CHAPTER I

INTRODUCTION

• Need and significance of the Study
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1.1 Introduction

Parenting is a complex activity. It includes much specific behavior that works individually and together to influence childhood behavioral outcomes. Parents play an important role in the health, development, safety and well being of children. This is particularly so in early years of a child’s life. However, parenting does not occur in a vacuum and it is affected by a number of complex and often interrelated factors.

The Family acts as a main factor in influencing the attitude and behavior of the child. Family provides all initial indications to child as to whether he is loved or not, accepted or not, success or failure, because until school days the family is virtually his only place of learning. Child receives the first lessons of life from his family members. In this way the human relationships teach the child what to expect later in his dealing with others.

The two distinctive roles of parents include both fathering and mothering. The proper blending of masculine supervision and feminine tenderness seems to be of utmost importance in the upbringing of a child for the normal growth, but inadequate patterns of parenting may lead to despair of self devaluation of the personality of the individual. Children performance usually depending on various parenting styles by which they are being treated. It was found that good relation with parents tend to show a very good self-concept (Dornbusch, 1987; Lamborn, 1991;). Faulty parent –child relationship and deprivation of parents ends in child maladjustment and demotes the process of adjustment. Loving and accepting parents proved healthy medium for the child to grow his/her energies into proper channels and exercise his/her potentials to the maximum.

Adolescence is a critical period, in which young people are particularly vulnerable to problem of high risk behavior, which may cause
serious damage to their physical as well as psychological health. Mckinney (2011) has identified, ill mannerism, lying, disinterest in studies, disobedience, high inattentiveness and argumentation, etc. as problem behavior characteristics among adolescents. Hyde (2004) in his study found that risk behavior like substance use, drug and alcohol taking are common and frequent in middle class adolescents. Also rapid changes in socio – cultural and moral values, fast life style and globalization have been found to be attributing to changed behavior pattern of high and middle economic class young people in and outside of educational institutions. As adolescent children seek to establish their own identities, parental influences tend to decline while the influence of peer groups tend to increase. Parents tends to retain more influence than peers over important matters, such as style of dress and recreational plans (Paulson, 2000). Thus conflicts between adolescent children and their parents tend to involve everyday matters more than substantives issues such as sex and drugs . Conflict is particularly likely to surface between adolescents (of both sexes) and their mothers. Adolescents, tend to exhibit better adjustment in families in which they are encouraged to participate in decision making, but parents ultimately maintain control (Patrick,2008).

The self concept of a child depends on his parents because he comes in their contacts for almost all his needs. Therefore the child’s self-concept will develop on parent’s capacity to understand children. The most important mental need of a child is affection from the parents and others. The way that the children are brought up determine their personality thus parenting style play an important role in children’s self-concept.
Research interest in parenting style and its influence in children’s self-concept and school achievement has been active in the past few decades. Research has generally shown that parenting style has a strong impact upon adolescents development (Baumrind, 1972; Kaisa, 2000; Heaven, 2004; Lola, 2008; Turner, 2009; ). In recent years, due to demographic changes in the family as more mothers have to come to participate in the workplace. Research on maternal employment shows there is a correlation between children self-concept, school achievement and parenting style (Gutafson,1995; Martinez,2003; Habibah,2009; Sonya,2011) . Education commences with the mother’s look, father’s gentle touch and siblings soothing words. Mother’s lap is the first school of the child. Hedvig (2000) in his penetrative essays, has shown that the importance of a mother’s milk for the child that cannot be obtained in any other manner. Psychologists have proved that the absence of family affection has a serious impact upon the child’s development. (Steinberg,2001; Valerie,2011) In the making of great men the mother’s have always had a major part to play. Mothers are the primary care givers in their children’s early years. Due to the changing needs in the society, it has become a priority for women to work to share the financial responsibilities.

The parent who is most concerned is the mother, partly because it is the mothers who have most intimate and most frequent contact with the infant in virtually all cultures. Behaviour that is affectionate nurturing, warm and supportive usually on the part of the mother toward child is often referred to as” mothering:” Tang(2009) stressed the importance of mothers personality and adjustment in relation to the personality development of the child. Spancher(2006) reported that the early warmth and affection of the mothers is
associated with warm, happy and co-operative behavior from children throughout the years prior to adolescence. Further more if suddenly deprived of mothers love children may feel unwanted and unloved.

The importance of family processes in child development has long been suggested by psychologists (Bronfenbrenner, 1979; Belsky, Steinberg 1999). These psychologists indicate that parenting style which includes parent-child interaction, parent-child joint activities, parent involvement in children’s education are significant in socialization and children’s functioning. The impact of parenting style on children’s school achievement can be discussed by analyzing the effects of each type of parenting style. Parenting style represents a constellation of parental attitudes, practices and nonverbal expressions that characterize the nature of parent-child-interaction across diverse situations (Darling & Steinberg, 1993). Most research on parenting style derives from Baumrinds (1966, 1967, 1971). Baumrinds conceptualization of parenting style is based on a typological approach to the study of family in relation to parenting style. The typological approach focuses on the configuration of different parenting practices and assumes that the impact of any one practice depends in part, on the arrangement of all others; some important variations in the configuration of parenting element (warmth, involvement, maturity demands, and supervision) produce variations in how the child responds to parental influence. From this perspective, parenting style is viewed as a characteristic of parents that alters the effectiveness of family socialization practices and the child’s receptiveness to such practices. Darling & Steinberg, (1993) Baumrind (1972) identifies three qualitatively different patterns of parenting styles: authoritarian, permissive, authoritative. Subsequently, Maccoby & Martin
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(1983) transformed this typology by categorizing families according to their level of demandingness (control, supervision, maturity demands) and responsiveness (warmth, acceptance, involvement)

Parenting style provides a robust indicator of parenting functioning that predicts child well-being across a wide spectrum of environments and across diverse communities of children. Both parental responsiveness and parental demandingness are important components of good parenting. Authoritative parenting, which balances clear, high parental demands with emotional responsiveness and recognition of child autonomy, is one of the most consistent family predictors of competence from early childhood through adolescence. The outcomes of each parenting style on child development are consistent in many different environment throughout of the world (Isbel, Martinez 2009; Amy, Tiller, 2011)

To analyze the association of parenting with adolescents’ outcomes, two orthogonal constructs of parenting have traditionally been considered: Demandingness and Responsiveness (Baumrind, 1989, 1991; Bersábé, Fuentes, & Motrico, 2001; Maccoby & Martin, 1983; Musitu & García, 2004 ). Demandingness refers to the extent to which parents make control, supervision and maturity demands in their parenting. Whereas responsiveness refers to the extent to which parents show their children warmth and acceptance, give them support and reason with them. Based on these two dimensions, four parenting styles have been identified (Baumrind, 1991; Lamborn, Mounts, Steinberg and Dornbusch, 1991; Maccoby and Martin, 1983; Musitu & García, 2004; Steinberg, Lamborn, Darling, Mounts, and Dornbusch, 1994; Villalobos et al., 2004): Authoritative (parents who are high on both demandingness and
responsiveness), *Indulgent* (parents who are low on demandingness and high on responsiveness), *Authoritarian* (parents who are high on demandingness and low on responsiveness), and *Neglectful* (parents who are low on both demandingness and responsiveness).

**Consequences for Children**

Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Research based on parent interviews, child reports, and parent observations consistently finds:

- Children and adolescents whose parents are *authoritative* rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are not authoritative (Baumrind, 1991)

- Children and adolescents whose parents are *Neglecting* perform most poorly in all domains.

In reviewing the literature on Parenting style, the investigator noticed that work status of mother was expected to affect children’s development indirectly through its effect on Parenting styles (Deka, 2003; Hoffman, 2000; Gottfried & Bathurst, 1995). The benefits of Authoritative parenting and the detrimental effects of uninvolved parenting are evident as early as the preschool years and continue throughout adolescence and into early adulthood. Although specific differences can be found in the competence evidenced by each group, the largest differences are found between children whose parents are unengaged and their peers with more involved parents.
Parents characterized by low demandingness and high responsiveness engage in an indulgent style of parenting. These parents do not monitor their children’s behavior or support their interests. Whereas indulgent parents are committed to their children, neglectful parents, often preoccupied with their own problems, are disengaged from parental responsibilities. In all, both neglectful and indulgent styles leave children or adolescent in confusion, lacking guidance, or lack of role model and perhaps lacking of direction in life.

Poor parenting style characterized as rejecting, avoidant, withdrawal, low-tolerance, coercive and punitive predict children’s behavior problems such as anti-social, external disorder, immaturity, anxiety, withdrawal and drug abuse (Feldman, 1991; Aluja, 2005; Garaigordobil, 2005). In addition, research studies indicate that poor parenting practices are also related to lower school achievement: lack of parental control, and excessive levels of parental control may both lead to improper social attitudes and behavior ranging from truancy to drug abuse and lower school achievement.

The few studies that have been conducted gives inconsistent results: sometimes infants and children of employed mothers performed better in cognitive development (Tangey, 1987; Peterson, 2000; Goldsmith, 2004;) than children of unemployed mothers and sometimes they performed lower (Anderson, 1986; Alsheikh, 2010). In this study, investigator try to analyze the Influence of parenting styles and work status of mother on self concept and achievement in Malayalam of secondary students of Kerala.
1.2 NEED AND SIGNIFICANCE OF THE STUDY

Family is the basic unit of the society that fosters the development and care of its new born member. Parents especially mother plays an important role in influencing the attitude and behavior of the child. The existing parenting customs has shaped societies and major world events. It reveals how children adapt to different parenting styles and how these early experiences mould the adult they become. The parent who is most concerned is the mother, partly because it is the mothers who have most intimate and most frequent contact with the infant in virtually all cultures.

In recent years, due to demographic changes in the family as more mothers have to come to participate in the workplace. it has become a priority for women to work to share the financial responsibilities. Whether a mother working or not the environment around her influence her parenting style. There is a general view that maternal employment reduces the time of contact between mother and child . In India, working mothers are still looked upon as not being committed parents. The reason for this belief is that the children of working mothers are deprived of the warmth and emotional support of the mother and this will affect the physical, social and emotional development of the children. Researches done by Belsky(1991); Chang( 2003); Nomaguchi, Kei M.; Milkie, Melissa A. (2006); Goldberg (2008) support this view. There are also research which shows positive correlation between children self-concept, school achievement and parenting style (Barnett, 1999). Work status of mother was expected to positively affect children's development indirectly through its effect on parenting styles ( Hunter,1972; weinraub,1990; Gottfried, 1995; Bayer,1995). Researchers on parent –child area support the belief that there is direct
relationship between parenting styles and work status of mothers and this in turn has a great influence on children’s personality. Research interest in family processes and their relation to children behavior and school achievement has been active in the past few decades. In recent years, due to demographic changes in the family as more mothers have to come to participate in the workplace, research on children’s school achievement has been extended to examine the relation between school achievement and maternal employment. Under some conditions such as longer work hours, non-day shift, low job satisfaction; the effects have been found to be adverse on aspects of children’s development (Bogenschneider, 1994; Borge, 1995; Brooks-Gunn, 2001) and school achievement (Waldfogel, 2002). In addition, researchers who have examined the relationship of work conditions such as work hours, work schedule, job demands, job supervision and job promotion have generally found some significant associations with maternal or parental feelings of role conflict, her parenting style and parental participation on children’s school work (Erlanger, 2009; Duniform, 2006). The multiple effects of work conditions on families have shown positive association with children’s school achievement especially among lower income parents. (Hoffman, 1984; Gottfried, 1990; Huston, 2005; Goldberg, 2008). Work status of mother was expected to affect children’s development indirectly through its effect on parenting styles or other aspects of family processes (Gottfried, 1990; Nomaguchi, 2006). In addition, however, the path between the work status of mother and child outcomes is a long one, there are many steps in between. To understand how work status of mother affects the child, you have to understand the parenting styles because it is the parenting style that self-concept and achievement partially depends. Previous research, as
well as my own previous study, indicate that mother's working status, affect the children's self concept and achievement. The few studies that have been conducted shows inconsistent results: sometimes children of employed mothers performed better in cognitive development than children of unemployed mothers. (Cherry, 1977; Gold, 1978; Bayder, 1991; Baum, 2004). Similarly, research that has been conducted to examine effects of mothers' employment on children's school achievement and self concept yielded inconsistent findings. This inconsistency in results motivates the investigator to go ahead with the study. Moreover, the investigator has tried to make an extensive review of the related literature and noticed that even though there are many reviews related to these studies, no such study was found on the Influence of Parenting Styles and Work Status of Mothers on Self Concept and Achievement in Malayalam of Secondary Students of Kerala.

The relevance of this study is that it would be helpful to parents in that it sensitizes them to take proper measures in raising their children so as to promote their children's self-concept and Academic achievement. In addition, issues discussed in child study and developmental psychology courses are based on the findings obtained from studies whose settings are foreign countries which may not necessarily hold for the Indian case for there are cultural differences. So findings of this study will provide relevant information to child study and developmental Psychology courses offered in the country. The study also provides relevant information to social service rendering organizations related to childcare. The knowledge gained through the research will help to understand the student in a better way and can bring a number of policy issues to the forefront of policy makers for the improvement of educational practices. In the
light of the above, it was felt necessary to research upon the influence of parenting styles and work status of mothers on self concept and achievement in Malayalam of secondary students of Kerala. Finally, the study sensitizes teachers to gear their classroom management practices to promote self concept as well as academic performance of students. Considering the above factors, the investigator was motivated to take up the present study as

**Influence of Parenting Styles and Work Status of Mothers on Self Concept and Achievement in Malayalam of Secondary Students of Kerala.**

### 1.3 STATEMENT OF THE PROBLEM

In this study the researcher tries to find out the influence of parenting styles and work status of mothers on self concept and achievement in Malayalam of secondary students of Kerala.

The study is entitled as **INFLUENCE OF PARENTING STYLES AND WORK STATUS OF MOTHERS ON SELF CONCEPT AND ACHIEVEMENT IN MALAYALAM OF SECONDARY STUDENTS OF KERALA.**

### 1.4 DEFINITION OF KEY TERMS

The definition of important terms in the statement of the problem is given below.

**1.4.1 Parenting Styles**

Parenting style is a psychological construct representing standard strategies that parents used in their child rearing.

In the present study **Parenting style** is operationally defined as the extend of parents demandingness (Control, Supervision and Maturity
Demands) and responsiveness (Warmth, acceptance and involvement) in the overall development of the child.

Authoritative, Authoritarian, Indulgent and Neglectful parenting styles are taken into consideration. This study considered the parenting styles of mothers only.

1.4.2 Work status of mother

It include two main status.

- Working Mother
- Non-working Mother

Working mother

In this study working mother is a mother who is engaged in full time employment outside the home either in government semi-government or private services.

Non-working mother

Non-working mother is one who is not engaged in full time employment outside the home.

1.4.3 Self concept

Self concept denotes the totality of attitudes, judgments and values of an individual relating to his behavior, abilities and qualities.

In the present study self concept is operationally defined as collection of beliefs about oneself that include educational, social, physical, temperamental intellectual and moral dimensions.

1.4.4 Achievement in Malayalam

Achievement in Malayalam refers to the proficiency of performance in a standardized test in Malayalam.
1.4.5 Secondary Students

Secondary students are those who are studying in standards V111, 1X, and X in schools of Kerala. In the present study, IX standard students are taken as representatives of Secondary Students.

1.5 VARIABLES OF THE STUDY

Variables selected for the present study are the following:

1.5.1 Independent Variables

1) Parenting styles of mother
2) Work status of mother

1.5.2 Dependent variables

The following are the dependent variables selected for the study:

1. Self-concept
2. Achievement in Malayalam

1.5.3 Classificatory Variables

The Classificatory Variables selected for the present study are:

i) Gender
ii) Locale
iii) Type of Management.
1.6 OBJECTIVES OF THE STUDY

1.6.1 To find out whether there exist significant difference in the mean score of Self concept of secondary students with respect to Parenting styles of mothers in total sample and sub samples based on
1) Gender
2) Locale
3) Type of management

1.6.2 To find out whether there exists significant difference in the mean score of Achievement in Malayalam of secondary students with respect to Parenting styles of mothers in total sample and sub samples based on
1) Gender
2) Locale
3) Type of management

1.6.3 To find out whether there exist significant difference in the mean score of Self concept of secondary students with respect to Work status of mothers in total sample and sub samples based on
1) Gender
2) Locale
3) Type of management

1.6.4 To find out whether there exist significant difference in the mean score of Achievement in Malayalam of secondary students with respect to Work status of mothers in total sample and sub samples based on
1) Gender
2) Locale
3) Type of management
1.6.5 To find out the main effect and interaction effect of Work status and Parenting style of mothers of secondary students on Self concept of the secondary students for total sample and in sub samples based on
   1) Gender
   2) Locale
   3) Type of management

1.6.6 To find out the main effect and interaction effect of Parenting style and Work status of mothers of secondary students on Achievement in Malayalam for total sample and in sub samples based on
   1) Gender
   2) Locale
   3) Type of management

1.7 HYPOTHESES OF THE STUDY

1.7.1 There exist significant difference in the mean score of Self concept of secondary students with respect to Parenting styles of mothers in total sample and sub samples based on
   1) Gender
   2) Locale
   3) Type of management

1.7.2 There exist significant difference in the mean score of Achievement in Malayalam of secondary students with respect to Parenting styles of mothers in total sample and sub samples based on
   1) Gender
   2) Locale
   3) Type of management.
1.7.3 There exist significant difference in the mean score of Self concept of secondary students with respect to Work status of mothers in total sample and sub samples based on
1) Gender
2) Locale
3) Type of management

1.7.4 There exist significant difference in the mean score of Achievement in Malayalam of secondary students with respect to Work status of mothers in total sample and sub samples based on
1) Gender
2) Locale
3) Type of management.

1.7.5 There exist main effect and interaction effect of Parenting style and Work status of mothers of secondary students on self concept for total sample and in sub samples based on
1) Gender
2) Locale
3) Type of management

1.7.6 There exist main effect and interaction effect of Parenting style and Work status of mothers of secondary students on Achievement in Malayalam for total sample and in sub samples based on
1) Gender
2) Locale
3) Type of management
1.8 METHODOLOGY

The methodology of the present study is briefly described below;

1.8.1 Method

Survey method was used for collecting the data for the present study.

1.8.2 Sample for the study

Sample of 1200 secondary students in four district in Kerala namely- Thrissur, Kozhikode, Kottayam, Palakkad districts were taken for present study. The sample was selected using stratified random sampling technique giving due representation to locale of the school, gender of the students, type of management of school.

1.8.3 Tools Used

The data needed for the study was collected by administering the following tools.

a) Parenting style Scale (Mothers) (Ampili & Deepa 2010)

b) Self concept Scale. (Ampili & Deepa 2010)

c) Achievement Test in Malayalam (Ampili & Deepa 2010)

1.9 STATISTICAL TECHNIQUES USED

The investigator used the following statistical techniques for the study by using the software backup of Statistical Package for Social Sciences. The techniques used for analyzing the data were the following:

1. Preliminary analysis

2. Percentage analysis

3. Test of significance of difference between means for large independent sample.

4. One way analysis of variance
5. Two way analysis of variance.

6. Scheffe’s test for Multiple Comparison.

1.10 SCOPE AND DELIMITATIONS OF THE STUDY

The major aim of the study was to find out the Influence of Parenting styles and Work status of Mothers on Self concept and Achievement in Malayalam of Secondary Students of Kerala.

The study was conducted on a selected sample of Secondary Students of four revenue districts in Kerala.

The investigator hopes that the findings of the study would be helpful to parents in that it sensitizes them as to what measures to take in raising their children so as to promote their children’s self-concept and Academic achievement. The study also provides relevant information to social service rendering organizations related to childcare. The knowledge gained through the research will help to understand the students in a better way and can bring a number of policy issues to the forefront of policy makers for the improvement of educational practices.

Though maximum effort had been taken to make the study precise, some unavoidable limitations had also crept in it.

1. Selection of independent variable is confined to the select parenting styles of mothers only.

2. Even though population for the study is secondary students sample is limited to 1X standard students since this is considered as the representative of secondary classes.

3. Sample selected for the study is not state-wide one. It is confined to four revenue districts of Kerala.
4. Depended variable Achievement is restricted to Achievement in Malayalam only.
5. Even though there are many intervening variables that affect Self concept and Achievement the study does not refer to all these due to lack of time.

1.11 ORGANIZATION OF THE REPORT

The report of the present study is organised in the following pattern to get precision and clarity.

CHAPTER I INTRODUCTION

Need and significance of the study, Statement of the Problem, Definition of Key Terms, Variables of the Study, Objectives, Hypotheses, Design of the Study, Methodology, Scope and Delimitations of the Study and Organisation of the Report.

CHAPTER II REVIEW OF RELATED LITERATURE

Theoretical Overview of the Variables and Review of Related Studies.

CHAPTER III METHODOLOGY

CHAPTER IV

ANALYSIS

Preliminary Analysis and Major Analysis

CHAPTER V

SUMMARY, FINDINGS AND SUGGESTIONS

Study in Retrospect, Major Findings, Tenability of Hypotheses, Suggestions for Improving Educational Practices and Suggestions for further Research.