CHAPTER V

SUMMARY, FINDINGS AND SUGGESTIONS

- Study in retrospect
- Major Findings
- Tenability of Hypotheses
- Suggestions for Improving Educational Practices
- Suggestions for Further Research
SUMMARY, FINDINGS & SUGGESTIONS

This chapter gives an overview of the research. It includes Major Findings of the Study, Tenability of Hypotheses, Educational Implications, and Suggestions for Further Research.

5.1. STUDY IN RETROSPECT

The present study was an attempt 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. Hence the present study uses survey method to find the results.

The study was hence stated as **INFLUENCE OF PARENTING STYLES AND WORK STATUS OF MOTHERS ON SELF-CONCEPT AND ACADEMIC ACHIEVEMENT IN MALAYALAM OF SECONDARY STUDENTS OF KERALA.**

5.2. VARIABLES OF THE STUDY

Variables select for the present study are given below:

5.2.1 Independent Variables

The following are the independent variables selected for the study

5.2.1.1 Parenting styles of mothers

The four parenting styles selected are

1. Authoritative parenting style
2. Authoritarian Parenting style
3. Indulgent Parenting style
4. Neglectful Parenting style
5.2.1.2 Work status of mothers

It includes two main statuses:

- Working mothers
- Non-working mothers

5.2.2 Dependent Variable

Self-concept and Achievement in Malayalam of secondary students were considered as the dependent variable.

5.2.3 Classificatory Variable

Gender, locale, and type of management of school were taken as classificatory variable.

5.3 Objectives of the Study

5.3.1 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

5.3.2 To find out whether 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
5.3.3 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 

5.3.4 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 

5.3.5 To find out the 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 

5.3.6 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
5.4. METHODOLOGY

The methodology of the present study is described under the following heads.

5.4.1 Method

Survey method was used to collect the data.

5.4.2 Sample for the study

The present study was conducted on a final sample of one thousand two hundred secondary students, giving due representations to subsample. The sample for the present study was drawn by stratified random sampling techniques. The present study was carried out in Thrissur, Kozhikode, Kottayam and Palakkad districts of Kerala state.

5.4.3 Tool used for the study

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)

5.4.4 Statistical Techniques Used

The statistical processing of the data was done using computer facilities as statistical package for social science -16. The techniques used for analyzing the data were the following.

1. Preliminary analysis

2. Test of significance of difference between means for large in depended sample.

3. One way Analysis of Variance
4. Two way Analysis of Variance.

5. Scheffe’s test for Multiple Comparison

1.5 Major Findings of the study

1.5.1 There is a 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 gender and type of management. Hence we conclude that Self concept of secondary students depend upon Parenting styles of their mothers in total sample and in sub sample based on gender and type of management..

1.5.2 Significant difference exists in the mean score of Achievement in Malayalam of secondary students with respect to Parenting styles of mothers in total sample and in sub sample locale and type of management. Hence we conclude that Achievement in Malayalam of secondary students depend upon Parenting styles of their mothers in total sample and in sub sample based on gender and type of management..

1.5.3 There is no significant difference in the mean scores of self concept of secondary students of working mothers with respect to gender, locale and type of management. Hence we can conclude that the self concept score of secondary students of working mothers was independent of gender, locale and type of management. But in the case of secondary students of non working mothers there exists a significant difference in the mean scores of their self concept with respect to gender and locale. Hence we can conclude that the self concept score of secondary students of working mothers are dependent on gender and locale.
1.5.4 There exists significant difference in the mean scores of Achievement in Malayalam of secondary students of working mothers with respect to locale and type of management. Hence we can conclude that the Achievement in Malayalam of secondary students of working mothers was dependent on locale and type of management. But in the case of secondary students of non-working mothers there exists a significant difference in the mean scores of their achievement in Malayalam with respect to gender, locale, and type of management. Hence we can conclude that the Achievement in Malayalam of secondary students of non-working mothers are dependent on gender, locale, and type of management.

1.5.5 There is a significant main effect of parenting style on self concept of secondary students for the total sample and in all sub samples. But in the case of work status no significant main effect was found in total samples and all sub sample except in urban sample. It was also found that there is no interaction effect of parenting style and work status on self concept of secondary students for the total sample and sub samples.

1.5.6 There is a significant main effect of parenting style on achievement in Malayalam of secondary students for the total sample and in all sub samples. In the case of Work status also significant main effect of Parenting style on Achievement in Malayalam of secondary students was found in total samples and all sub sample except in rural sample. It was also found that there is no interaction effect of Parenting style and Work status on Achievement in Malayalam for the total sample and sub samples except in government school students.
1.5.7 Post-hoc comparison of groups having different Parenting style shows that Authoritative, Authoritarian, Indulgent and Neglectful parenting styles differ significantly in the mean score of self concept of secondary students in total sample and in all subsamples. It is also revealed that significant mean difference exist at 0.01 level in 30 comparisons out of 42 comparisons. Secondary students with authoritative parenting style significantly differ in their mean scores of self concept, when compared to other parenting styles in total samples and in all sub samples. It was also revealed that authoritative parenting style has more effect on self concept of secondary students.

1.5.8 Post-hoc comparison of groups having different parenting style shows that Authoritative, Authoritarian, Indulgent and Neglectful parenting styles differ significantly in the mean score of achievement in Malayalam of secondary students in total sample and in all subsamples. It is also revealed that significant mean difference exist at 0.01 level in 30 comparisons out of 42 comparisons. Secondary students with authoritative parenting style significantly differ in their mean scores of achievement in Malayalam, when compared to other parenting styles in total samples and in all sub samples. It was also revealed that authoritative parenting style has more effect on achievement in Malayalam of secondary students.

### 5.6 TENABILITY OF HYPOTHESES

Based on the findings the tenability of hypotheses set for the study was examined and the details are given as follows:

5.6.1 First hypothesis states that **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

Significant difference exist in the mean score of self concept of secondary school students with respect to parenting styles of mothers in total sample. But in sub sample significant difference can be seen in indulgent parenting style in the case of gender, authoritarian parenting style in the case of locale and significant difference in the authoritative, indulgent and neglectful parenting style in the case of type of management. So the first hypothesis is partially substantiated.

5.6.2 Second Hypothesis states that **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.**

Significant difference exists in the mean score of achievement in Malayalam of secondary students with respect to parenting styles of mothers in total sample and sub sample based on locale. But significant difference can be seen only in authoritarian and neglectful parenting style in the case of gender, and authoritative, indulgent and neglectful parenting style in the case of type of management. So the second hypothesis is partially substantiated.

5.6.3 Third Hypothesis states that **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.**

There is no significant difference in the mean score of self concept of secondary school students with respect to work status of mothers in total
sample and sub samples based Gender. But in sub sample based on gender and locale, significant difference can be seen in the self concept of the students of non-working mothers. In case of students of working mothers, no significant difference was found in their self concept score with respect to gender, locale and type of management. So the third hypothesis is partially substantiated.

5.6.4 Fourth Hypothesis states that **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**

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 in sub sample based on locale and type of management. But in sub sample based on gender significant difference can be seen in the self concept of the students of non-working mothers. So the fourth hypothesis is partially substantiated.

5.6.5 Fifth Hypothesis states that **There exist main effect and interaction effect of Parenting style and Work status of mothers of secondary students on Self concept for the total sample and in sub samples based on 1) Gender 2) Locale 3) Type of management**

Significant main effect of parenting style on self concept was found in total sample and in all sub samples. But in the case of work status no significant difference was found in total samples and all sub sample except urban. It was also found that there is no interaction effect of parenting style
and work status on self concept for the total sample and sub sample. So the fifth hypotheses is partially substantiated.

5.6.6 Sixth Hypothesis states that 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

Significant main effect of parenting style on self concept was found in total sample and in all sub samples. In the case of work status also significant difference was found in total samples and all sub sample except rural. It was also found that there is no interaction effect of parenting style and work status on achievement in Malayalam for the total sample and sub sample except in government school students.

So the sixth hypothesis is partially substantiated.

5.7 EDUCATIONAL IMPLICATIONS

1. From the present study, it is noticed that parenting style of mothers had an effect on the self concept and achievement of secondary students. It is to be specially noted that authoritative parenting styles influence better results in students self concept and achievement. So provisions should made by the school authorities to make parents to be aware of their parenting styles.

2. In this study it was revealed that authoritative and indulgent parenting had the highest scores on measures of academic achievement and self concept. So mothers and teachers should always maintain a balance between strictness and freedom.

3. The result of this study pointed that work status of mother influences the children's self concept and academic achievement. Children of non-working
mothers show high score in their self concept and achievement. This may be due to the fact that non-working mothers spend more time with their children. so working mothers should find more quality time to spend with their children.

4. This study helps to focus attention on the influence of different parenting styles and work status mothers on self concept and achievement of students and this helps to minimize spill over of negative parenting styles and problems of working mothers on self concept and achievement of students.

5. This study would be helpful to parents and teachers in that it sensitizes them as to take proper measures in raising their children so as to promote their children’s self concept and academic achievement.

6. 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.

5.8 SUGGESTIONS FOR IMPROVING EDUCATIONAL PRACTICE

Based on the findings of the present investigation, the following suggestions are put forth for improving, the existing educational practice in schools.

1. Children should feel free to express themselves, the activities he/she has done at home and school. Mutual trust should be there between parents and children and also between teachers and students. This will help them to develop proper self concept and improvement in their academic achievement.

2. Mother-child relationship should be rich and rewarding. Mothers affection and security may reduce emotional disturbance among adolescents and it enhance self concept in children. So parental educational programs for providing
information regarding needs and characteristics of adolescents should be conducted in schools.

3. Working mothers should make all possible arrangement at work place and come to save more of their time for care and attention of children especially during the early childhood period.

4. Parents and teachers should be aware of how their disciplinary techniques are related to child (student) outcome.

5. Children should be appreciated by parents and teachers. Reward children’s independent successful deeds. This will help children to be self confident and more achievement oriented.

6. Mothers and teachers should be consistent their behavior. They should not be over strict or over indulgent.

7. The authorities and policy makers should provide flexible working hours and quality childcare faculties for working mothers.

8. Appropriate programs should be conducted in school to improve the self concept and achievement of students.


10. Evaluation should be made an integral part of all welfare programs intended for the Students to ensure that the objectives are fulfilled to the maximum.

5.9 SUGGESTIONS FOR FURTHER RESEARCH

The findings of the present study can further be extended by future researchers on the lines suggested below.

1. The replication of the study can be attempted in other psychological variables such as learning readiness, motivation, adjustment that can be related to parenting style.
2. Both paternal and maternal parenting styles can be included in the study.
3. Local studies on the effects of parenting style are limited to junior, secondary and high school years therefore, it is wise to see the effects of parenting style on college sample.
4. The present study was confined to Kerala state only, so follow up study may be conducted in other states.
5. Mothers having a particular profession can be studied.
6. Students from joint families and nuclear families can be compared for parenting styles and work status of parents.
7. Family size, mothers education and income can be treated as basal variable.
8. Parenting styles can be related to social variables such as socialization and leadership quality.