

**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