

A Study of Parenting Styles as A Predictor of Academic Dishonesty and Psychological Well-Being Among Adolescent Students

Mrs. Arpana Kumari¹, Dr. Gifty Arora²

¹ Student, School of Education, Lovely professional university, Phagwara, Punjab, thakurapana870@gmail.com

² Assistant Professor, School of Education, Lovely Professional University, Phagwara, Punjab, aroragiftu797@gmail.com

How to cite this article: Arpana Kumari, Gifty Arora (2024) A Study of Parenting Styles as A Predictor of Academic Dishonesty and Psychological Well-Being Among Adolescent Students, 44(3), 920-926.

INTRODUCTION

In this era of development, becoming successful is more important in life as well as in education. Prioritizing the needs new curriculum was launched, where everyone is concerned about the development of child personality, the two parties are involved in cognitive development (Teachers and parents) both are playing prominent role on the psychology of the child. accountability on the both sections but in this context, we want to emphasize more on the parenting of the child because more of the time child spend with the parents so if the need of the child was underestimated by parents as child has emotional bond with them. Carelessness in choosing the right practice will lead the child directionless. Adolescence is a developmental stage for personality shaping. According to Hartley and Somerville (2015) greater autonomy is much needed in this phase of adolescence.

For the better future of the child every parent is worried but the equal importance should be provided to the mental stability of the child. Good parenting can lead to constructive future, bad parenting can destroy a child. Parenting is super important for how your career turns out. The word 'parenting' comes from a Latin word that means 'to bring up, teach, or care for.' It's basically all the things parents do to help their kids grow up well. According to **Hoghugh** in 2004, parenting is about parents purposefully doing things to make sure their kids stay safe and grow up happy and healthy.

Understanding how parenting works is like exploring a big, diverse garden. Different cultures have different ways of doing things. This affects how kids are raised and what they aim for in life. It's like how some plants need lots of sun and others need more water. Learning about these differences helps us see how parents influence what their kids want to do when they grow up.

PARENTING STYLES AND ACADEMIC DISHONESTY

In order to meet parent's expectations, desires and wishes for good grades may cause learners to adopt dishonest academic practices. Researches have revealed that the higher parental pressure on students for performance, the higher the frequency of dishonest behaviour will occur (Greene & Saxe, 1992). It is said that organizational context/climate (b) parental influence (c) peer influence. Taylor, (2003) suggested four kinds of pressures a) self-created pressures (Mazar et al 2008) family and parental pressure, c) peer pressures (carrell et al 2008) d) academic environmental pressures. Other possible reasons have been traced such as prior cheating behaviour, lack of respect for authority, time management problems, perceived pleasure from academic dishonesty and peer pressure i.e., pressure comes from peers (Buckley et al 1998; Park, 2003; Payne & Nantz, 1994; Tibbetts, 1999) Aunola, Stattin and Nurmi (2000) have identified, Authoritative, Authoritarian, Permissive and Neglectful style wherein the outcome of the study tells that the sample is of 354 and of 14 years students with parents filling the questionnaire results in saying that authoritarian style has most compatibles method which is very less in non-successful assumption, meaningless behaviour and compliance, less in self-suggestion criterion on the other hand the children from neglectful families have high tendency of non-successful assumption, meaningless behaviour and compliance, less in self-suggestion criterion. This research determined that various approaches to parenting

influence a child's success in school. Likewise, when parental expectations are unrealistic or too high, learners turn to dishonest methods, to achieve positions that meet their parents' expectations (Taylor 2003). Spera (2005) reflects the parenting styles and practices related to academic achievements of adolescent. This is Empirical research shows the parental participation in the life of students which shows the academic achievement. Further work shows the less collaboration in the life of students gives birth to various researches. It gives the positive feedback of parenting style which is named as authoritative as their achievement is also tremendous. Although these discoveries are not similar, vary from different nations, society and social ranks. Employing Darling and Steinberg's contextual model of parenting, this research determined that different parenting styles influence a child's academic performance. which gives recommendations to settle the disparity, and suggested to improve the findings. Lin and Wen (2007) found that students experiencing intense family pressure, high task commitment, or time constraints are more likely to admit to engaging in plagiarism. Sarita and Dahiya (2015) envisage that pressure from parents, teachers and peers may contribute to academic dishonesty. Likewise, Bassey and Iruoje (2016) discovered that factors such as test anxiety, attitudes toward education, parental influence, and peer pressure significantly predict students' academic dishonesty. Consequently, students with strong peer influences and parental influence were more predisposed toward cheating in examination. Yen et al. (2021) The study revealed that there wasn't a significant mediation effect of self-esteem between parenting styles and academic dishonesty. In other words, the way parents raise their kids didn't seem to have a direct impact on how much academic dishonesty the kids engaged in through their self-esteem. Interestingly, when it came to gender, they discovered a gap in academic dishonesty rates, but not in self-esteem levels. This suggests that boys and girls might behave differently when it comes to academic honesty, but their levels of self-esteem didn't seem to vary much based on gender. . Johnson (2022) found that students with permissive parents, who are indulgent and allow considerable freedom without setting clear rules, are more likely to cheat in academic settings. Chen & Wang (2023) found that while authoritarian parenting might reduce instances of academic dishonesty in the short term, due to strict rule enforcement, it does not foster long-term internalization of ethical values. As these students gain more independence, particularly in college, they may be more likely to engage in dishonest behavior, especially when external controls are reduced. Wilson et al (2024) found that parental reports of children's behavioral problems can predict children's cheating behaviors. parental reports of children's conduct problems, as measured by the Strengths and Difficulties Questionnaire, were significantly and uniquely linked to the children's cheating behaviors above and beyond the common contributions of all predictor variables. However, children's Child Behavior Checklist scores, as reported by parents, failed to show a significant association with the children's cheating behaviors

PARENTING STYLES AND PSYCHOLOGICAL WELL-BEING

Evans (1988) The study examined the impact of having a child with sickle-cell anemia on parents' social connections, their relationships with their children, and their perceptions of their children's behaviour. Among the families dealing with sickle-cell anemia, parents experienced strained interpersonal relationships, a notable correlation between parent-child interactions and child behaviour was observed, and single-parent households reported their children behavior traits and parent-child relationship significantly less positively. Research indicates that families experiencing poverty tend to use corporal punishment more frequently, employing physical discipline methods such as striking with a belt, pushing, or grabbing. Furthermore, there is a documented positive correlation between the use of corporal punishment and the manifestation of externalizing behaviours in adolescents (Deater-Deckard and Dodge, 1997). The results indicate a positive relationship between elevated levels of parental warmth and favorable adolescent outcomes. Parental support refers to the existence of close, caring, and accepting interactions between an adolescent and their caregivers (Barnow et al., 2002). The effects of corporal punishment might be influenced by the frequency of effective parenting practices, the intensity of the punishment, and the community's acceptance of such disciplinary methods (Polana et al., 2004). Consistent research findings suggest that higher perceived parental support is linked to reduced levels of adolescent delinquency, aggression, and other adjustment issues (Urberg et al., 2005). Parenting behaviors, including warmth, support, inductive reasoning, and open parent-child communication, can promote positive adolescent adjustment. Studying nurturing parental behaviors is crucial as they have been consistently associated with improved behavioral outcomes. Additionally, involved and supportive parenting during adolescence seems to shield adolescents from the adverse effects of life challenges (Roche, 2007). Sharma, Sharma and Yadava (2011) conducted a study among 100 adolescents aged

14-16 years including 50 males and 50 females along with either one of their parents constituting a total sample of 200 in their study. Children Depression Inventory for the adolescents and Parenting Authority Questionnaire-R were administered to collect required data aimed at investigating the connection between parenting styles and adolescent depression has been examined in various studies. It was found in the study that authoritarian parenting was significantly correlated with depression while permissive parenting showed significant negative with depression among the adolescents and a significant gender difference was found in relation to depression. Singh (2014) conducted a study to examine the association between the mental health of adolescents in connection and has been the focus to their level of emotional stability and relationship with the parents. Findings based on a sample of 200 adolescents studying in government secondary schools of Moga district showed a positive and significant relationship between the variables. Lin and Mar (2016) A study were conducted on the relationship between parent and peer attachment and the psychological well-being of 310 university students (150 male and 160 female) in late adolescence. The results indicated a significant correlation between the perceived quality of both parent and peer attachments and the students' psychological well-being. Adolescents with strong secure attachments reported higher self-satisfaction and exhibited fewer symptoms in response to stressful life events. Prasad and Sinha (2017) The study aimed to investigate the impact of maternal acceptance or rejection on the mental health of adolescents from scores obtained on the basis of by responses of 100 students of Ranchi studying in class XII. Findings of the study indicated higher levels of wellbeing among maternally accepted participants compared to the maternally rejected counterparts. Indumathy and Ashwini (2017A study was carried out to examine the relationship between parental oversight and parental nurturing and their effects on the psychological well-being of adolescents of 60 young adults. Parental Bonding Instrument by Parker, Tupling and Brown and Psychological Wellbeing Index by Chassany, Dimenäs, Dubois and Albert (1970) were used in the study. Significant negative relationship was found between parental control and psychological wellbeing. There was Furthermore, a significant inverse relationship exists between parental care and the psychological well-being of young adult.. Ochieng (2018) discovered a meaningful link between the style of paternal parenting and its influence on pre-adolescent behavior change. The students were found to confide more in the mother and suggest poor paternal involvement who rarely participated in activities at the child's school. Father's uninvolved attitude in the 88 behavior formation of the child also had a negative impact on the overall behavior of the child. Kapetanovic & Boson (2020) found that When parents overestimate the extent of communication with their adolescents—particularly regarding adolescent disclosure and parental inquiries—it can negatively impact the adolescent's mental health. Kim & Lee (2022) found that psychological well-being serves as a significant deterrent to academic dishonesty. Students with higher well-being, including strong self-esteem and emotional stability, were less likely to engage in cheating. The study emphasized that students who feel good about themselves and their academic abilities are more likely to adhere to ethical standards. Roberts & Hayes (2023) found that students with higher levels of psychological well-being are significantly less likely to engage in academic dishonesty. The study indicated that students who experience positive emotions, a sense of purpose, and good mental health are more inclined to value academic integrity. These students are more resilient to stress and less likely to resort to cheating as a coping mechanism. Nguyen & Patel (2024) found that psychological well-being serves as a strong protective factor against academic dishonesty in higher education. Students with higher levels of well-being, including emotional stability, life satisfaction, and resilience, were significantly less likely to engage in dishonest behaviors. The study emphasized that these students are better equipped to handle academic challenges without resorting to cheating.

OBJECTIVES OF THE STUDY

1. To study the contribution of the parenting styles on psychological well-being of the adolescent students.
2. To study the contribution of the parenting styles on academic dishonesty of the adolescent students.

HYPOTHESES OF THE STUDY

1. Parenting styles will not individually predict psychological well-being of the adolescent students.
2. Parenting styles will not individually predict academic dishonesty of the adolescent students.

DELIMITATION OF THE STUDY

The present study is delimited to the adolescent students studying in the 9th class of CBSE school of Pathankot District.

POPULATION

The population of the study will consist of adolescent students of 9th class of CBSE schools of Pathankot district

SAMPLE

Sample would be collected randomly from 400 CBSE students of Pathankot District.

TOOLS USED

1. Psychological well-being- psychological well-being scale by Ryff (2007)
2. Academic dishonesty scale- Academic cheating scale by Kalia, Ashok (2011)
3. Parenting styles- Children's Perception of Parenting Styles by Pyari and Kalra (2005)

ANALYSIS AND INTERPRETATION

To investigate the impact of parenting styles on psychological well-being, a regression analysis was performed, and the findings are detailed in Table-1 below.

TABLE-1
SUMMARY OF REGRESSION ANALYSIS OF PARENTING STYLES AND PSYCHOLOGICAL WELL-BEING

Variable	R	R ²	Adjusted R ²	F-value
Psychological Well-being	0.993	0.986	0.986	0.15628**

**Significant at the 0.01 level of confidence

The Table-1 illustrates the correlation coefficient of parenting styles and Psychological Well-being. The correlation coefficient of parenting styles and Psychological Well-being is 0.993 with square is 0.986. Regression proposes that Psychological Well-being can articulate 98% variance of the criterion variable (Parenting style).

TABLE-2
SUMMARY OF ANOVA FOR REGRESSION

Model	SS	Df	MS	F	Sig.
Regression	699.529	1	699.529	28641.3	.000**
Residual	9.721	398	0.024		
Total	709.249	399			

**Significant at the 0.01 level of confidence

It can be noted from the Table-2 that the Acquired F-value 28641.3 is statistically significant at the 0.01 level of confidence which exhibit statistically significant relationship between Parenting style and Psychological Well-being. The predictive variable (Psychological Well-being) can predict the criterion variable (Parenting Styles). As a result, regression analysis is both permissible and practical

TABLE-3
SUMMARY OF COEFFICIENT OF REGRESSION

Model	Unstandardized coefficients		Standardized coefficients	t-ratio	Sig.
	B	Std. error	B		
Constant	-0.738	0.034		-21.901	.000**
Parenting Styles	1.385	0.008	0.993	169.237	.000**

**Significant at the 0.01 level of confidence

Table-3 shows B= 1.385 and t= 169.237 which is significant at the 0.01 level of confidence. This suggests that Psychological Well-being plays an crucial role in forecasting the criterion variable (Parenting Style). The regression equation generated from these two variables is as given below:

Parenting Styles = -0.738 + (1.385) Psychological Well-being

These findings lead to conclude that Psychological Well-being has significant positive alliance with Parenting Styles. consequently, the hypothesis (1) namely, "Parenting styles will not individually predict Psychological Well-being of the adolescent students" has been rejected. That means Psychological Well-being is a significant predictor of Parenting Styles.

This finding aligns with and supports the results observed in the following studies

Ochieng (2018) identified a notable connection between paternal parenting style and its influence on pre-adolescent behavior change. The students were found to confide more in the mother and suggest poor paternal involvement who rarely participated in activities at the child's school. Father's uninvolved attitude in the behavior formation of the child also had a negative impact on the overall behavior of the child. Kapetanovic & Boson (2020) found that Parents overestimating the quality of communication with their adolescents, particularly in terms of what the adolescents share and the parents' inquiries, can negatively affect the adolescents' psychological health..

In order to explore the contribution of parenting styles to academic dishonesty, A regression analysis was performed, and the results are shown below. Table-4:

TABLE-4
SUMMARY OF REGRESSION ANALYSIS OF PARENTING STYLES AND ACADEMIC DISHONESTY

Variable	R	R ²	Adjusted R ²	F-value
Academic Dishonesty	0.982	0.965	0.964	0.18634**

**Significant at the 0.01 level of confidence

It can be noted from Table-4 shows the correlation coefficient of parenting styles and academic dishonesty. The correlation coefficient of parenting styles and academic dishonesty is 0.982 with square is 0.965. Regression proposes that academic dishonesty can articulate 96% variance of the criterion variable (Parenting style).

TABLE-5
SUMMARY OF ANOVA FOR REGRESSION

Model	SS	Df	MS	F	Sig.
Regression	365.349	1	365.349	10837.4	.000**
Residual	13.417	398	0.034		
Total	378.766	399			

**Significant at the 0.01 level of confidence

It can be noted from the Table-5 that the acquired F-value 10837.4 is statistically significant at the 0.01 level of confidence which exhibit statistically significant relationship between Parenting style and Academic Dishonesty. The predictive variable (Academic Dishonesty) can foresee the criterion variable (Parenting Styles). As a result, regression analysis is both permissible and practical

TABLE-6
SUMMARY OF COEFFICIENT OF REGRESSION

Model	Unstandardized coefficients		Standardized coefficients	t-ratio	Sig.
	B	Std. error	B		
Constant	6.014	0.040		151.922	.000**
Parenting Styles	-1.001	0.010	-0.982	-104.103	.000**

**Significant at the 0.01 level of confidence

Table-6 shows B= -1.001 and t= -104.103 which is significant at the 0.01 level of confidence. It intimates that Academic dishonesty plays a crucial role in predicting the criterion variable (Parenting Style). The regression equation generated from these two variables is as given below:

Parenting Styles = 6.014 + (-1.001) Academic Dishonesty

These findings lead to conclude that Academic dishonesty has significant positive alliance with Parenting Styles. Therefore, the hypothesis (2) namely, "Parenting styles will not individually predict academic dishonesty of the adolescent students" has been rejected. That means Academic dishonesty is a significant predictor of Parenting Styles.

This finding aligns with and supports the results observed in the following studies

Bassey and Iruoje (2016) The findings demonstrated that test anxiety, attitudes toward schooling, parental influence, and peer pressure are key factors predicting students' engagement in academically dishonest behaviours. This leads to the conclusion that students who experience high levels of. peer and parental influence were more predisposed toward cheating in examination.

Discussion on findings

It has been observed that Psychological Well-being has significant positive association with Parenting Styles. Psychological Well-being is a significant predictor of Parenting Styles. Ochieng (2018) found a notable connection between paternal parenting style and its influence on pre-adolescent behavior change. The students were found to confide more in the mother and suggest poor paternal involvement who rarely participated in activities at the child's school. Father's uninvolved attitude in the 88 behavior formation of the child also had a negative impact on the overall behavior of the child. Kapetanovic & Boson (2020) found that Parents overestimating the quality of communication with their adolescents, particularly in terms of what the adolescents share and the parents' inquiries, can negatively affect the adolescents' psychological health. Moreover, it has been found that Academic dishonesty has significant positive association with Parenting Styles. Academic dishonesty is a significant predictor of Parenting Styles. Bassey and Iruoje (2016) The findings demonstrated that test anxiety, attitudes toward schooling, parental influence, and peer pressure are key factors predicting students' engagement in academically dishonest behaviours. This leads to the conclusion that students who experience high levels of peer and parental influence were more predisposed toward cheating in examination.

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