



A Comprehensive Empirical Study of the Combined Influence of School Environment and Parenting Style on Academic Achievement of Senior Secondary School Students.

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Abstract

Academic achievement at the senior secondary level is influenced not only by individual ability but also by environmental and familial factors. Among these, the **school environment** and **parenting style** play a crucial role in shaping students' learning behaviour, motivation, and academic performance. The present empirical study aims to examine the **combined influence of school environment and parenting style on academic achievement** of senior secondary school students. Using a descriptive survey method, data were collected from 400 students studying in Classes XI and XII through standardized tools measuring school environment, parenting style, and academic achievement. Statistical analyses including correlation and multiple regression were employed. The findings revealed that both school environment and parenting style significantly influence academic achievement, and their combined effect is stronger than their individual influence. The study highlights the need for collaborative efforts between schools and families to enhance students' academic outcomes.

Keywords: School Environment, Parenting Style, Academic Achievement, Senior Secondary Students, Educational Psychology

1. INTRODUCTION

Academic achievement remains a central goal of formal education, particularly at the senior secondary stage where students prepare for higher education and professional careers. This phase of schooling is academically demanding and psychologically sensitive, requiring sustained motivation, emotional support, and effective guidance.

Academic achievement is not solely determined by cognitive abilities; it is the result of a complex interaction between individual, familial, and institutional factors. Two of the most influential contextual variables affecting students' academic success are the **school environment** and **parenting style**.

The school environment provides the academic, emotional, and social framework within which learning takes place. Teacher support, classroom climate, peer interaction, disciplinary practices, and infrastructural facilities collectively shape students' engagement and performance. Simultaneously, parenting style determines the emotional security, motivation, discipline, and study habits of students at home.



Understanding the combined influence of school environment and parenting style is essential for developing holistic educational strategies that support academic excellence among senior secondary students.

2. REVIEW OF RELATED LITERATURE

Research in educational psychology consistently emphasizes the role of environmental factors in academic achievement. Studies have shown that a positive school climate characterized by supportive teachers, clear expectations, and student participation enhances academic performance and learning motivation.

Parenting style has also been extensively studied as a determinant of academic success. Authoritative parenting, marked by warmth, responsiveness, and reasonable control, has been associated with higher academic achievement, self-discipline, and motivation. In contrast, authoritarian and neglectful parenting styles have been linked with lower academic outcomes.

Empirical studies further suggest that when both school and home environments are supportive and aligned, students demonstrate better academic engagement and performance. However, limited studies have examined the **combined effect** of school environment and parenting style at the senior secondary level, particularly in the Indian context, highlighting the need for the present study.

3. STATEMENT OF THE PROBLEM

The problem selected for the present study is stated as follows:

To study the combined influence of school environment and parenting style on academic achievement of senior secondary school students.

4. OBJECTIVES OF THE STUDY

1. To assess the level of school environment perceived by senior secondary school students.
2. To identify the prevailing parenting styles experienced by senior secondary school students.
3. To study the level of academic achievement of senior secondary school students.
4. To examine the relationship between school environment and academic achievement.
5. To examine the relationship between parenting style and academic achievement.
6. To study the combined influence of school environment and parenting style on academic achievement.

5. HYPOTHESES

- **H₁:** There is a significant relationship between school environment and academic achievement of senior secondary school students.
- **H₂:** There is a significant relationship between parenting style and academic achievement of senior secondary school students.



- **H₃:** School environment and parenting style together significantly predict academic achievement of senior secondary school students.

6. RESEARCH METHODOLOGY

6.1 Research Design

The study adopted a **descriptive survey research design**, suitable for examining relationships and combined influences among variables.

6.2 Population

The population comprised of senior secondary school students studying in Classes XI and XII in recognized schools.

6.3 Sample

A sample of **400 senior secondary school students** (200 boys and 200 girls) was selected using **stratified random sampling** from four senior secondary schools to ensure representativeness.

6.4 Variables of the Study

- **Independent Variables:**
 - School Environment
 - Parenting Style
- **Dependent Variable:**
 - Academic Achievement

7. TOOLS USED FOR DATA COLLECTION

7.1 School Environment Scale

This scale measures students' perception of the academic and psychosocial climate of the school, including teacher support, peer interaction, discipline, and learning facilities.

7.2 Parenting Style Scale

The Parenting Style Scale assesses students' perception of parental behaviour and practices. It categorizes parenting into:

- Authoritative
- Authoritarian
- Permissive
- Neglectful

Higher scores indicate a more supportive and effective parenting style.



7.3 Academic Achievement Measure

Academic achievement was measured using students' **previous year examination scores**, obtained from school records to ensure objectivity.

8. PROCEDURE OF DATA COLLECTION

Permission was obtained from school authorities and parents where required. Students were briefed about the purpose of the study and assured of confidentiality. The tools were administered under standardized conditions, and academic scores were recorded from official school records.

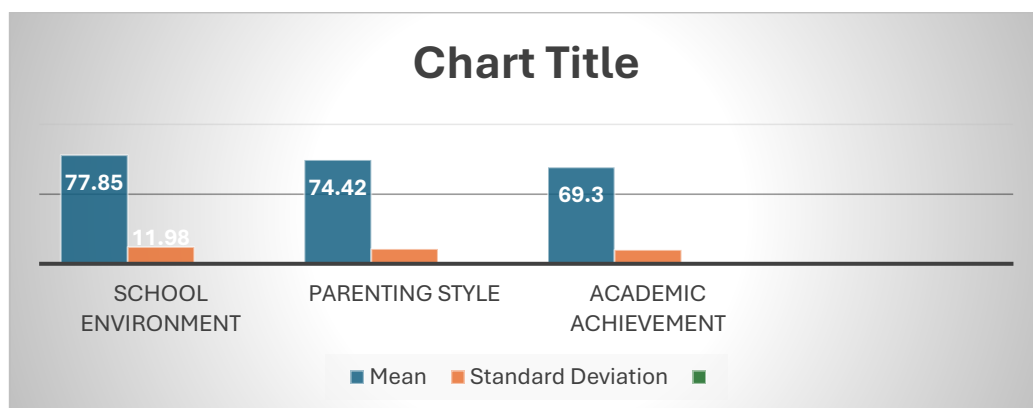
9. STATISTICAL TECHNIQUES USED

- Mean and Standard Deviation
- Pearson's Product Moment Correlation
- Multiple Regression Analysis

10. ANALYSIS AND INTERPRETATION OF DATA

Table 1: Descriptive Statistics of Major Variables

Variable	Mean	Standard Deviation
School Environment	77.85	11.98
Parenting Style	74.42	10.65
Academic Achievement	69.30	9.84

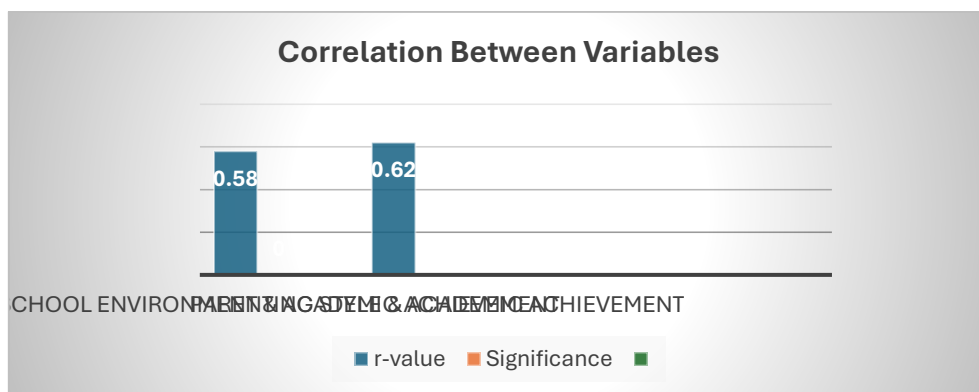


Interpretation:

The mean scores indicate that students generally experienced a moderately positive school environment and supportive parenting style. Academic achievement scores were also moderate, indicating scope for improvement.

Table 2: Correlation Between Variables

Variables	r-value	Significance
School Environment & Academic Achievement	0.58	$p < 0.01$
Parenting Style & Academic Achievement	0.62	$p < 0.01$

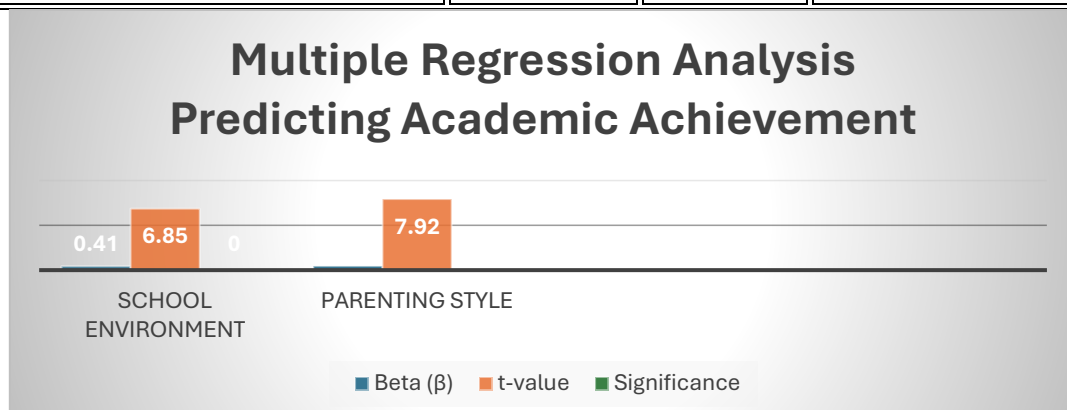


Interpretation:

Both school environment and parenting style show significant positive relationships with academic achievement.

Table 3: Multiple Regression Analysis Predicting Academic Achievement

Predictor Variables	Beta (β)	t-value	Significance
School Environment	0.41	6.85	$p < 0.01$
Parenting Style	0.47	7.92	$p < 0.01$





Interpretation:

The regression analysis reveals that both variables significantly predict academic achievement, with parenting style showing a slightly stronger influence.

11. DISCUSSION OF RESULTS

The findings indicate that academic achievement among senior secondary students is significantly influenced by both school environment and parenting style. When students experience supportive teaching practices and positive parental guidance simultaneously, their academic performance improves substantially. The combined influence of these two environments creates consistency, emotional security, and motivation essential for academic success.

12. EDUCATIONAL IMPLICATIONS

- Schools should foster supportive academic environments.
- Teachers should maintain regular communication with parents.
- Parents should adopt authoritative parenting practices.
- Joint school–parent interventions should be encouraged.

13. CONCLUSION

The study concludes that school environment and parenting style jointly play a decisive role in determining academic achievement of senior secondary school students. Educational success is most effectively achieved when schools and families work collaboratively to support learners.

14. LIMITATIONS OF THE STUDY

- Limited geographical coverage
- Reliance on self-report for parenting style
- Other influencing variables not included

15. SUGGESTIONS FOR FURTHER RESEARCH

- Comparative studies across school systems
- Longitudinal research on parenting and achievement
- Inclusion of socio-economic and cultural variables



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