



Emotional Maturity And Academic Success Of Adolescent Students In Relation To Parenting

KEYWORDS

Parental Involvement, Adolescence, Emotional Maturity, Academic Success

S.SASIKALA

Doctoral Research Scholar, PG and Research
Department of Social work, Bishop Heber College,
Tiruchirappalli – 620 017

Dr.A.RELTON

Associate Professor and Head, PG and Research
Department of Social work, Bishop Heber College,
Tiruchirappalli – 620 017

ABSTRACT

Adolescence is one of the important periods of life. It is characterized by innumerable and unique problems.

Hence proper guidance at this crucial phase of life is all the more important for enhancing their positive self concept, conflict resolution and management of emotions. Family plays an important role in the personality development of adolescents and Parenting practices influence the adolescence success and development. The purpose of this study is to expand upon the existing research on the relation between parenting practices and adolescence maturity. Specific consideration will be given to the parental involvement and emotional maturity. Parental involvement describes the extent to which a parent is dedicated to, takes an interest in, is knowledgeable about, and is actively participating in the child's life (Ginsburg & Bronstein, 1993; Grolnick & Slowiaczek, 1994). The universe of the study consists of eleventh grade students from a rural school, aged between 15-17yrs. Through stratified random sampling method, 80 students were selected (40 in each gender). Findings of the study will be discussed in the presentation.

INTRODUCTION

Parenting is an art and highly valued social roles in all cultures. Their role starts from conception and in our culture their role is long lasting. They play a great role in the socialization, emotional development, academic achievement and cognitive development of the children. It is characterized by warmth, sensitivity, support, responsiveness, conflict, hostility degree of monitoring and controlling the child's behavior and contingency.

Parental practices vary across the various life cycles. Most parents think that their influences diminish when the child becomes an adolescent and their involvement towards their wards is started decreasing. While it is true that parental influence does diminish, parents who continue to stay engaged in the lives of their children are still seen as an important resource and influence in the life of the child (**Julie Baumgardner**)

During adolescent period self dependency is increasing and parental dependency is decreasing which is called as self identity by Erickson. At this transition stage they undergo various physical, psychological and changes. Hence proper guidance at this crucial phase of life is all the more important for enhancing their positive self concept, conflict resolution and management of emotions. Family plays an important role in the personality development of adolescents and Parenting practices influence the adolescence success and development.

"Parenting practices are defined as specific behaviors that parents use to socialize their children (Darling and Steinberg, 1993). Parenting practices such as parental support, monitoring and harsh punishment lead children into having higher school grades, less behavior problems and better mental health. These components have no age limit and can begin early in pre-school leading all the way into college (Amato & Fowler).

In this study the researcher is giving specific consideration to parental involvement and its relationship with the emotional maturity and academic success of adolescent students.

Parental involvement means different things to different people. According to the Parent Teacher Association, parent involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives. Parental involvement describes the extent to which a parent is dedicated to, takes an interest in, is knowledgeable about, and is actively participating in the child's life (Ginsburg & Bronstein, 1993; Grolnick & Slowiaczek, 1994). Parental involvement in the lives of their adolescent children can help young people to learn how to cope with stressors and maintain physical and mental health.

According to research compiled by Dr. John H. Wherry, President of The Parent Institute, concerning parent involvement, studies find that students with involved parents are more likely to:

- earn higher grades and test scores,
- pass their classes, earn credits and be promoted, attend school regularly,
- have better social skills,
- show good behavior and adapt well to school, graduate and go on to further education

Maturation is the process of development. Maturity as defined by Finley (1996) is "the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner. According to Walter D. Smitson 1974, emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally. avighurst (1950) has emphasized the importance of

attainment of social and emotional maturity by adolescence through his proposed major developmental tasks for adolescence viz., achieving new and more mature relationships with age mates of both sexes, achieving a masculine or feminine social role, achieving emotional independence from parents and adults, preparing for an economic career, and desiring and achieving socially responsible behavior". These can be attained through parental involvement not only in academic area but also in the psychological and cognitive development of their teens.

REVIEW OF EARLIER STUDIES

Hasumi, et al (2012) examined the association between parental involvement and mental well-being among the 6721 school-going adolescents aged 13 to 15 years who participated in India's nationally- representative Global School-based Student Health Survey (GSHS) in 2007.

Parental involvement (homework checking, parental understanding of their children's problems, and parental knowledge of their children's free-time activities) was reported by students to decrease with age, while poor mental health (loneliness, insomnia due to anxiety, and sadness and hopelessness) increased with age. Age adjusted Logistic regression models showed that high levels of reported parental involvement were significantly associated with a decreased likelihood of poor mental health.

Sharon E. Paulson (2014) explored the influence of both parenting style (demandingness and responsiveness) and parental involvement on the achievement outcome of early adolescents and explored the relations both adolescents' and their parents' perceptions of parenting, and compared the influence that the different perceptions on adolescents' achievement. Subjects were 247 ninth-grade boys and girls and their parents from urban, suburban, and rural communities in the southeast and the midwest. Questionnaire measures of adolescents' and parents' perceptions of maternal and paternal demandingness, responsiveness, and parental involvement were designed for this program of research. Adolescents' reports of parenting were found to correlate only moderately with parents' reports. Adolescents' (both boys' and girls'), but not parents', reports of parenting significantly predicted their achievement outcome, with parental involvement significantly predicting achievement above and beyond dimensions of parenting style.

Sunil Kumar (2014) investigated emotional maturity of adolescent students in relation to family relationship. For this purpose, sample of 60 adolescent students (30 boys and 30 girls) of higher secondary level were taken from Karnal city. For this purpose two questioners were used 1st inventory standardized by Dr. G.P. Sherry and Dr. J.C. Sinha and 2nd was emotional maturity scale which is given by Dr. Yashvir Sinha and Mahesh Bhargava. The testing of hypotheses was done by using 'r' test to find out the relationship and 't' test was used to comparing the score of two groups (boys and girls). The result reveals that there is a significant difference in emotional maturity of boys and girls adolescent. The result also reveals that there is significant relation between emotional maturity and family relationship of adolescent students. This shows that family relationship determinates emotional maturity of adolescent students.

MATERIALS AND METHODS

Aim

To study the Emotional Maturity and Academic Success of Adolescent students in relation to Parenting

Objectives

- To study the socio demographic variables of the respondents
- To study the level of emotional maturity and its relationship with parental involvement
- To assess the academic success and its relationship with parental involvement
- To find out the relationship between selected demographic variables with emotional maturity and academic success.

Hypotheses

- There is a significant association between age of the respondents and parental involvement
- There is a significant difference between sex of the respondents and emotional maturity
- There is a significant association between parental involvement and emotional maturity of the respondents
- There is a significant association between parental involvement and academic success of the respondents.

Design of the Study:

The study was conducted on adolescent students of Trichy district in Tamilnadu State. The researcher tries to explain the relationship of parental involvement with emotional maturity and academic success of adolescent students. Hence it is descriptive in nature.

Universe and sampling

The universe of the present study consists of 11th grade students from a rural government higher secondary school of Trichy division, Trichy District. The sample comprised of 80 students (40 in each gender). Stratified disproportionate random Sampling was used to select the sample from the population.

Inclusion Criteria

- Students living with parents at least for a period of one year

Exclusion criteria

- Single parent children
- Students living with guardian and Hostellers

Tools for Data Collection

1. Self prepared Questionnaire, to collect personal and socio economic details of the respondent
2. Parental Bonding Instrument (PBI), (1979) Gordon Parker, Hilary Tupling and L.B. Brown
3. Emotional Maturity Scale Developed by Dr. Yashvir Sinha and Mahesh Bhargava .

Statistical Techniques

In order to analyses the data following statistical techniques were employed:

Mean, Standard Deviation. . Student't' test, chi-square, Correlation

Result and Discussion

S.No	Variable	No of Respondents (n=80)	Percentage (%)
1	Age	15	15.0
		16	78.8
		17	6.3
2	Sex		
		Male	40
		Female	40
3	Religion		
		Hindu	74
		Christian	1
4	Caste		
		OC	2
		BC	23
		MBC	49
5	Type of Family		
		Nuclear	67
		Joint	13
6	Birth Order		
		first born	26
		second	26
		third	19
7	Father Education		
		illiterate	11
		primary	17
		high school	44
		higher secondary	8
8	Father occupation		
		daily wages	32
		farmers	36
		business	3
9	Income		
		0 - 5000	36
		5001 - 10,000	37
		10,001 - 15,000	6
		15,001 - 25,000	1
10	Mother's education		
		illiterate	13
		primary	26
		high school	36
		higher secondary	3
11	Mother Occupation		
		House wife	15
		Daily Wages	60
		Business	3
		other	2
12	Mother Income		
		5000 & below	58
		5001 - 10,000	7
		nil	15

Table 1 Distribution of Respondents by their Socio Demographic Details

The above table shows that majority of the respondents (79%) belongs to the age group of 16 yrs. There is equal percent of boys and girls. Vast majority of the respondents (93%) are hindus. Majority of the respondents (61%) are MBC caste students. Vast majority of them (88%) are from nuclear family . More than half (55%) of the respondents father completed high school, nearly half of them(45%) are farmers, and earning up to 10,000 per month. Nearly half of the respondents(45%) mother studied up to high school and majority of them are daily wages and earns 5000 and below per month.

S.No	Variable	No of Respondents	Percentage (%)
13	Parental Liking		
		Father	8
		Mother	10
		Both	61
	None of them	1	1.3
14	Sharing Personal Problems		
		Father	8
		Mother	41
		Both	23

Table 2 Distribution of Respondents by their parenting variables

It is inferred from the above table that majority of the respondents (76%) like both their father and mother. More than half of the respondents (51%) share their personal problems with their mom. Even they like their father they prefer to share their problems with their mother.

S.No	Variable	Father		Mother	
		Frequency	Percentage	Frequency	Percentage
15	Quality of time spending				
		Yes	53	66.3	69
	No	27	33.8	11	13.8
16	Discussing areas				
		Study & school	58	72.5	43
		Family & friends	12	15.0	21
		Everything	4	5.0	12
17	Expectation from parents				
		Care and understanding	53	66.3	57
		Need fulfillment	27	34	23

Table 3 Distribution of Respondents by their parenting Variables

The above table shows that majority of the respondents' father (66%) and, vast majority of the respondents mother (86%) spend quality time with them.

Majority of the respondents (73%) discuss about their studies and school activity with their father where as more than half of them (54%) discuss their school activity with their mother. It shows that the respondents like to share other than school and studies with their mother when compare to father.

Majority of the respondents expect more care and understanding from their parents during the adolescent period.

S.No	Variable	No of Respondents	Percentage (%)
18	Academic performance Average	14	17.5
	Good	26	32.5
	Very good	40	50.0
19	Parental Involvement Low	41	51.3
	High	39	48.8
20	Emotional Maturity Low	51	63.8
	High	29	36.3

Table 4 Distribution of Respondents by their Academic performance, Emotional Maturity and Perceived Parental Involvement

The above table shows that exactly half of the respondents (50%) are very good in their academic performance. More than half of them (51%) perceive low level of parental involvement and majority of them (64%) are having low level of emotional maturity.

Variable	Correlated value	Statistical inference
Age and parental Involvement	0.244	P <0.05 Sig

Table 5 Karl Pearson's Co-efficient of Correlation between Respondents' Age and Parental Involvement

From the above table, it is clear that there is a significant association between age and parental involvement.

Findings Related to Hypothesis

- ✧ There is a significant association between age of the respondents and parental involvement
- ✧ There is no significant difference between sex of the respondents and emotional maturity
- ✧ There is no significant association between parental involvement and emotional maturity of the respondents
- ✧ There is no significant association between parental involvement and academic success of the respondents.

Conclusion

The present study is concerned with the parental involvement in adolescents' emotional maturity and academic success. Therefore the implications of the findings reflected on parents, teachers, mental health professionals, researchers and NGOs working with this target group.

Institutions can appoint social workers to conduct training programme for parents of teens in parent management, family life education, risky parental practices and parenting skills, they can also conduct programmes for adolescent for better understanding of their developmental process.

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