

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

Jakka Pradeep,

Assistant Professor (On contract), Department of Applied Psychology, Central University of Tamilnadu (CUTN)

Abstract-An attempt was made in the present investigation to determine the impact of parenting style, peer pressure and emotional maturity on scholastic achievement of Professional college students. The sample of the present study consists of 160 professional college students (B.Tech/B.B.A) in Chittoor region of Andhra Pradesh. Results reveal that college student's Scholastic Achievement depends on good Parenting Style, low Peer Pressure and High Emotional Maturity.

Index Terms- Parenting S tyle, Peer Pressure, Emotional Maturity, Scholastic Achievement, Engineering.

INTRODUCTION

Education has over the years been regarded as key to entire personal development. Society's development is also determined by the standards of education that people undergo. Hence aspects that determine an individual's scholastic achievement remain vital to any member of the society that value development. Though scholastic achievement is vital at every stage of personal growth it is regarded as critical at college, as this stage determines one's success or failure in life.

Family is the fundamental and important structure of the society that has an important role in one's life and in the society. The importance of the family as a social structure is something unmistakable. Although affected by society and peers, students are more influenced by their family.

Parents through their parenting styles have crucial effects on the Scholastic Performance of their children at different levels of education. To be successful in their higher education and life, students need trusting, supporting, and caring relationships with their parents. This is the reason why some

researchers have suggested that the parents' is an important safeguard throughout their lives, particularly during their transition to university. In fact, other socialization agents (e.g., communities, peers, and schools) also play a substantial role in influencing the scholastic performance of students at different levels of education.

In the midst of these rapid physical, emotional, and social changes, students need parental guidance and it is also a time for individuals to make important decisions about their commitment to scholastic performance. Peer influence can provide many positive elements in student's life. It is assumed that peer influence can have both positive and negative effects on an students scholastic performance.

Emotional maturity might be considered as a potential factor in any field of life. A mature adult due to the development of his different abilities has greater control over his environment. This has particular relevance to students, who are on the brink of adulthood and their optimal scholastic progress will increase the likelihood of eventual success in their life.

REVIEW OF LITERATURE

A study by Kim and Chung (2003) with a sample of Korean American college students found that balanced parenting style was the most commonly practiced parenting style in Korean-American families, followed by dictatorship parenting style.

Abar, Carter, and Winsler (2009) studied with a sample of 85 college students in the Southern United States and found that the authoritative parenting style was positively and significantly related to high levels of Grade-Point-Average (GPA).

Miklos Biro, Snezana Smederevac and Snezana Tovilovic (2009) investigated environmental influences on scholastic achievement of students. Children's intellectual abilities were assessed by Test of School Maturity; their scholastic achievement was assessed by teachers. Intellectual abilities strongly influenced by family's socio economic status and family's educational climate were most predictive of scholastic achievement. Family's educational climate and low parents' ambition concerning education of their children, moderates effects of low socio economic status on inferior scholastic achievement. Mutoddi (2014) reported that the academic knowledge level of students depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. Authoritative style of parenting is considered the most advantageous form of parenting. Corporal punishment is linked with undesirable responses (Sobita Devi, 2014).

Bart Golsteyn, Arjan Non and Ulfzoltz (2017) found that students perform better in the presence of more persistent peers and more risk-averse peers. Low-persistence students benefit from highly-persistent peers without devoting additional efforts to studying. However, highly -persistent students are not affected by the persistence of their peers.

Jack Gladys Uzezi and Gannjoh Dennis Deya (2017) made an attempt to examine the relationship between peer group influence and academic achievement. A sample of 120 students was selected and the result from the study showed that there was no significant difference in the academic attainment of students that are involved in peer group; and there is a positive and significant relationship between peer group influence and academic achievement of students.

The findings of the study show that the academic achievement of adolescents is affected by their emotional maturity. The study provides the evidence to show that there is positive relationship between academic achievement of students and their emotional maturity (Janak Singh, 2017).

Dona RaiYugal 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.

OBJECTIVE

- 1) To determine the impact of parenting style, peer pressure and emotional maturity on scholastic achievement of Professional college students.

HYPOTHESES

- 1) There would be significant impact of parenting style on scholastic achievement of professional college students.
- 2) There would be significant impact of peer pressure on scholastic achievement of professional college students.
- 3) There would be significant impact of emotional maturity on scholastic achievement of professional college students.

SAMPLE

The subjects were in the age group of 18-21 years. Using purposive sampling method 160 sample were taken to determine the impact of parenting style, peer pressure and emotional maturity on scholastic achievement of professional college students.

TOOLS

- 1) Parenting Style Inventory by Nancy Darling (1999).
- 2) Peer Pressure Scale by Santor, Messervey and Kusumakar (2000).
- 3) Emotional Maturity Scale by Yashvir Singh and Mahesh Bhargawa (1990).
- 4) Differential Aptitude Test by G.K. Bernard, H. Seashore and Alexander Wesman (1958).

INDEPENDENT VARIABLES

Parenting Style
Peer Pressure
Emotional Maturity

DEPENDENT VARIABLE

Scholastic Achievement

STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means and SD's and ANOVA.

Table-1: Means and SD's for the Scholastic Achievement scores of Professional college students.

Peer Pressure		Parenting Style			
		Poor		Good	
		Emotional Maturity		Emotional Maturity	
		Low	High	Low	High
Low Mean	46.15	47.40	47.55	51.40	
SD	5.10	4.49	4.78	5.96	
High Mean	45.10	48.20	46.45	48.10	
SD	4.53	5.26	5.03	5.34	

Grand Means

Poor Parenting Style = 46.71	Low Peer Pressure = 47.85	Low Emotional Maturity = 46.31
Good Parenting Style = 48.37	High Peer Pressure = 45.90	High Emotional Maturity = 48.77

Table-1 shows that professional college students with good Parenting Style, high Emotional Maturity and low Peer Pressure obtained a high mean score of 51.40 indicate their better Scholastic Achievement compared to other groups. Professional college students with poor Parenting Style, low Emotional Maturity and high Peer Pressure obtained a low mean score of 45.10 indicate their poor scholastic Achievement compared to other groups.

In terms of Parenting Style, professional college students with good Parenting Style (M=48.37) are better in their Scholastic Achievement than the students with poor Parenting Style (M=46.71). In terms of Peer Pressure, students with low Peer Pressure (M=47.85) are better in their Scholastic Achievement than the students with high Peer Pressure (M=45.90). In terms of Emotional Maturity, college students with high Emotional Maturity (M=48.77) are better in their Scholastic Achievement than the students with low Emotional Maturity (M=46.31).

As there are differences in the mean scores with regard to the Scholastic Achievement the data were further subjected to analysis of variance to find out whether the differences between the groups are significant or not, and the results are presented in table-II.

Table-2: Summary of ANOVA for Scholastic Achievement scores of professional college students.

Source of Variance	Sum Squares	df	MSS	F-Values
Parenting Style (A)	211.600	1	211.600	8.08**
Peer Pressure (B)	142.400	1	142.400	5.44*
Emotional Maturity (C)	122.900	1	122.900	4.31*
AXB	132.400	1	132.400	5.06*
AXC	205.900	1	205.900	7.87**
BXC	231.600	1	231.600	8.85**
AXBXC	190.000	1	190.000	7.26**
Within	5495.800	152	26.157	
Total	6732.600	159		

**-.Significant at 0.01 level

*-. Significant at 0.05 level

RESULTS AND DISCUSSION

Hypothesis-1: There would be significant impact of Parenting Style on Scholastic Achievement of professional college students.

It is evident from the table-2 that obtained F value of 8.08 is significant at 0.01 level implying that Parenting Style has significant impact on the Scholastic Achievement of professional college students. As 'F' value is significant, hypothesis which predicted that Parenting Style would significantly influence the Scholastic Achievement of college students is accepted as warranted by the results. Professional college students with good Parenting Style (M=48.37) are better in their Scholastic Achievement than the students with poor Parenting Style (M=46.71).

The results of the present study corroborate with the findings of Abar, Carter, and Winsler (2009) which reported that the authoritative parenting style was positively and significantly related to high levels of Grade-Point-Average (GPA).

The results of the present study corroborate with the findings of Shobita Devi (2014) that authoritative style of parenting is considered the most advantageous form of parenting. Corporal punishment is linked with undesirable responses.

Hypothesis-2: There would be significant impact of Peer Pressure on Scholastic Achievement of professional college students.

From the table–2 obtained ‘F’ value of 5.44 is significant at 0.01 level implying that peer pressure has significant impact on the Scholastic Achievement of professional college students. As the ‘F’ value is significant, hypothesis which predicted that peer pressure would significantly influence the Scholastic Achievement of professional college students is accepted as warranted by the results. Professional college students with low Peer Pressure (M=47.85) are better in their Scholastic Achievement than the students with high Peer Pressure (M=45.90).

The results of the present study corroborate with the findings of Bart Golsteyn, Arjan Non and Ulfzoltz (2017) that students perform better in the presence of more persistent peers. Highly -persistent students are not affected by the persistence of their peers.

The result of the present study corroborate with the findings of Jack Gladys Uzezi and Gamnjoh Dennis Deya (2017) that there was no significant difference in the academic achievement of students that are involved in peer group; and there is a positive and significant relationship between peer group influence and academic achievement of students.

Hypothesis–3: There would be significant impact of Emotional Maturity on Scholastic Achievement of professional college students.

Table–2 shows that obtained ‘F’ value of 4.31 is significant at 0.01 level implying that emotional maturity has significant impact on the Scholastic Achievement of professional college students. As the ‘F’ value is significant, hypothesis which predicted that Emotional Maturity would significantly influence the Scholastic Achievement of professional college students is accepted as warranted by the results. Students with high Emotional Maturity (M=48.77) are better in their Scholastic Achievement than the students with low Emotional Maturity (M=46.31).

The findings of the study corroborate with the findings of Janak Singh (2017) that there is positive relationship between academic achievement of adolescents and their emotional maturity.

The result of the present study is contradictory to the findings of Dona RaiYugal Kisore Khanal (2017) that revealed no significant correlation between emotional maturity and academic achievement.

CONCLUSIONS

- 1) Professional college students with good Parenting Style are better in their Scholastic Achievement than the students with poor Parenting Style.
- 2) Professional college students with low Peer Pressure are better in their Scholastic Achievement than the students with high Peer Pressure.
- 3) Professional college students with high emotional maturity are better in their Scholastic Achievement than the students with low emotional maturity.

REFERENCES

- [1] Abar, B., Carter, K. L., & Winsler, A. (2009). The effects of maternal parenting style and religious commitment on self-regulation, academic achievement, and risk behavior among African-American Parochial college students. *Journal of Adolescence*, 32, 259-273.
- [2] Bart H.H. Golsteyn, Arjan Non and Ulfzoltz (2017). University of Zurich, Department of Economics, working paper series, No-269.
- [3] Dona RaiYugal Kisore Khanal (2017). Emotional intelligence and emotional maturity and their relationship with academic achievement of college students in Sikkim. *International Journal of Education and Psychological Research (IJEPR)*, 6(2), 1-5.
- [4] Jack Gladys Uzezi, Gamnjoh Dennis Deya (2017). Relationship between peer group influence and students’ academic achievement in Chemistry at secondary school level. *American Journal of Educational Research*, 2017, Vol. 5, No. 4, 350-356.
- [5] Janak Singh (2017). A study of academic achievement of adolescents in relation to their emotional maturity. *International Journal of Humanities, Arts*, 5(7), 55-62.
- [6] Kim, H., & Chung, R. H. G. (2003). Relationship of recalled parenting style to self perception in Korean American college students. *Journal of Genetic Psychology*, 164(4), 481–492.
- [7] Mikolos Biro, Snezana Smederevac and Snezana Tovilovi (2009). Socio-economic and cultural factors of low scholastic achievement of Roma Children. *PSIHOLOGIJA*, 273-288.

- [8] Mutodi, P., & Ngiranda, H. (2014). The impact of parental involvement on student performance: A case study of a South African secondary school. *Mediterranean Journal of Social Science*, 5(8), 279.
- [9] Sobita Devi. K (2014). Parental disciplining and children behaviours: A review. *IOSR Journal Of Humanities And Social Science*, Volume 19, Issue 2, 20-25.