

**THE EFFECTS OF PARENTING STYLES ON ACADEMIC
ACHIEVEMENT AND SCHOOL ADJUSTMENT AMONG HIGH
SCHOOL STUDENTS IN NAGALAND, INDIA: THE MEDIATING
EFFECTS OF ATTACHMENT DIMENSIONS, ACADEMIC SELF-
EFFICACY, AND EMOTIONAL REGULATION**

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Abstract: The present study attempted to examine the mediating effects of adolescent attachment, emotional regulation, and academic self-efficacy between parenting styles, academic achievement, and school adjustment among high school students in Nagaland, India. Furthermore, it investigated whether direct and indirect structural relationships' structure varies according to their parents' genders. The participants of this study were high school students from Nagaland, India. The questionnaire consisted of the following scales: Parenting Authority Scale, Adolescent Attachment Questionnaire, Academic Self-Efficacy Scale, Difficulties in Emotion Regulation Scale, College Adjustment Test, and GPA. To meet the Study's objectives, three studies were designed and conducted via SEM and AMOS with the purpose to investigate the direct and indirect effects of parenting styles on academic achievement and school adjustment among high school students in Nagaland, India: the mediating effects of attachment dimensions, academic self-efficacy, and emotional regulation. The results revealed that authoritarian parenting styles directly correlated with academic achievement and that authoritarian and permissive parenting styles indirectly affected school adjustment mediated by adolescent attachment and emotional regulation. The pattern of structural relationships hypothesized for the proposed model parenting styles results found it operates differently for fathers and mothers. There were neither direct nor indirect correlations between the predictor and the outcome in the parenting style case in this sample group. But in the mother's case, the authoritarian parenting style had a direct significant correlation with academic achievement and a significant correlation between school adjustment and lack

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of angry distress, goal-corrected partnership, and emotional regulation. The Study's limitations, implications, and future avenues were also discussed.

Keywords: Authoritative Parenting; Authoritarian Parenting; Permissive Parenting; Adolescent Attachment; Emotional Regulation; Academic Self-Efficacy; School Adjustment.

Introduction

The parents in a family play the most critical role for the children. Parents are the most influential teachers for children to learn and develop essential speaking, reading, and writing skills. Thus, the family becomes the first school for every child to learn. The parents influence their children physically and psychologically, impacting their children's development, particularly their academic achievements (Yusup & Ahmad, 2016).

While trying to link family interaction to children's cognitive competence and postulating three family parenting styles, Baumrind (1973) said that children raised by parents with differing parenting styles show differences in social competence. She postulated three family parenting styles: authoritative, authoritarian, and permissive, which affected the child's cognitive and social competence. This is because the family differs in holding their values, behaviors, and standards of the upbringing of their children. The Study of parenting styles has gained popularity and ample research attention from various scientific disciplines.

Among the different parenting styles, the authoritative parenting style is said to be associated with the student's better academic achievements, according to many studies. Still, other studies say that the diversities and differences of cultures in different countries and environments affect the students' academic achievement (Odongo, Aloka, and Raburu, 2016), depending upon one's culture and societal demands. Most parents use a variety of parenting styles (Joseph & John, 2008). Another study shows that the authoritative parenting style is positively related to school grades and students' performances are higher in European and American students. However, the authoritative parenting style resulted in lower academic grades and is not related to the academic performances of Asian American students (Dornbusch, Ritter, Leiderman, Roberts & Fraleigh, 1987; Zahedani et al., 2016).

Parents are the indispensable support setup available to any child and play a very significant role in the development of children. According to Ceka and Murati (2016), parents play a crucial role in their children's development and education as the parents are the ones who take care of their children's

physical and intellectual development till the point where the children can independently face the challenges of society. Researchers suggested several factors affecting children's academic performances include educational institutions (Narayanan, 2017), students' relationships with their peers (Moldes, Biton, Gonzaga & Moneva, 2019), individual factors of students like motivation (Sharma & Sharma, 2015), and academic self-efficacy of students (Purzer, 2011), parenting styles (Masud, Thurasamy & Ahmad, 2015; Zahedani et al., 2016; Đurišić, & Bunijevac, 2017; DeFauw, Levering, Msipa, & Abraham, 2018). Among many others, one of the strongest factors that influence the development of children is the parenting style used by parents to bring up their children (Gupta & Mehtani, 2017).

While trying to link family interaction to children's cognitive competence and postulating three family parenting styles, Baumrind (1973) said that children raised by parents with differing parenting styles show differences in social competence. She postulated three family parenting styles, namely authoritative, authoritarian, and permissive, which affected the development of children.

Authoritative Parenting Style

The authoritative parenting style is assertive and supports their children rather than punishing them. In this parenting style, the emotional response is emphasized based on sensitivity, reasoning, and the setting of limits (Dewar, 2017) while respecting the children as independent beings (Miller, 2010). It involves high levels of nurturance, encouragement of autonomy, reasoning, and sensitivity (Baumrind 1971). These parents try to direct the activities and decisions of their children by disciplining in a reasonable measure (Turner et al., 2009).

Authoritarian Parenting Style

The authoritarian parenting style is known for low attachment and high expectations, where the parents highly expect obedience without consultation. They set up a strict environment for their children with limited flexibility. An authoritarian parenting style includes power, control, and obedience with very little recognition of the children's points of view and sentiments, a one-way communication approach frequently turning to punishment. These parents expect that rules be obeyed without explanation (Hoskins, 2014).

Permissive Parenting Style

The permissive parenting style refuses to impose rules and standards but allows children to self-regulation (Dewar, 2017). Parents act in an acceptant and affirmative manner towards the child's impulses and desires without punitive actions (Uji, Sakamoto, Adachi & Kitamura, 2014). Such children have a high level of freedom with no restriction of any behaviors if there is no physical harm (Rossman & Rea, 2005). In this parenting style, the parents do not demand anything and expect little from their children. The parent-children relationship is at the friendship level with few limits imposed (Berg, 2011).

Parenting Styles, Academic Achievement, and School Adjustment

The authoritative parenting style is considered one of the most positive supporting factors that unmistakably fosters the overall cognitive growth in children (Mattanah, 2005; Talib, Mohamad, & Mamat, 2011). Children from authoritative families are induced towards autonomous life progressively (Baumrind, 1991), high self-esteem (Hesari & Hejazi, 2011), creativity (Mehrinejad, Rajabimoghadam, & Tarsafi, 2015), self-regulated learning (Jittaseno & Varma, 2016), curiosity, popularity, security and self-confidence (Wenar, 1994). The Authoritative parenting style is the most favorable outcome for children (Kuppens & Ceulemans, 2018). Children and adolescents raised by authoritative parenting demonstrate better psychological adjustment (Yazdani & Daryei, 2016).

Yet differing from earlier findings, the authoritarian parenting style was more significant in students' academic performance than any other parenting style (Odame-Mensah et al., 2018). Furthermore, students from authoritarian families seem to perform better than those from other parenting styles (Ofosu-Asiamah, 2013; Odame-Mensah et al., 2018). According to Pinguart and Kauser's (2018) study, the relationship between authoritative parenting and academic achievement was less intense in Asian minorities families than non-Hispanic White families. The different kinds of literature show no uniformity in projecting that one of the parenting styles has a better effect on the students' academic performance. Moreover, it differs from culture to culture. From all these researches, one tends to conclude that there is currently no consensus in the literature on which parenting style is the best for students' academic achievement in all cultures.

Parenting styles are considered essential because they are associated with critical developmental outcomes, including emotional, psychological, social well-being, cognitive development, and academic adjustment (Baumrind, 1971). Several researches have established that proper parenting style is pivotal to college students' academic adjustment (Hickman et al., 2000) and

have confirmed that the parenting style is related to college adjustment (Kenney et al., 2015; Love et al., 2014), school adjustment (Obiagaeri, 2018). The Study also said that parental differential treatment (PDT), such as low warmth or high negativity, was linked to poor adjustment in the children (Feinberg & Hetherington, 2001; Boyle et al., 2004). Other studies have revealed that students from permissive and authoritarian parenting families were uniquely predicted to be poorer in college adjustment, while better college adjustment was predicted by authoritative parenting characteristics (Kenney et al., 2015; Hickman et al., 2000).

Adolescence Attachment

Attachment is defined as an enduring affectional tie that unites one person to another over time and across space (Miller, 2016). It is a deep and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973; Bowlby, 1982). Attachment refers to one specific and circumscribed aspect of the relationship between a child and an attachment figure. The relationship between a child and a caregiver is formed based on the child's need for safety, security, protection, and, most importantly, safety during infancy (Benoit, 2004). Generally, the biological mother is the first principal attachment figure, even though another person who mothered the child for an extended period can become the attached figure (Cassidy et al., 2013).

Attachment gives a special relationship with another person who is available and open and to whom a person can turn for emotional and instrumental support. According to Bowlby (1973), besides the attachment figure's availability, that person must also be willing to act responsively and deal effectively with attachment-related distress and anxiety. This is to understand the adolescent's confidence in the attachment figure availability and approachability to their attachment needs. In short, availability means the adolescent's confidence in the availability and responsiveness of the attachment figure (Bowlby, 1973).

Bowlby pointed out anger directed toward an attachment figure as a reaction to the frustration of attachment desires and needs. He said, "... being anxious, especially that an attachment figure may be inaccessible or unresponsive when wanted, increases hostility" (Bowlby, 1973, p. 255). West et al. (1998) have included Angry Distress as a scale to tap negative affective responses to the perceived unavailability of the attachment figure. According to Bowlby (1973), anger directed toward an attachment figure is a reaction of frustration due to desires and needs for an attachment figure. "Goal-corrected partnership" is the perception and response of the child about the attachment

bond to the attachment figure as a person who has their plans and goals. To show empathy towards the attachment figure's feelings and needs, the child becomes increasingly responsive to them as a separate individual. To assess this aspect of adolescents' consideration and empathy for the needs and feelings of the attachment figure, a separate scale was added as Goal-Corrected Partnership (West et al., 1998).

Majimbo (2017) said that adolescents with an inappropriate attachment could experience problems at home, school, and in forming friendships. It can also interfere with healthy development (emotionally, intellectually, and socially), and the issues can persist into adulthood. On the other hand, a well-established parent-child relationship enhances understanding and creates strong bonds and respect between them. The presence and strength of such bonds determine adolescents' attachment styles and influences the adolescent's academic performance.

Ekeh (2012) did research designed to determine the impact of children's attachment styles on academic achievement and social competence of pre-primary school pupils in Owerri metropolis of Imo State with a sample population of 280 within the age of 3 - 5 years. The result of the Study indicated that securely attached pupils achieved better academically. The securely attached pupils were also found to be more socially competent than those the insecurely attached children. A similar finding was Majimbo's (2017) study, which made a study on the High Cost of Private Secondary Schools in Nairobi County, Kenya.

While speaking about college, adjustment was found to be associated with secure attachment, and found it was the opposite in the case of fearful and preoccupied attachment (Lapsley & Edgerton, 2002). Obikoya et al. (2017) studied the relationship between family attachment patterns and school adjustment of secondary school adolescents in Rivers State with 1,000 adolescent students. Their study found a positive relationship between family attachment patterns and school adjustment at a 0.05 level of significance. The study also found that family attachment patterns collectively predicted adolescents' school adjustment. They also found that family attachment patterns jointly explained 38.5% of the variance in school adjustment of secondary school adolescents.

Further exploration into the literature reveals that parenting styles influence children's attachments (Heydarpour, Siahkamari, Heidarisharaf, Ziapour & Dehghan, 2018; Doinita & Maria, 2015; Eman, Fadel & Aziz, 2017; Mahasneh, Al-Zoubi, Batayenh & Jawarneh, 2013; Guerrero, 2015).

Therefore, it was hypothesized that the effects of parenting styles on academic achievement and school adjustment would be mediated by adolescent attachment. The mechanisms of influence of attachment dimensions on academic achievement and school adjustment were explored. And the literature suggests further mediating variables. The two most important variables predicted by attachment dimensions in the context of academic achievement and school adjustment are academic self-efficacy and emotional regulation (Tavakolizadeh et al., 2015; Kurland and Siegel, 2016; Faraghi & Abedini, 2015; Mikulincer, Shaver, & Pereg, 2003; Sullivan, Perry, Sloan, Kleinhaus, & Burtchen, 2011; Simpson et al., 2017). Thus, the present Study proposed second-level mediators, namely academic self-efficacy and emotional regulation. Altogether, the causal structural relations among the variables logically helped explain parenting styles' effect on academic achievement and school adjustment.

Academic Self-Efficacy

The term 'self-efficacy' was coined by Albert Bandura, after which several researchers started to use this term with an emphasis on the concept of self-efficacy as "one of the most theoretically, heuristically and practically useful concepts formulated in modern psychology" (Betz, Klein, & Taylor, 1996, p. 47). According to Bandura (2001), self-efficacy serves as a self-regulatory tool and provides the individual with the capability to influence their cognitive processes and actions and thus alter their environment. Besides that, self-efficacy makes a difference in how people feel, think, and act (Bandura, 1994). And so, "self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994, p.2). and academic self-efficacy refers to an individual's belief or conviction that one can successfully achieve at a designated level on an academic task or attain a specific academic goal (Bandura, 1997). Purzer (2011) and Köseoğlu (2015) found a positive relationship between self-efficacy and academic success. Their studies found several qualities and benefits of self-efficacy relating to different fields, settings, and disciplines. The development of self-efficacy beliefs in an individual leads to an increase in one's confidence level, resulting in improved focus on the provided task.

Emotional Regulation

Emotional regulation neither controls nor restrains emotion nor its suppression but reduces and curbs the intensity of emotions when needed and amplifies and extends emotional states when necessary (Thompson, 1994).

School adjustment is the process of adapting overall psychological adjustment, which reduces feeling homesickness and other general adverse effects (Pennebaker, Carras & Sharp, 1990).

The studies of Herndon, Bailey, Shewark, Denham, and Bassett (2013) found that emotional expression and regulation were associated with school adjustment. Several researchers found direct links between burnout to individual components, especially one's ability to manage and regulate emotions (Seibert, Bauer, May & Fincham, 2017). A person with emotional competency can integrate educational processes, including adjustment to the school environment. This was in congruence with the views of Chacón-Cuberos, Martínez-Martínez, García-Garnica, Pistón-Rodríguez and Expósito-López (2019). They said that appropriate emotional control enables inappropriate impulses during adolescence, constructively redirects behavior, and adapts to the situation.

Moreover, it was stipulated that emotional regulation would be stronger in its association with adjustment for non-European American students due to the familiarity with their cultural norms. Therefore, universities in the United States emphasize promoting cultural values that do not align with the values of other ethnic minority students (Stephens, Fryberg, Markus, Johnson & Covarrubias, 2012).

Statement of the Problem

Several researches showed that the authoritative parenting style is the best for students' academic achievement in some countries (Odongo et al., 2016; Inam, Nomaan, and Abiodullah, 2016; Hassan & Sen, 2015; Dewar, 2017), but other researchers showed the different result in other countries; it varies from one place to another and differs from culture to culture (Odame-Mensah & Gyimah, 2018; Zahedani, Rezaee, Yazdani, Bagheri & Nabeiei, 2016). Considering the characteristics of the cultures of the Nagas, this Study hypothesizes that the parenting styles have differential effects on academic achievement and school adjustment among high school students in Nagaland. By identifying the mediating effects, the research aimed is to provide an original contribution to the research on the relationship between parenting styles and academic achievement and school adjustment with valuable information to improve the educational outcome among high school students in Nagaland, India.

Purpose of the Study

The study examines the effects of parenting styles on academic achievement and school adjustment among high school students in Nagaland, India. To this

end, the mediating role of adolescent attachment, academic self-efficacy, and emotional regulation was explored in three separate and interrelated studies to fulfill the research objectives.

Research Questions

Q1: Do parenting styles influence the academic achievement and school adjustment mediated by adolescence attachment, academic self-efficacy, and emotional regulation among the high school students in Nagaland, India?

Q2: Is there any differences between the influence of fathers' and mothers' parenting style on academic achievement and school adjustment mediated by adolescent attachment, academic self-efficacy, and emotional regulation among high school students in Nagaland, India?

Hypothesis

Direct Effect

H1: Parenting styles have a direct effect on the students' academic achievement and school adjustment such that (1) The higher the students' scores on authoritative parenting style, the higher will be their reported academic achievement and school adjustment, (2) the higher the students' scores on authoritarian and permissive parenting style, the lower will be their academic achievement and school adjustment.

Indirect Mediation Level One

H2: Parenting styles have an indirect effect on the students' academic achievement and school adjustment through adolescent attachment (1) the higher the students' scores on authoritative parenting style, the higher would be their reported in the adolescent attachment (lack of angry distress, availability and goal-corrected partnership), subsequently resulting in higher academic achievement and school adjustment; and (2) the higher the students' scores on authoritarian and permissive parenting style, the lower would be their reported in the adolescent attachment (lack of angry distress, availability and goal-corrected partnership), subsequently resulting in lower academic achievement and school adjustment.

Indirect Mediation Level Two

H3: Parenting styles have an indirect effect on the students' academic achievement and school adjustment through adolescent attachment subsequently via emotional regulation and academic achievement (1) the higher the students' scores on authoritative parenting style, the lower would be their reported in the adolescent attachment (lack of angry distress, availability and goal-corrected partnership), that results in higher levels of

academic self-efficacy and emotional regulation, subsequently resulting in higher academic achievement and school adjustment; and (2) the higher the students' scores on authoritarian and permissive parenting style, the lower would be their reported in an adolescent attachment (angry distress, availability and goal-corrected partnership), that results in lower levels of academic self-efficacy and emotional regulation, subsequently resulting in lower academic achievement and school adjustment.

Conceptual Framework

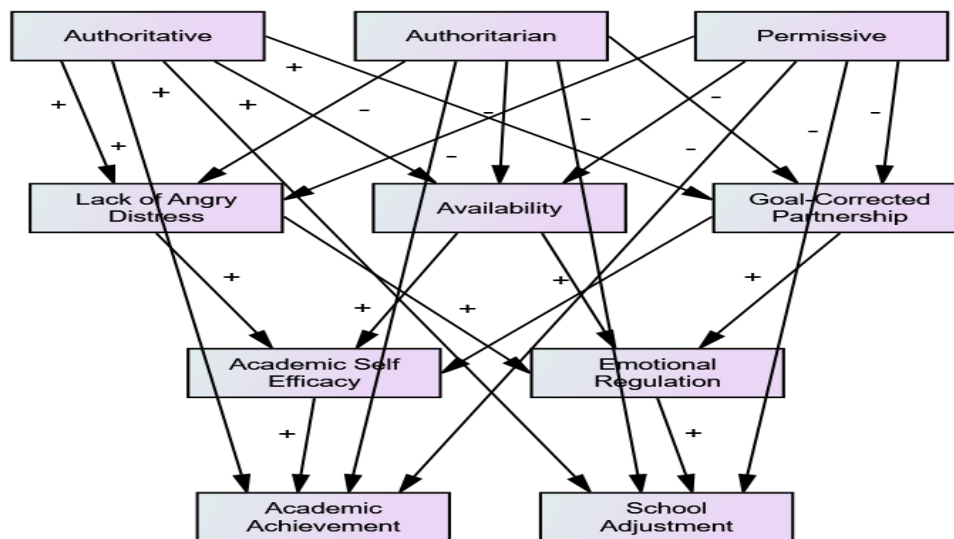


Figure 1: Conceptual Framework

Full Path Model

H4: Fathers and mothers' parenting styles have different direct and indirect effect on students' academic achievement and school adjustment, being mediated by adolescent attachment (lack of angry distress, availability and goal-corrected partnership), academic self-efficacy and emotional regulation; through adolescent attachment subsequently via emotional regulation and academic achievement (1) the higher the students' scores on authoritative parenting style, the higher would be their reported in adolescent attachment (lack of angry distress, availability and goal-corrected partnership), that results in higher levels of academic self-efficacy and emotional regulation, subsequently resulting in higher academic achievement and school adjustment; and (2) the higher the students' scores on authoritarian and permissive parenting styles, the lower would be their reported in adolescent attachment (lack of angry distress, availability and goal-corrected

partnership), that results in lower levels of academic self-efficacy and emotional regulation, subsequently resulting in lower academic achievement and school adjustment.

Method

Participants

The present study required the analysis techniques for SEM (i.e., factor analysis, multiple model path analysis, and multiple-group path analysis) for utilization. Applying that parameter estimation method, the most appropriate minimum ratio is ten correspondents per parameter (Jackson, 2003). The entire minimum of the sample size must be at least more than the amount of covariance in the input data matrix (Ho, 2014). The researcher got 1324 participants (324 students for Study I and 1000 students for Study II & III) studying in the 10th Grade for the academic year of 2019-2020 through quota sampling.

Data Collection

The researcher received approval for the proposed Study from the Proposal Defense Committee and obtained a request letter from the Dean of the Graduate School of Human Sciences to conduct this study. Besides, the researcher obtained permission from the Head of the schools where the data was collected. The questionnaire was handed out to high school students after explaining the rationale behind the research and the confidentiality of the information obtained from the participants. An informed consent form was attached to the questionnaires to make it voluntary.

Research Instruments

Buri's (1991) parenting authority scale, a self-reporting instrument, was used to test the hypotheses. Masud, Ahmad, Jan & Jamil (2016) used this parenting authority scale with 12 items in their studies, and so it is assumed to be valid to utilize this scale in the present study. The scales of the three parenting styles are Authoritative Parenting Style with Cronbach's Alpha = .83; Authoritarian Parenting Style with Cronbach's Alpha = .71; Permissive Parenting Style with Cronbach's Alpha = .74. Adolescent Attachment Questionnaire (AAQ) was a self-report instrument used to assess adolescents' perceptions of their attachment relationship to parents via attachment characteristics (West et al., 1998). The scales of the three parenting styles are lack of angry distress with Cronbach's Alpha = .87, availability with Cronbach's Alpha = .77, goal-corrected partnership, with Cronbach's Alpha = .70. The academic self-efficacy scale was a self-administrated, structured questionnaire used by Masud, Ahmad, Jan & Jamil (2016). The reliability detail reports of the academic self-efficacy scale, according to Masud et al. (2016), was

Cronbach's Alpha = .89. Difficulties in Emotion Regulation Scale (Gratz & Roemer, 2004) with Cronbach's Alpha = .83. The college adjustment test (CAT) (Pennebaker et al., 1990) with Cronbach's Alpha = .81. Academic achievement is measured through the student's cumulative grade point average (CGPA) score.

In Study I statistical, the following steps were taken: Preliminary studies, Exploratory Factor Analysis, and Reliability analysis. Reliability analysis was conducted to evaluate the internal consistency of the items of the variance questionnaire with a group of 324 high school students from Nagaland, India. *Study II*, items parceling, construct validity (convergent and discriminant validity), and confirmatory factor analysis (CFA) were done to assess the adequacy of the items in measuring the variables included in this study with a group of 1000 high school students from Nagaland, India.

Data Analysis

Study II, section 1, aimed at evaluating the direct effects of the parenting styles on high school students' academic achievement and school adjustment.

Study II, section 2 aimed at evaluating the indirect effects of the parenting styles on high school students' academic achievement and school adjustment mediated by (1) Adolescent Attachment Questionnaire (angry distress, goal-corrected partnership, and availability), (2) Difficulties in Emotion Regulation Scale and (3) Academic Self-Efficacy. Three nested models were developed to determine the efficacy to fulfill these objectives. The goodness-of-fit of those posits requiring a direct path model was tested by multi-model path analysis via SPSS, AMOS, and SEM. This technique would directly compare the model's goodness-of-fit indices to check which model provides the best exogenous, mediator, and criterion variables.

Study III: Study III assessed the postulated model according to the parents' gender. Here, the students' academic achievements and school adjustment and their parents according to their gender were investigated to determine if parenting styles significantly affect the said personal constructs. Data were measured, and SEM was used for the multi-group path analysis.

Results

Section – 1: Direct Model

The overall Chi-square goodness-of-fit value of the Model 1 was significant, $\chi^2(df=82) = 222.052$, $p < .001$, the incremental fit indices (NFI, IFI, TLI, CFI) were all above 0.90 (range: 0.952 - 0.969). The RMSEA value below 0.05 was considered the best fit. The present RMSEA value of 0.041 was within the

range of best fit as suggested by Browne and Cudeck (1993) and indicates that the model fits the population covariance matrix well. Together, these fit indices indicated that the model provided a good fit relative to a null or independence model (i.e., the posited model represented between 95.2% to 96.9% improvement in fit over the null or independence model) and supported the hypothesized structure of the posited direct path model. The model also yielded an Akaike Information Criterion (AIC) value of 298.052.

The result found that authoritarian parenting style had a significant correlation with academic achievement with ($p < .05$) at ($\beta = -.11$).

Summary of the direct model

The findings from the direct model pointed to a negative significant relationship between authoritarian parenting style and academic achievement, accepting the hypothesis. But there were no significant relations between authoritative and permissive parenting styles and academic achievement. Furthermore, there was no significant relationship between all the three parenting styles and school adjustment, rejecting the hypothesis.

Section 2: Indirect Mediation Levels One and Two

Indirect Mediation Level One

The overall chi-square goodness-of-fit value of the Indirect mediation level one was significant, $\chi^2(df=235) = 1105.235$, $p < .001$, the incremental fit indices (NFI, IFI, TLI, CFI) are all above 0.90 (range: 0.888 - 0.910) (Doll, Xia & Torzkadeh, 1994). The RMSEA value of 0.05 to 0.80 was deemed acceptable. It is in 0.061 within the range suggested by Browne and Cudeck (1993) and indicated that the model fits the population covariance matrix well. Together, these fit indices indicated that the model provided a good fit relative to a null or independence model (i.e., the posited model represented between 88.8 % to 91.0% improvement in fit over the null or independence model) and supported the hypothesized structure of the posited direct path model. The model also yielded an Akaike Information Criterion (AIC) value of 1235.063, which was also used for the goodness-of-fit of competing models.

The result showed authoritarian parenting style had a negative significant effect on lack of angry distress ($p < .05$) at ($\beta = -.25$) and a positive significant correlation with goal corrected partnership ($p < .05$) at ($\beta = .10$). Permissive parenting style had a positive correlation with lack of angry distress ($p < .05$) at ($\beta = .11$) and negative relation with goal corrected partnership ($p < .05$) at ($\beta = -.09$).

Indirect Mediation Level Two

The overall chi-square goodness-of-fit value of the indirect model level two was significant, $\chi^2(df=382) = 1088.874$, $p < .001$, the incremental fit indices (NFI, IFI, TLI, CFI) are all above 0.90 (range: 0.920 - 0.947). The RMSEA value below 0.05 is considered the best fit. In the model, the RMSEA value was at 0.043, which was within the range of the best fit suggested by Browne and Cudeck (1993) and indicated that the model fits the population covariance matrix well. Together, these fit indices indicated that the model provided a good fit relative to a null or independence model (i.e., the posited model represented between 92% to 94.7% improvement in fit over the null or independence model) and supported the hypothesized structure of the posited direct path model. The model also yielded an Akaike Information Criterion (AIC) value of 1254.874, which was also used for the goodness-of-fit of competing models.

The result showed that the authoritarian parenting style positively influenced availability and goal-corrected partnership ($p < .05$) at ($\beta = .10$). But it had a negatively significant relationship with lack of angry distress ($p < .05$) at ($\beta = -.10$). Subsequently, lack of angry distress negatively correlated with emotional regulation ($p < .05$) at ($\beta = -.09$). Lack of angry distress also negatively correlated with a goal-corrected partnership ($p < .05$) at ($\beta = -.12$). Finally, emotional regulation had a positive significant relation with school adjustment ($p < .05$) at ($\beta = .11$), and academic self-efficacy too had a positively significant relationship with academic achievement ($p < .05$) at ($\beta = .08$).

Full Path Model

The overall chi-square goodness-of-fit value of the Full Path Model - Indirect model level two (full path model) was significant, $\chi^2(df=363) = 1026.137$, $p < .001$, the incremental fit indices (NFI, IFI, TLI, CFI) were all above 0.90 (range: 0.925 - 0.950). The RMSEA value below 0.05 was considered the best fit. The present RMSEA value of 0.043 was within the range of best fit as suggested by Browne and Cudeck (1993) and indicated that the model fits the population covariance matrix well. Together, these fit indices indicated that the model provided a good fit relative to a null or independence model (i.e., the posited model represented between 92.5% to 95% improvement in fit over the null or independence model) and supported the hypothesized structure of the posited direct path model. The model also yielded an Akaike Information Criterion (AIC) value of 1230.137, which was also used for the goodness-of-fit of competing models.

Authoritarian parenting style showed a significant negative correlation with lack of angry distress and academic achievement ($p < .05$) at ($\beta = -.11$ & $-.11$ respectively). But it showed a positive influence on goal-corrected partnership ($p < .05$) at ($\beta = .10$).

Permissive parenting style had a positive significant influence on lack of angry distress and goal corrected partnership ($p < .05$) at ($\beta = .11$) and a negative influence on goal-corrected partnership ($p < .05$) at ($\beta = -.09$).

Lack of angry distress negatively correlated with emotional regulation ($p < .05$) at ($\beta = -.10$). Availability showed a negative significant correlation with school adjustment ($p < .05$) at ($\beta = -.08$). The goal-corrected partnership showed a negative significant correlation with emotional regulation ($p < .05$) at ($\beta = -.12$) and negative significant relation to school adjustment ($p < .05$) at ($\beta = -.09$).

Finally, emotional regulation showed a positive significant correlation with school adjustment ($p < .5$) at ($\beta = .09$), and academic self-efficacy showed positive considerable relation with academic achievement ($p < .5$) at ($\beta = .07$).

Summary of the indirect mediator level one, level two, and full path model

The findings from indirect mediation levels one and two pointed to a negative significant relation between authoritarian and permissive parenting styles and school adjustment accepting the hypothesis accepting the hypothesis. But there were no significant relations between authoritative parenting style and academic achievement and school adjustment, rejecting the hypothesis. A direct significant correlation was found between accepting the hypothesis in the full path of the significant correlation between authoritarian parenting style and academic achievement.

Multi-Group Path Analysis Between Fathers and Mothers

The overall chi-square goodness-of-fit value of the Indirect model level two (full path model) was significant, $\chi^2(df=363) = 1026.137$, $p < .001$, the incremental fit indices (NFI, IFI, TLI, CFI) were all above 0.90 (range: 0.925 - 0.950). The RMSEA value below 0.05 was considered the best fit. The present RMSEA value of 0.043 was within the range of best fit as suggested by Browne and Cudeck (1993) and indicates that the model fits the population covariance matrix well. Together, these fit indices indicated that the model provided a good fit relative to a null or independence model (i.e., the posited model represented between 92.5% to 95% improvement in fit over the null or independence model) and supported the hypothesized structure of the posited direct path model. The model also yielded an Akaike Information Criterion

(AIC) value of 1230.137, which was also used for the goodness-of-fit of competing models.

Authoritarian parenting style showed a significant negative correlation with lack of angry distress and academic achievement ($p < .05$) at ($\beta = -.11$ & $-.11$ respectively). But it showed a positive influence on goal-corrected partnership ($p < .05$) at ($\beta = .10$).

Permissive parenting style had a positive significant influence on lack of angry distress and goal corrected partnership ($p < .05$) at ($\beta = .11$) and a negative influence on goal-corrected partnership ($p < .05$) at ($\beta = -.09$).

Lack of angry distress negatively correlated with emotional regulation ($p < .05$) at ($\beta = -.10$). Availability showed a negative significant correlation with school adjustment ($p < .05$) at ($\beta = -.08$). The goal-corrected partnership showed a negative significant correlation with emotional regulation ($p < .05$) at ($\beta = -.12$) and negative significant relation with school adjustment ($p < .05$) at ($\beta = -.09$).

Finally, emotional regulation showed a positive significant correlation with school adjustment ($p < .5$) at ($\beta = .09$), and academic self-efficacy showed positive significant relation with academic achievement ($p < .5$) at ($\beta = .07$).

Summary of the multi-group path analysis

There was a difference between fathers' parentings styles and mothers' parenting styles. There was neither a direct nor indirect link between the predictor and the outcome in the case of the fathers in this sample group rejecting the hypothesis in this population. But in the mother's case, there were few direct and indirect links between the predictor and the outcome. Authoritarian parenting style was found to correlate with academic achievement and availability significantly. There were also significant correlations between lack of angry distress, goal corrected partnership, and emotional regulation, subsequently positive significant correlation with school adjustment.

Discussion

The finding of this study was contrary to some of the previous research that authoritarian parenting style had adverse effects on academic achievement, especially in Western and European settings (Odongo, Aloka & Raburu, 2016; Borak, Kawser, Haque & Sharmin, 2016). But the present Study's finding was congruent with the previous studies that found that the authoritarian parenting style outdoes the other parenting styles regarding the relation between

parenting styles and academic achievement (Pinquart & Kauser, 2018, Odame-Mensah et al., 2018). The research study results showed that the authoritative parenting style was positively related to school grades, and students' performance was higher in European American students. However, the authoritative parenting style resulted in lower academic grades and was not related to the academic performance of Asian American students (Dornbusch, Ritter, Leiderman, Roberts & Fraleigh, 1987). Another study also mentioned that the authoritarian parenting style had a different meaning with regard to academic achievement in Asian culture (Ang & Goh, 2006). Other studies have found a direct relationship between authoritarian parenting style and academic achievement (Odame-Mensah & Gyimah, 2018; Zahedani et al., 2016).

According to many studies, the authoritative parenting style was associated with the student's better academic achievements. Other studies stated that the diversities and differences of cultures in different countries and environments affected the students' academic achievement (Odongo, Aloka, and Raburu, 2016). The present study showed that authoritarian parenting style had a significant correlation with academic achievement like that of the finding of Dagnew (2015). Looking at the different results, we could assume that these relations differed from place to place. And the results cannot be generalized to all Asian Countries as within Asia, cultures are diverse. Since there are cultural differences, there is a need to increase awareness regarding parenting styles adopted by parents and their consequential impact on various outcomes in children so that parents can be more helpful and beneficial to their children.

Another reason for such results could be that in tribal society, obedience to parents and elders is considered a high virtue. Parents expect their children to obey them, which is also one of the characteristics of the authoritarian parenting style. Such a relationship also gives children goal orientation according to their parents' minds, which proved quite successful. To sum up, the authoritarian parenting style is significantly beneficial to the education of students in Nagaland.

The result showed no direct correlation between authoritarian parenting style and school adjustment but an indirect correlation. Additionally, the result showed that the authoritarian parenting style negatively affects the lack of angry distress and positively affects goal-corrected partnership. Subsequently mediated by emotional regulation, the result showed a positive significant effect on school adjustment.

The result of the present study showed that there was a positive relationship between emotional regulation and school adjustment. This was consistent with the study of Herndon, Bailey, Shewark, Denham and Bassett (2013) and Chacón-Cuberos, Martínez-Martínez, García-Garnica, Pistón-Rodríguez and Expósito-López (2019) who found that emotion regulation was associated with students' school adjustment. This might be due to the period in which their social-emotional behavior was often viewed as transactional (Casey, B. et al. (2010). Therefore, it was assumable that their teachers and peers played an essential role in shaping emotional regulation and school adjustment.

That Buri (1991) said that the authoritarian parenting style had an adverse effect on college adjustment because the authoritarian style put stress on obedience, chastisement, and hard-and-fast rules at home, which made adolescents feel a sense of rejection and self-doubt social anxiety. Other studies found that the authoritative parenting style was more advantageous to European and American adolescents, but the authoritarian parenting style was more beneficial to Asian American youth (Leung, Lau, & Lam, 1998). This result showed that culture has a role in college adjustment, and parenting styles' influence on college adjustment differed from one culture to another.

The result of data analysis indicated that the authoritarian parenting style had a negative relationship with lack of angry distress and a positive relationship with a goal-corrected partnership. The result of this domain was consistent with the previous finding that authoritarian parenting style was associated with insecure attachment (Akhtar, 2012 Zeinali, Sharifi, Enayati, Asgari & Pasha, 2011). Furthermore, it had a positive marginal significance relationship with availability. Authoritarian parents have an extreme attitude towards their children with low acceptance and control overall. Insecure (lack of angry distress and goal-corrected partnership) adolescents thought that others disliked their friendship, or they even feared rejection. That is why this finding seemed logical.

Lack of parents' acceptance reflected in student's personality with fear of rejection. Students with avoidant attachment styles usually perceive their parents as not essential. If less warm to each other and with unhappy marital life. Such a view from the students should arouse in parents the desire to solve their differences and restore warmth in the relationship between the couple and their children to develop a healthy personality. This idea was supported by the findings that parents' attachment styles affected the child's attachment style (Coh, Cowan, Cowan & Pearson, 2008). Akhtar (2012) and that insecure parents provided less structure in instruction with children than secure parents. Zeinali et al. (2011) said that reducing parental warmth, improper childcare,

belief, and practice of punitive measure and rejection was associated with children's insecure attachment.

In turn, the criterion variable school adjustment was negatively affected by authoritarian and permissive parenting styles indirectly by the mediation of the lack of angry distress. This finding was congruent with the finding that a permissive parenting style was related to insecure attachment in their children. Furthermore, parents who develop insecure attachment in their children have a negative attitude toward themselves. Such schema caused them to become more susceptible to dangerous behaviors and caused them to lower their social merit and self-esteem (Movallali, Seyed & Poorseyed, 2015). Besides that, they also said the way family members interact with each other in love and care could determine the type of attachment formed in children, adolescents, and adults. Therefore, powerful parents-children affective relationships with an adequate function could develop a secure attachment style in children, thus protecting them from behavioral disorders. The sensitivity and responsiveness of parents to the needs of their children influenced the development of secure attachments in the children.

There was no significant relation between authoritative parenting style and adolescent attachment (lack of angry distress, availability, and goal-corrected partnership) and adolescent attachment and academic achievement among class 10 students in Nagaland.

The result also showed no significant relationship between authoritative parenting style and adolescent attachment. Still, it suggested that such a relationship differs from one place to another, culture to culture, and population to population. As we see in the Study with preschool children from the Gaza strip, Eman, Fadel, and Aziz (2017) found no significant relation between parenting styles and secure attachment. There was a significant relationship between parenting styles and insecure attachment. At the same time, the study results among Jordan University students by Mahasneh, Al-Zoubi, Batayenh & Jawarneh (2013) found that authoritative, authoritarian, and negligent parenting styles had a positive relation with secure anxious-ambivalent and avoidant attachment styles.

Furthermore, the findings of this study found that lack of angry distress and goal-corrected partnership had a significant negative relation with emotional regulation. The result went along with the finding from a recent investigation by Vatan and Pellitteri (2016) about the relationship between attachment styles and emotional regulation, which differed from one culture to another.

It was also not entirely unexpected to get a negative correlation result in the present study. The finding was consistent with Larsen, Hershfield, Stastny, and Hester's findings (2017), who said that any dataset that could yield correlational measures could also yield co-occurrence measures. In the present study, the mediation level one, namely, authoritarian and permissive parenting styles, was supposed to negatively correlate with adolescent attachment (lack of angry distress, availability & goal-corrected partnership). Following the logic of Larsen et al. (2017), the negative pattern could be seen even in the subsequent correlation: lack of angry distress and goal-corrected partnership with the goal-corrected partnership.

The correlation between emotional regulation and school adjustment in the present Study's finding was consistent with the previous studies of Herndon et al. (2013), who found that emotional expression and regulation were associated with school adjustment. One of the probable reasons could be less burnout in these high school students. Researchers found a direct link between burnout and personal components, especially one's ability to manage and regulate emotions (Seibert, Bauer, May & Fincham, 2017). A person with emotional competency can integrate educational processes, including adjustment to the school environment. This was congruent with the views of Chacón-Cuberos, Martínez-Martínez, García-Garnica, Pistón-Rodríguez and Expósito-López (2019).

The results differed while comparing fathers' and mothers' parenting styles on academic achievement and school adjustment. In comparing fathers to mothers, the two predictors of critical ratio with statistically significant, with paths linking authoritarian parenting style to availability and permissive parenting style to academic achievement. Both variables relations showed negative results on the fathers' side but a positive result on the mothers' side.

As the parenting styles used by fathers and mothers can be different, a separate analysis of parenting styles used by fathers and mothers was also conducted. Results showed significant differences. Regarding the full path model, the direct path between parenting styles and academic achievement differed between the fathers and the mothers. For instance, the path between authoritarian parenting style and academic achievement was found to be negatively significant for the mothers, unlike that of the fathers. In short, there were more dissimilarities than similarities in the parenting styles relating to the academic achievement of the high school students for both parents. The overall results suggested that there were few differences between fathers and mothers.

The result was also in line with the previous studies of Lisi and Lisi (2007), which highlighted in their meta-analysis that parent-gender was associated with child-rearing style interaction and that authoritarian parenting style was more severe for mothers than for fathers. Furthermore, it was proved that mothers were considered more assertive than fathers (Baumrind, 1967), more severe authoritarians than fathers (Lisi et al., 2007), and they had a more significant impact on their child's performance than fathers (Conrade & Ho, 2001). Another comparative study was conducted by Newman et al. (2015) between China, Turkey, and the USA. The result revealed that Chinese mothers were more authoritarian, and maternal authoritative parenting style was negatively associated with high school students' achievement.

The difference in the result could be due to several reasons, such as moms being more positive and less reactive while dealing with the children. Mothers are also better connected to their children than fathers. Though present with the children physically, fathers are more absent emotionally, which draws children to their mothers, making children approach mothers more readily. This seems to align with Stolz, Barber, and Olsen's (2005) finding, who said that mothers have more nurturing qualities towards their children than fathers. Mothers act more continuously with their children than fathers; the mother considers the child's age and the intent for the misdeed (Dix, Ruble & Zambarano, 1989). Another study found that students whose fathers were fully authoritative showed significant and better results than students whose fathers were permissive in their actions only (Inam, Nomaan & Abiodullah, 2016).

The relationship between parenting styles (authoritative, authoritarian, and permissive) and school adjustment had no direct correlations in both mothers and fathers.

The other finding of this study was that the authoritative parenting style of the father had a significant positive relationship with the goal-corrected partnership and a marginal negative relationship with emotional regulation. This result is consistent with the Study of Heer (2008), who found that the father's authoritative parenting style significantly positively predicted the avoidant attachment style in students. A similar result was found in the Study of Fang (2004) on a sample in China that authoritative parenting style had a positive significant relationship with insecure attachment style.

As discussed earlier, the authoritarian parenting style yields academically better results in certain ethnic cultures; this could be related to authoritarian parenting, which is positively related to availability. According to Ainsworth, secure attachment develops when the caregiver can read the behavioral and

emotional cues, understand attachment needs, and address these needs in timely and effective ways. To place that concept in a collective society, as with the context of this study, where the whole neighborhood besides the extended family members participates in the upbringing of the children, the primary caregiver's parenting role is filled by another person. For example, during an illness or at the death of the parents who cannot respond to the needs of the children, some other prominent figures in the circle like grandparents, uncles, aunts, or other extended family members take the parenting role. Thus, the child's attachment needs are met, understood, and achieved continuously regardless of who does it, be it the father figure or the mother figure. Thus, none of the different parenting styles prominently stands out; all are equal. And because of this, future Studies could include cultural aspects and other elements.

The past results have consistently revealed that a higher score of academic self-efficacy would more likely result in higher levels of academic achievement (Louis & Mistele, 2011; Purzer, 2011; Liem, Lau & Nie, 2008). In line with these former studies, this study also showed a significant relation between academic achievement and academic self-efficacy from the fathers' side. But it was not the case for the mothers.

The finding of this study about the relationship between parenting styles and school adjustment showed no direct relation in both fathers and mothers. But in both cases of fathers and mothers, the result showed a positive relationship. The relationship between emotional regulation and school adjustment was found to be positively significant in mothers and marginally positive in fathers. In other words, the result showed a positive relation in both fathers and mothers, but the relation was stronger in the case of the mothers. This finding was in line with the previous studies about the relationship between emotional regulation and school adjustment (Lee & Yang, 2012; Herndon, Bailey, Shewark, Denham & Bassett, 2013), who also found that emotional regulation had a particular impact on school adjustment. The finding that emotional regulation had relations with school adjustment might be due to how students' motivation affected their adjustment. Emotional regulation strategies were usually focused on one's own emotions, though some theorists say that emotion regulation can also mean making an effort to influence the self and others' emotions (Zaki & Williams, 2013).

With regard to the finding of stronger relation in the case of mothers, that mothers have a more substantial positive influence on results could be due to the freedom adolescents enjoy with their mothers and thus share with mothers

more than with fathers. This aligns with Shek's finding (2000) that adolescents communicate more with their mothers than with their fathers.

Limitations

The research design of this study was cross-sectional and descriptive; therefore, the observed significant path coefficients denote only correlation. The sample population group involved students only to identify the nature of their parents' parenting style, not the parents themselves. The questionnaire was framed in close-ended questions with pre-defined answers without allowing students to freely express their perceptions about the nature of the different topics on the questionnaire. The research site was limited to one of the states in the northeastern part of India. In this Study, the convergent validity estimated by Average Variance Extracted for authoritarian parenting style was below the cut-off point. This must be considered when the findings relate to the authoritarian parenting style. Other limitations in the Study included self-reporting biases.

Implications

Parents: Workshops could be conducted for parents on the different parenting styles to create awareness and identify their styles.

Counselors: As the ensuring result that authoritarian parenting style significantly correlates with academic achievement directly; authoritarian and permissive parenting styles indirectly correlate with school adjustment; counselors can play a significant role in psychoeducation of the parents about it. The parents must think that their children know better than them and give a free hand them to monitor themselves. On the other hand, the counselor can better understand students who need a support system or a shoulder to cry on with deep empathy towards those students who face difficulties due to authoritarian parents at home.

Teachers: Teachers could engage their students in academic tasks that promote academic self-efficacy and emotional regulation.

Policymakers: Policymakers should be aware of different cultural backgrounds and frame educational policy conducive to higher academic achievement.

Conclusion

The study investigated the effects of parenting styles on academic achievement and school adjustment among high school students in Nagaland, India, mediated by adolescence attachment, emotional regulation, and

academic self-efficacy. This study was known as a first step in applying adolescent attachment (lack of angry distress, availability & goal-corrected partnership) and exploring the effects of these dimensions on students' academic achievement and school adjustment. The findings supported the reliability and validity of all the scales employed in the study. The findings also showed that the authoritarian parenting style affects the students' academic achievement and school adjustment.

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