced that participation of parents and autonomy had been linked to actual dreams, whilst parenting management turned into linked with achievement desires (Hill et al., 2018).

Lately, Luo et al. (2013) the relationship between the style of parenting and then all four types of goal approaches were investigated. Secure attachment was related to achievement,

performance factors, and performance targets, whereas parental acceptability was associated with excellence, performance-factor, and escape objectives, as per the findings.

According to relevant recent literature reporting items for systematic evaluation, the data supporting relationships between achievement goals and academic achievement in populations of middle and high school children is mixed (Hwang et al., 2012; Wirthwein et al., 2013). Especially a few investigations suggested a tremendous relationship between stronger achievement-method desires & success (Juned et al., 2019)

Farzana Bibi, Abed Ghafoor Chaudhry, Erum Abed Awan, Bashara Tariq, the contribution of parenting fashion in the living area of youngsters, a significant persona with a big impact on children's lives. They play a significant character in the development of children. Parents have a certain mindset and conduct, considering Family values are important.

### Hypotheses of Study

It was hypothesized that

- There would be a positive correlation between the Overprotection/Control of parents and psychological issues faced by students.
- There would be a significant positive relationship between Emotional Warmth and perceived higher academic achievement.
- There will be a significant negative correlation between Rejection and academic achievement among students.

### Research Design/Technique

A Correlational research design was employed on participants, along with purposive sampling technique was used to collect data from government and private institutes.

## Sample

The sample was comprised of 120 primary level students including 64 boys and 56 girls recruited from different private and government schools. The age of the respondents is between 8-14 years (Mean=10.92, SD= 1.510) and they belong to English medium schools. The purposive sampling technique was used.

## Measures

Assessment Measures the following assessment measures were used in the present study.

### Demographic information

Demographic sheet includes information regarding age, gender, class/grade, institute, siblings, birth order, and family system. Institute private/government, Family system-joint/nuclear, no. of siblings, birth order.

**S-EMBU.** The S-EMBU (Swedish for "My impressions of upbringing") is a 23-item questionnaire designed used to test parental rearing behavior perception designed by Arrindell and fellow research scholars (Arrindell et al., 2001).

There are three subscales in the Short Form questionnaires (parent and child), i.e., a rejection, which has seven items, emotional warmth, which has six items; overprotection/control, which has nine items; and one item, which is not scaled. Items are answered on a 4-point Likert scale (1=No, 2=yes, But Only Sometimes, 3=Yes, Always, 4=Yes, Almost

Always). The original S-EMBU scale 20, 21, has been used to instrument three dimensions of parenting style, including rejection (seven items), emotional warmth (six items), and overprotection (ten items).

The items are scored on a four-point Likert scale (1: Never; 2: Yes, But Seldom; 3: Yes, Often; 4: Yes, Always).

**Academic Self Perception Scale.** The measurement Survey of school kid's provided the basis for this subscale (McCoach,2002). This survey was created to assess concepts relevant to students' attitudes toward school. The academic self-perception subscale assesses whether or not children have a good opinion of their academic abilities. It is based on empirical results that indicate that children with a more optimistic self-perception do better in school. There are five items on this test.

**Depression, Anxiety and Stress Scale - 21 Items (DASS-21).** The DASS-21 is a set of three self-report measures that assess depression, anxiety, and stress. It will be used to measure the participants' mental health problems (Rizvi et al., 2015).

## Results

In the current study 120 students participated in which including 64 boys and 56 girls recruited from different private and government schools.

**Table 1** Frequency and Percentage of Age, Gender and class of the Participants (N=120)

Variable	N	%
<b>Age</b>		
8	7	5.8
9	19	15.8

10	19	15.8
11	27	22.5
12	31	25.8
13	14	11.7
14	3	2.5
<b>Gender</b>		
Boys	64	53.3
Girls	56	46.7
<b>Class</b>		
4 <sup>th</sup> class	39	32.5
5 <sup>th</sup> class	36	30.0
6 <sup>th</sup> class	45	37.5

Note.n=Number of participants, %= percentage

Above Findings indicates that, most of the students are belongs to 6th class, students from

class 4<sup>th</sup> and 5<sup>th</sup> are lowest in number, because 64 boys and are 53.3% more than girls.

**Table 2** Mean, Standard Deviation and t-test of Rejection, Emotional Warmth, Over Protection, Academic Self-Perception, and Depression, Anxiety and Stress in Primary Level Students Both in Boys and Girls (N=120)

Variable	Boys		Girls		t (198)	p	Cohend
	M.	S.D	M.	S.D			
Rejection	13.20	3.301	12.29	2.827	1.623	.097	0.29
Emotional warmth	19.20	2.738	19.39	3.120	-.355	.223	0.06
Over protection	24.91	3.467	24.88	3.613	.048	.789	0.008

Academic Self-P	28.14	4.062	28.84	5.098	-.835	.210	0.15
Psychological Issues DASS	23.062	8.782	24.03	7.625	-.644	.125	0.11

Self-p=self-perception, M= Mean, SD= Standard Deviation

Findings revealed non-significant M. differences in rejection; Findings show that there is no relationship between rejections both genders. Results showed non-significant negative M. differences in emotional warmth; Findings show that there is a fine relationship in both genders on

overprotection. Findings showed non-significant negative M. differences in academic self-perception; findings mean that there is no relationship between both genders on academic self-perception, and there is no relationship between both genders on psychological issues.

**Table 3** Correlation Mean and Standard deviation of Rejection, Emotional Warmth, over protection, Academic self-perception, and Psychological issues (N=120)

Variable	Rejection	Emotional Warmth	Overprotection	Academic Self_P	Psychological Issues
Rejection	---	-.274**	-.053	-.397***	.232*
Emotional Warmth	---	---	.425***	.381***	-.012
Overprotection	---	---	---	.183*	-.200*
Academic Self_P	---	---	---	---	-.278**
Psychological Issues(DASS)	---	---	---	---	---
M	12.78	19.29	24.89	28.47	23.5167
SD	3.110	2.912	3.521	4.569	8.23314

Note. \*\*p<0.01, \*\*\*p<0.001, \*p<.05, self-p=self-perception, M= Mean, SD= Standard Deviation

The above table indicates that there is a significant negative relation between Rejection & emotional warmth, a significant negative relationship between Rejection and Academic self-perception, a Significant positive relationship between Rejection and psychological issues, a significant positive relationship between emotional warmth and overprotection, There is a significant positive relationship between emotional warmth and perceived academic performance, There is a significant positive relationship between overprotection and

perceived academic performance, There is a significant negative relationship between overprotection and psychological issues, There is a significant negative relationship between academic self-perception and psychological issues.

### Discussion

A huge amount of literature on the perception of Parenting Styles, Perceived Academic Success, and Psychological Issues among Primary Students in Online Learning Programs, during

covid-19 primary level (4-6) class students take online classes and face many difficulties, one of which is that they are unable to take classes themselves and require parental assistance and supervision.

According to the current study, it was hypothesized that there would be a positive correlation between the Overprotection/Control of parents and psychological issues faced by students. The results of the present study partially supported this hypothesis. Furthermore, with respect to gender differences among students, their results showed a significant relationship between overprotection both in girls and boys.

According to Chen et al. (2020) literature also supports the results of current research accurately positive relationship between emotional warmth and overprotection. In Convention of U.S. talking about the rights of Children states that a child must be brought up with good parental care and a positive family environment; an overprotective environment provides children, with a happy, compassionate, and sympathetic environment, for such entire and peaceful development of his or her individuality. When in the care of parents or other people entrusted with their care, nations must take adequate steps to protect children from all types of psychological issues, physical or mental abuse, maltreatment, and exploitation. The United Nations General Assembly adopted this Convention in November 1989, and 192 countries have ratified it.

According to WHO (March 2020). This is an extraordinary time for all of us, particularly for children whose lives are being thrown into disarray. Worry, anxiety, and all the psychological issues and Kids have concerns that really are comparable to those of grownups, including a dread of failing, a fear of their family deaths, or a dread about what it means to obtain medical treatment. All because of closing schools; if schools are closed as a consequence of mandated treatments, kids can lack access to

education. The sense of stable self and activate the environment provides, and then very low ways to interact with friends and receive the outdoor reinforcement that's very necessary to our psychological health.

It was hypothesized that in the current study, there would be a considerable positive link between Emotional Warmth and perceived higher academic achievement; this modern-day sample, the study looked into the role of achievement goals as a mediator in the relationship between parenting style and educational performance. The study's main goal was to investigate the relationship between students' perceptions of parents and their achievement goals and academic accomplishment. Parental fame was connected to higher skill objectives and success, while the nuclear family was connected to general performance-avoidance aspirations and poorer achievement. The second purpose was to see if outcome expectations were able to moderate the link between learning styles and academic achievement.

Expertise has a mediating function in parental involvement approval and performance. (-method) desires were anticipated.

Finally, in the relationship between parental manipulation interpretation and satisfaction, expect a meditational status of expertise full-avoidance and both success objectives.

According to the current study, the third hypothesis was there would be a significant negative correlation between Rejection and academic achievement among students. Literature supports the present study and the third hypothesis. Preceding literature has proven that parenting style is related to wonderful tiers of motivation and educational fulfillment in teenagers. Typical, studies discovered that perceived parental attractiveness turned definitely related, at the same time as Rejection changed into a badly negative relate with scholars' instructional fulfillment.



In addition, a good parent's cognitions manage changed into sameness in the decreased degree to success (Murphey, 1992) whilst parental autonomous turned into relation with higher scholastic tasks (Soenens & Vansteenkiste, 2005).

### Limitations and suggestions

Some schools did not give permission to collect data due to the Covid-19 pandemic, some difficulties faced during data collection scales are too long, and students feel boredom while filling out the forms. It's too much time taking because every student there is 25 minutes required to complete the scales individually and told the meaning of every single item on the scales, so the future studies select above primary level students, which will be easier to find all these things achievements and issues.

### Conflict of Interest

The researcher didn't identify any conflict of interest among the participants in this study.

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