

Impact of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement among Non-Professional College Students

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Abstract-An attempt was made in the present investigation to study the impact of parenting style, peer pressure and emotional maturity on scholastic achievement among non-professional college students. Sample of the present study consists of 160 non-professional college students in Rayalaseema region of Andhra Pradesh State. The parenting style inventory developed by Darling (1997), Peer Pressure scale by Santor, Messervey and Kusumakar (2000), Emotional Maturity scale by Yashveer Singh and Mahesh Bargav (1990) and Scholastic Achievement (Verbal Reasoning and Numerical ability) by George K. Bennett, Herald G. Seashore & Alexander G. Wesman (1959) were administered. Results reveal significant impact of parenting style, peer pressure and emotional maturity on scholastic achievement among non-professional college students.

1. INTRODUCTION

Education has over the years been regarded as key to entire individual's development. Throughout one's life, it is education that remains central to shape the goals and ideals of an individual; pace of coping with daily challenges and integral development. Society's development is also determined by the standards of education that people undergo. Hence aspects that determine an individual's academic achievement remain vital to any member of the society that value development. Though academic achievement is vital at every stage of personal growth it is regarded as critical at adolescent stage, as this stage determines one's success or failure in life.

This paper will focus on the influence of parenting styles, peer pressure and emotional maturity on the scholastic achievement among non-professional college students.

Parenting Styles

Parenting is a process of actively providing a safe environment for children. It requires flexibility to meet the unique needs of individual children and the desire for the benefit of children. It is the process of helping the physical, emotional, social and intellectual well being of children from infancy to adulthood. Possessing the qualities and knowledge to help children grow to become responsible adults is Skillful Parenting.

A parent is the one who parents the child and is a caretaker of the offspring of their own species. The offspring of the human beings is called "child." Biological parent consist of the male who impregnates a woman who consequently gives birth to the child. In all societies, biological father and mother are responsible for raising their children. An adoptive parent is one who nurtures the child of the biological parents but it is not actually biologically related to child. Children without adoptive parents can be raised by their grandparents, aunts, uncles, older brothers and sisters or other family members. Norlizah Che Hassa and Hew Min Sen (2015) investigated the relationship between parenting styles and academic performance among undergraduates at University Putra Malaysia (UPM). The findings showed that there was a significant negative relationship between authoritarian parenting style and undergraduates' academic performance, but no significant relationship between academic performance and the other two parenting styles, i.e., authoritative and permissive parenting style. Chi-square test shows that there was no significant difference in parenting styles among the undergraduates in term of ethnic group as well as socioeconomic status (SES).

Vijender Bhartiya and Umender Malik (2017) conducted a study to find the relationship between parenting style and academic achievement and found no significant relationship between academic achievement and parental-Permissive Style of their parents.

Peer Pressure

“A peer is a person who belongs to same societal group based on age, grade, or status. Peer Pressure is a feeling pressure from age-mates to do something harmful for self and others.” Peer pressure is stress that one feel from friends and age mates to act, behave, think and look a definite way. Peer pressure as an influence on the decision of others, causing them to conform to what peers or society desire. This kind of pressure can cover everything from fashion through sex and dating. Peer pressure is a very real issue that affects many of the teenagers of the world today.

Jack Gladys Uzezi and Gamnjoh Dennis Deya (2017) showed that there is significant difference between students that belong to peer group and those that do not belong to peer group on the academic achievement of chemistry; there was no significant difference in the academic achievement of male and female chemistry students that are involved in peer group; and there is a positive and significant relationship between peer group influence and academic achievement of students in chemistry.

Emotional Maturity

Emotional maturity means the stage to which a person has realized his ability for richness of living and has improved his ability to enjoy things, associate himself to others, to show greater affection; his ability for whole hearted sadness when situation arises and his ability to show fear when there is occasion to be frightened.

Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality powers and his ability to enjoy the use of his powers.

Subbarayan and Visvanathan (2011) revealed that emotional maturity of college students was extremely unstable. Chaturvedi and Kumari (2012) found that emotional maturity and emotional intelligence have significant effect on academic achievement.

Dona Rai Yugal Kisore Khanal (2017) made an attempt to assess emotional intelligence and emotional maturity of college students in Sikkim to find out the relationship of these two variables with academic achievement of students. This study revealed highly positive correlation between emotional intelligence, academic achievement and no significant correlation was found between emotional maturity and academic achievement.

Scholastic Achievement

Scholastic achievement is the performance of the pupil's accomplishment in a subject of study. Scholastic achievement is the sole criteria to evaluate the ability of scholars and is the main criterion for selection, promotion or recognition in various walks of life. It has become an index of students' future in this highly competitive world. Students with higher levels of achievement at school, college or university are more likely to obtain good employment and salaries.

Lekhi (2005) proved that emotional maturity is significantly and negatively correlated with intelligence and academic achievement. Surjit Singh and Parveen Thukral (2011) reported that there is no significant relationship of emotional maturity with academic Achievement.

Objectives

1. To assess the influence of parenting style, peer pressure and emotional maturity on scholastic achievement among non- professional college students.

Hypotheses

1. There would be significant impact of parenting style on scholastic achievement among non-professional college students.
2. There would be significant impact of peer pressure on scholastic achievement among non-professional college students.
3. There would be significant impact of emotional maturity on scholastic achievement among non-professional college students.
4. There would be significant interaction effect among parenting style, peer pressure and emotional maturity on scholastic achievement among non- professional college students.

Sample

The subjects were in the age group of 18-23 years. Using purposive sampling method, 400 nonprofessional college students were administered parenting style, peer pressure, emotional maturity and scholastic achievement scales. Based on scores obtained by the subjects on parenting style, peer pressure and emotional maturity, they were divided into two different groups namely High and Low, using the norms provided in the manuals. A final sample of 160 students was selected in such a way that they fit into a 2X2X2 factorial design with a sample of 20 in each cell.

Tools

1. Parenting Style: The parenting style inventory developed by Darling (1997).
2. Peer Pressure: Peer Pressure scale by Santor, Messervey and Kusumakar (2000).
3. Emotional Maturity: Emotional Maturity scale by Yashveer Singh and Mahesh Bargav (1990).
4. Scholastic Achievement: Scholastic Achievement (Verbal Reasoning and Numerical ability) by George K. Bennett, Herald G. Seashore & Alexander G. Wesman (1959).

Variables studied

Independent Variables

1. Parenting Style
2. Peer Pressure
3. Emotional Maturity

Dependent Variables

1. Scholastic Achievement

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's, and Analysis of Variance (ANOVA).

Results and Discussion

Table-I: Means and SD's for the Scholastic Achievement Scores of Non- Professional college students.

| | | | | |
|---------------|--------------------|------|--------------------|------|
| Peer Pressure | Parenting Style | | | |
| | Poor | | Good | |
| | Emotional Maturity | | Emotional Maturity | |
| | Low | High | Low | High |

| | | | | | |
|------|------|-------|-------|-------|-------|
| Low | Mean | 47.20 | 48.52 | 46.82 | 51.40 |
| | SD | 4.48 | 4.05 | 3.42 | 6.51 |
| High | Mean | 44.65 | 46.67 | 47.71 | 47.44 |
| | SD | 6.61 | 5.38 | 6.38 | 5.34 |

Grand Means

| | | |
|------------------------------|----------------------------|---------------------------------|
| Poor Parenting Style =46.73 | Low Peer Pressure = 48.49 | Low Emotional Maturity = 46.59 |
| Good Parenting Style = 48.35 | High Peer Pressure = 46.61 | High Emotional Maturity = 48.50 |

Table-VIII shows that nonprofessional college students with good Parenting Style, low Peer Pressure and high Emotional Maturity obtained a high mean score of 51.40 indicate their better Scholastic Achievement compared to other groups. Nonprofessional college students with poor Parenting Style, high Peer Pressure and low Emotional Maturity obtained a low mean score of 44.65 indicate their poor Scholastic Achievement compared to other groups.

In terms of Parenting Style, nonprofessional college students with good Parenting Style (M=48.35) are better in their Scholastic Achievement than the students with poor Parenting Style (M=46.73). In terms of Peer Pressure, nonprofessional college students with low Peer Pressure (M=48.49) are better in their Scholastic Achievement than the students with high Peer Pressure (M=46.61). In terms of Emotional Maturity, nonprofessional college students with high Emotional Maturity (M=48.50) are better in their Scholastic Achievement than the students with low Emotional Maturity (M=46.59).

Table-II: Summary of ANOVA for Scholastic Achievement scores of Non-Professional College Students.

| Source of Variance | Sum of Squares | df | MSS | F-Values |
|------------------------|----------------|----|---------|----------|
| Parenting Style (A) | 112.100 | 1 | 112.100 | 4.45* |
| Peer Pressure (B) | 126.102 | 1 | 126.102 | 5.01* |
| Emotional Maturity (C) | 212.028 | 1 | 212.028 | 8.43** |
| AXB | 136.025 | 1 | 136.025 | 5.41* |
| AXC | 106.600 | 1 | 106.600 | 4.23* |
| BXC | 118.504 | 1 | 118.504 | 4.71* |
| AXBXC | 142.025 | 1 | 142.025 | 5.64* |

| | | | | |
|--------|----------|-----|--------|----|
| | | | 5 | |
| Within | 3821.600 | 152 | 25.142 | -- |
| Total | 4774.984 | 159 | -- | -- |

**-Significant at 0.01 level*- Significant at 0.05 level

Hypothesis-1. There would be significant influence of parenting style on scholastic achievement among non-professional college students.

It is evident from the table-II that the obtained „F“ value of 4.45 is significant at 0.01 level implying that Parenting Style has significant impact on the Scholastic Achievement of Non-professional college students. As the „F“ value is significant, hypothesis which predicted that Parenting Style would significantly influence the Scholastic Achievement of non-professional college students is accepted as warranted by the results. Non-professional college students with good Parenting Style (M=48.35) are better in their Scholastic Achievement than the students with poor Parenting Style (M=46.73).

Hypothesis-2. There would be significant impact of peer pressure on scholastic achievement among non-professional college students.

From the table-II the obtained „F“ value of 5.01 is significant at 0.05 level implying that peer pressure has significant impact on the Scholastic Achievement of Non-Professional college students. As the „F“ value is significant, hypothesis which predicted that peer pressure would significantly influence the Scholastic Achievement of non-professional college students is accepted as warranted by the results. Nonprofessional college students with low Peer Pressure (M=48.49) are better in their Scholastic Achievement than the students with high Peer Pressure (M=46.61).

Hypothesis-3. There would be significant impact of emotional maturity on scholastic achievement among non-professional college students.

Table-II shows that the obtained „F“ value of 8.43 is significant at 0.01 level implying that Emotional Maturity has significant impact on the Scholastic Achievement of non-professional college students. As the „F“ value is significant, hypothesis which predicted that Emotional Maturity would significantly influence the Scholastic Achievement of non-professional college students is accepted as warranted by the results. Nonprofessional college students with high Emotional Maturity (M=48.50) are

better in their Scholastic Achievement than the students with low Emotional Maturity (M=46.59).

Hypothesis-4. There would be significant interaction effect among parenting style, peer pressure and emotional maturity on scholastic achievement among non-professional college students.

Data reveals that „F“ values for the first order interaction between i.e. Parenting Style X Peer Pressure (AXB) 5.41; Parenting Style X Emotional Maturity (AXC) 4.23 and Peer Pressure X Emotional Maturity (BXC) 4.71 and second order interaction among Parenting Style X Peer Pressure X Emotional Maturity (AXBXC) 5.64 are significant in causing the effect on Scholastic Achievement of non-Professional college students. Hence, hypothesis -4 is accepted.

CONCLUSIONS

1. Non-Professional college students with good Parenting Style are better in their Scholastic Achievement compared to students with poor Parenting Style.
2. Non-Professional college students with low Peer Pressure are better in their Scholastic Achievement compared to students with high Peer Pressure.
3. Non-Professional college students with high Emotional Maturity are better in their Scholastic Achievement compared to students with Low Emotional Maturity.
4. There is significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement of Non-Professional college students.

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