EFFECT OF PARENT ACADEMIC INVOLVEMENT ON THE ADOLESCENT RISK-TAKING BEHAVIOUR & DECISION MAKING ABILITY

INTRODUCTION

Parents are the first socializing agents. The child identifies with them and tries to imitate their behaviour patterns. Therefore, it can be well imagined that what influences the parents’ personality can have on the child development. Mooris and Nicholas (1960) have noted similarities between personality disturbed characteristics of parents and children in an attempt to demonstrate the personality characteristics are unknowingly learnt by their role in relation to the child influences his attitudes as a parent. Symonds (1949) have stated that “the essence of parent-child relations, it must be emphasized, lies more in how a parent feels than in what a parent does”. The authoritative attitude of parents would produce a child who would be submissive, lacking in security and independence and less popular with his companions. The overprotective attitude of parents foster over dependency, nervous tendencies and poor performance in school work. The parental behaviour also stern effectively in influencing child’s personality development. However, how the child perceives the parental behaviour is more important than the behaviour it self. Symonds has emphatically claimed if an individual perceives his parents as stable, courageous and loving, chances are that he would
be a good student, a good leader and a good citizen. The children who receive warmth and acceptance from their parents have been round to be good achievers, well adjusted and having optimal level of educational aspiration. The rejected children on the other hand show, generally, poor performance in schools. Nuttall and Nuttal (1978) have demonstrated in their study that parents of boys showing acceptance, using less hostile psychological control and firm discipline be helpful in raising the level of educational aspiration of their children.

It may obviously be concluded from the foregoing discussion that development of various characteristics of child personality is very much influenced by the parental bahaviour. Before starting schooling the child surroundings, generally, are woven by parents. During this phase of child's life parents participate in almost all the spheres of child's life space. As the child growth, other various social systems and groups creep into his environment such as school, peer group etc, simultaneously, the parental sphere of operation starts diminishing. A growing child spends almost half of the day in school. Remaining half of the day is, generally, consumed in completing home assignments and other related works. This life style of the child delimits the periphery of parents participation in child’s life space only upto his academic activities. Therefore, this becomes important for a parent of a growing child to concentrate upon the academic activities of his child. Researches conducted on parents’ involvement or participation in child’s educational or academic activities have shown a significant linkage between parent’s role in children’s academic activities and the development of some characteristics of children’s personality.
Modern life is full of complexities. In this fast changing world the child can lead the successful life only if he is able to take right decision within the time. In everyday usage risk-taking is a part of a broader aspect of decision making. To take a risk for the solution of a problem, one may find the uncertainty of achieving desired goals and the penalties or the negative consequences that might result from the failure in attaining a particular goal. These two aspects of decision situation, the lack of certainty and the prospects of loss or failure, lend a risky character to decision-making process. The persons, who handle different risk situations successfully, are the high achievers in their life.

On the basis of the forgoing discussion, it may be summed up that parents’ involvement in the academic activities of their children constitute a critical domain of a growing child’s life space and risk-taking & decision making abilities are important features of one’s personality. Therefore, the researcher is proposing a study to find out the relationship between styles of parents academic involvement and their children’s risk-taking behaviour & decision making ability.

THE PROBLEM

In the present investigation the investigator sought to identify and clarify the relationship that might be exist between parents’ involvement in the academic activities of their adolescent and development of children’s personality in Indian situations. To be specific it was titled as “EFFECT OF PARENT ACADEMIC INVOLVEMENT ON THE ADOLESCENT RISK–TAKING BEHAVIOUR & DECISION MAKING ABILITY” The basic purpose of this investigation was to answer the question, “Which type of parents’
participation in the academic activities of their children will lead to high risk taking behavior, better decision making ability”. The variables taken in this study have been parents’ participation in children’s academic activities as independent variable and risk-taking behavior and decision making ability as two dependent variables.

NEED AND SIGNIFICANCE OF THE STUDY

In spite of all best efforts mode in schools to raise the abilities, capabilities and other personality characteristics of children, it is not possible to attain the optimum level of educational goal, that is, all round development of one’s personality in a social context. One of the major factors influencing the educational product, i.e. all round development of personality, is the parental behaviour. In fact, parental influence on child’s personality remains throughout the life, the most pervasive of all influence. A teacher can influence a child roughly a year. A parent has considerable influence on a child for nearly twenty years. The type of environment parents provide plays an important role in determining cognitive, conative and psychomotor development on their children.

Generally, parents do not understand the importance of their own behaviour, especially educational behaviour, in shaping their children’s personality. They either use extreme autonomy or no autonomy at all. They either overprotect them or neglect them. Most of the parents have inconsistency in their behaviour on account of which children are unable to understand what their parents want. Sometimes parents show very affectionate behaviour and other items become hostile. Some parents provide intellectual stimulation and some other
restrict their children’s activities. Parents with high demands have been found raining frustrations and inferiority feelings in their children. On the other hand, parents with warmth and acceptance have been reported leading to positive personality development of their children.

Children, the citizen of tomorrow, are the future builders of Nation. Therefore, this essential to provide for them appropriate, soothing environment so that their abilities, capabilities and other personality traits can be developed effectively, according to the interest and needs of the self and society. No doubt, heredity factors cannot be but environmental factors can be manipulated and modified. That is why, this necessitates the need for such investigations which may provide guidelines to schools, guidance workers as well as to parents as to what type of parental behaviour is likely to foster what type of personality development. Understanding the parental behaviour that underlies personality development makes it possible to provide some styles of parental behaviour which as better suited to the needs and potentialities of children. This understanding, thereby, may help promote better intellectual, psychological, social and physical health of children over the life span and on the basis of which effective guidelines and programmes to teach parents can be developed in order to prevent under-achievement and anti-social behaviour of their children.

A number of researchers have been conducted on parental behaviour associating its various dimensions with different features of child personality, namely, academic achievement, cognitive development, creativity, adjustment, level of educational aspiration, delinquency etc. Most of these studies have undertaken parental
behaviour as a whole which is related to the total child’s life space, meaning thereby, parental behaviour being studied in these researches covers all the aspects of child’s environment. A very few rather negligible investigations have concentrated upon the educational or academic behavior of parents, out of which none of the study has undertake child’s various personality features. Specifically, no study to the best knowledge of the investigator, has attempted to predict risk-taking behavior and decision-making ability on the basis of their parents involvement in their academic activities. So the researcher has decided to study the styles of parent’s involvement in relation to their children’s risk-taking behaviour and decision making ability.

OBJECTIVES
The objectives of the study are as follows:

1. To study the 26 specific dimensions of parent’s academic involvement.
2. To study the risk-taking behaviour of the adolescents.
3. To study the decisions-making ability of the adolescents.
4. To find out the relationship that exists between 26 specific dimensions of parents’ academic involvement and risk-taking behaviour of the adolescents.
5. To find out the relationship that exists between 26 specific dimensions of parents’ academic involvement and decisions-making ability of the adolescents.
HYPOTHESES

The hypotheses of the study are as follows:

1. That there is no significant relationship between 26 specific dimensions of parents’ academic involvement and the risk-taking behaviour of the adolescents.

2. That there is no significant relationship between 26 specific dimensions of parents’ academic involvement and the decisions-making ability of the adolescents.

KEY TERMS

Following key terms are used in this study:

1. Parents’ Academic Involvement: This means that how parents are involved in the academic activities of their adolescents.

2. Risk-taking Behaviour: This means that to what extent the adolescents can take risk in various spheres of their life.

3. Decision Making Ability: That is how much ability adolescents have to make decisions for them in various spheres of their life.

THE METHOD OF STUDY

Considering the nature and objectives of present study, Ex-Post Facto research shall be used in the present study. The adolescents of 15-16 age group shall be administered the psychological instruments for measuring their parents’ academic involvement, their risk-taking behaviour and their decision making ability.
SAMPLE

For the present study, the population has been defined as the adolescents of 15-16 yrs. age group of the Public Schools of Ghaziabad. Randomized cluster sampling technique will be used for collection of data. Approximately 500 adolescents shall be selected for making the sample of the study.

VARIABLES INVOLVED

The present study has considered two variables out of which Parents’ Academic Involvement has been treated as independent variable, constituted by 26 different dimensions that is- Extreme autonomy, Lax discipline, Moderate autonomy, Encouraging Sociability, Positive evaluation, Sharing behaviour, Expression of affection, Encouraging independence, Emotional support, Equalitarianism, Intellectual stimulation, Child centeredness, Possessiveness, Intrusive behaviour, Suppression of aggression, Strictness, Punishment, Control through guilt, Parental direction, Nagging behaviour, nagging behaviour, Negative evaluation, Irritable behaviour, Rejecting behaviour, Neglecting behaviour, Ignoring behaviour. Adolescent’s Risk-Taking Behaviour & Decisions- Making Ability is taken as dependent variable.
TOOLS

The tools used for the purpose of data collection were:

(a) "MANGALAM CHILDREN’S REPORT OF PARENTS’ PARTICIPATION IN ACADEMIC ACTIVITIES”, constructed by Rekha Agarwal (1990).

(b) “RISK TAKING QUESTIONNAIRE, by Dr. Virendra Sinha and Dr. Prem Nath Arora.

(c) A Self-made test (rating scale) will be used for testing DECISION MAKING ABILITY.

STATISTICAL TECHNIQUES

Appropriate statistical techniques shall be used according to the nature of data.

DELIMITATIONS

The delimitations of the study are as follows:

1. The study will be delimited to the public schools of Ghaziabad.

2. The study will be delimited to the adolescents of 15-16 yrs. only.
REFERENCES:


