



STUDY OF PARENTAL BEHAVIOUR AND ACADEMIC ACHIEVEMENT OF THE CHILDREN

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Abstract: The first aim of the present research paper was to examine only three from the effects of six types of parental behavior (Restrictive, Permissive, Protecting, Neglecting, Loving and Rejecting) on academic achievement of the school students. Rest of the three dimensions will present in next paper. It was hypothesized that, 'More of high achievers than low achievers students will have permissive, protecting and loving parent's and more of low achievers than high achievers will have restrictive, neglectful and rejecting parents'.

Keywords: Mental Health, Curiosity, Intelligence, Parental Behaviour.

1. Introduction

The study is found in *Perspectives in Psychological Science*, a journal of the Association for Psychological Science. A curious person who likes to read books, travel the world, and go to museums may also enjoy and engage in learning new tasks on the job. "It's easy to hire someone who has the done the job before and hence, knows how to work the role," von Stumm said. "But it's far more interesting to identify those people who have the greatest potential for development, i.e. the curious ones."

Sarsani et al. (2010) studied achievement in Mathematics of secondary school students with the objective to find out the differences in Mathematics scholastic achievement test in relation to gender, caste, type of school, nativity and medium of instruction at secondary school level by taking a sample of 480 students and found that girls performed better than boys in Mathematics scholastic achievement test; caste did not influenced the performance in Mathematics scholastic achievement test; type of school, medium of school and locality influenced the performance in Mathematics scholastic achievement test.

Singh (1984) studied the effect of level of aspiration on achievement and found that rural students received lower marks than urban students and there was a positive correlation between level of aspiration and achievement. Yadav (1984) found that intelligent quotient was a reliable predictor of academic achievement and it was highly associated with the abilities related to cognitive development. Samal (1990) studied the relationship between planning and academic achievement of boys and girls and found that there was no significant difference between boys and girls with regard to academic achievement. Giraudo (1990) studied the relationship between family environment and school performance among 5th, 6th and 7th grade students and indicated that there existed positive relationship between family environment and academic achievement. Sharma (1990) found that subjects having high need for achievement were significantly scored higher in academic achievement in comparison to subjects having low need for achievement. Lalithamma (1995) studied the performance of students in relation to gender and found that there was significant difference in the performance of boys and girls in mathematics, the difference being in favour of boys. Addington (1997) found that parental involvement in student's academic lives influenced students' mathematics achievement.

2. Parental Behaviour and Academic Achievement

The first aim of the present research was to examine the effects of six types of parental behavior (Restrictive, Permissive, Protecting, Neglecting, Loving and Rejecting) on academic achievement of the school students. It was hypothesized that, 'More of high achievers than low achievers students will have permissive, protecting and loving parent's and more of low achievers than high achievers will have restrictive, neglectful and rejecting parents'.

Two group of students, i.e. high achiever, (who obtained 60% and above marks in their last exam) and low achiever, (who obtained less than 45% marks in their last exam) in equal number (150 each) included in this study. Parental behavior was measured by parental behavior inventory developed by Ojha. The inventory consists of 3 dimensions viz restrictive - permissive, protecting, - neglecting, loving - rejecting. Each dimension has 16 items half of which are positive and another half is negative. High scores on the above mentioned dimensions would mean permissive, protecting and loving attitudes respectively while low scores would mean restrictive, neglecting and rejecting attitudes respectively. The overall high scores on parental behavior inventory would mean positive attitude of parents and overall low scores would mean negative attitude of

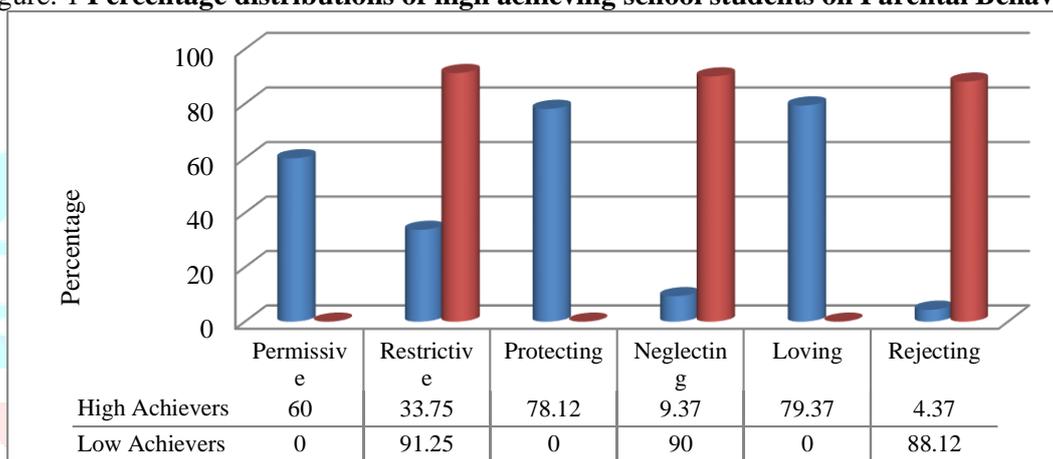
parents. Parental behavior inventory was administered to them. On each dimensions (for mother behaviour and also father behaviour) total scores were obtained.

To verify the above mentioned hypothesis percentage of high achiever and low achievers students having different types of parental behavior was calculated. Table 1 presents the percentage of high and low achieving students having different types of parents. The summary of the percentage of high and low achiever groups having different parental behavior are shown in table 1

Table: 1 **Parental behavior and Academic Achievement: Percentage distribution of high and low achieving school students on Parental Behaviour**

	High Achiever (N=150)		Low Achiever (N=150)		X ²	Total X ²
	N	%	N	%		
Permissive	96	60	0	0	138**	616**
Restrictive	54	33.75	146	91.25		
Protecting	125	78.12	0	0	230**	
Neglecting	15	9.37	144	90		
Loving	127	79.37	0	0	248**	
Rejecting	7	4.37	141	88.12		

Figure: 1 **Percentage distributions of high achieving school students on Parental Behaviour**



Above tables show that majority of high achiever students (60%) reported their parents as high permissive, high protecting (78.12%) and high loving (79.37%). Whereas lower percentage of high achiever observed their parents as restrictive (33.75%), neglecting (9.37%) and rejecting (4.37%).

Inversely higher percentage of low achiever reported their parents (91.25%) were restrictive, neglecting (90%) and rejecting (88.12%) and lower percentage were reported permissive (0%), protecting (0%) and loving (0%).

The mean scores of each of the two groups (High and Low achiever) on parental behavior inventory were calculated separately for differences were tested by t test. Mean, SDs and t ratios are shown in table 2

Table: 2 **Comparison between high and low achiever students on mean scores of permissive, protecting and loving dimensions of Parental Behaviour**

Parental Behaviour	Group	N	Mean	SD	t
Permissive	High Achiever	150	53.6	11.88	43.55**
	Low Achiever	150	8.61	4.35	
Protecting	High Achiever	150	67.72	12.59	43.29**
	Low Achiever	150	17.27	6.72	
Loving	High Achiever	150	60.91	14.39	29.23**
	Low Achiever	150	19.84	9.43	

**Significant at 0.01

Figure: 2 Comparison between high and low achiever students on permissive dimension of Parental Behaviour.

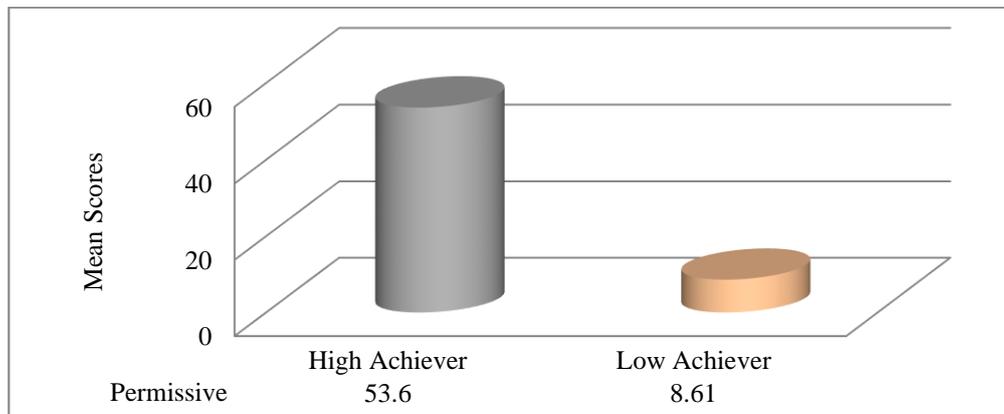


Figure: 3 Comparison between high and low achiever students on protecting dimension of Parental Behaviour.

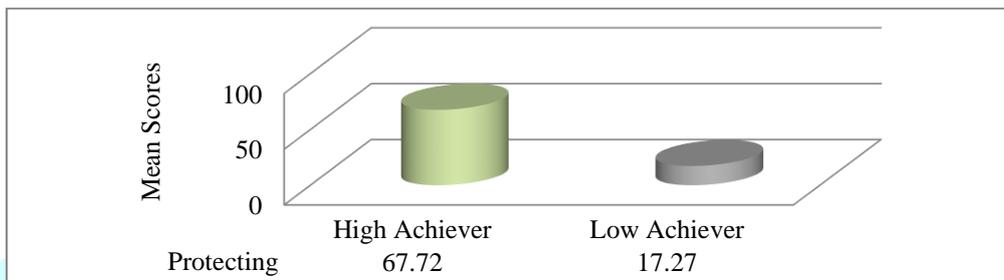
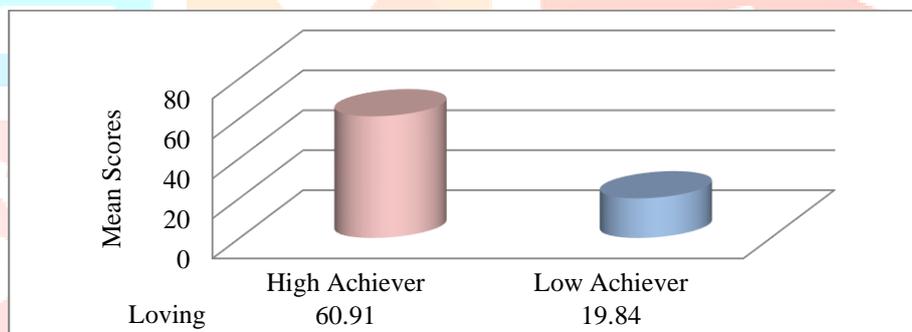


Figure: 4 Comparison between high and low achiever students on loving dimension of Parental Behaviour.



As revealed in table 1 high achiever reported high permissive ($M=53.6$), high protecting ($M=67.72$) and high loving ($M=60.91$) scores as compared to low achiever group ($M=8.61$, 17.27 and 19.84 respectively).

In other words we can say that students who reported high permissive, high protecting and loving parents scored significantly higher on academic achievement than students who reported low permissive, low protecting and less loving parents. Several studies supported the findings (Padhi and Desh, 1994; Wagnor and Phillip, 1992; Ray Lahshmi and Arora, 2006).

3. Conclusions

Positive parental behavior (permissive, protecting and loving) is an important predictive factor of academic success. The parental restrictiveness, negligence and rejection contribute significantly to children academic achievement.

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