SUMMARY AND CONCLUSIONS

The present research is an attempt to study the “Impact of Parenting Style, Peer Pressure and Emotional Maturity on scholastic Achievement of Professional and Non-Professional college students”. In addition an attempt is also made to study the significant differences in Scholastic Achievement, Verbal Reasoning and Numerical Ability separately among professional and non professional college students of parents with school level and college level education studying in government and private colleges.

Students studying professional courses (B.Tech/B.B.A) and Non-Professional courses (B. Sc/B.Com) in different government and private colleges were selected for the present investigation.

Among the population of 3000 professional and non-professional college students, a sample of 800 college students from Kadapa, Kurnool and Ananthapur districts was taken. Based on the mean scores, applying ± SD a final sample of 320 students were selected and designated as low and high groups.

Parenting style inventory developed by Nancy Darling (1997), Peer Pressure Scale developed by Santor, Messervey and Kusumakar (2000), The Emotional Maturity scale developed by Yashvir Singh and Mahesh Bhargava (1990) and Differential Aptitude tests (Numerical Ability and Verbal Reasoning) developed by George K. Bennet, Herald G. Seashore, and Alexander G. Wesman (1959) were administered to the subjects along with their personal data sheet.
Summary and Conclusions

Scoring was done using the relevant scoring keys. The raw scores obtained through testing were subjected to relevant statistical treatment.

To assess the impact of parenting style, peer pressure and emotional maturity on scholastic achievement of professional and non-professional college students, a $2 \times 2 \times 2$ analysis of variance and also ‘t’ tests were applied to study the differences between professional and non-professional, Government and private college students of parents with school and college level education with regard to Scholastic Achievement, Verbal Reasoning and Numerical Ability.

Objectives

1. To assess the impact of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement, Verbal Reasoning & Numerical Ability of Professional College Students.

2. To examine the impact of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement, Verbal Reasoning & Numerical Ability of Non-Professional College Student.

3. To find out the differences in Scholastic Achievement, Verbal Reasoning and Numerical Ability among college students based on Nature of Course, Type of Institute and Parent Education.

Hypotheses

1. There would be significant impact of (a) Parenting Style (b) Peer Pressure and (c) Emotional Maturity on Scholastic Achievement of Professional College Students.

2. There would be significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement of Professional College Students.

3. There would be significant impact of (a) Parenting Style (b) Peer Pressure and (c) Emotional Maturity on Verbal Reasoning of Professional College Students.
Summary and Conclusions

4. There would be significant interaction effect among Parenting Style, Peer Pressure and Emotional Maturity on Verbal Reasoning of Professional College Students.

5. There would be significant impact of (a) Parenting Style (b) Peer Pressure and (c) Emotional Maturity on Numerical Ability of Professional College Students.

6. There would be significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Numerical Ability of Professional College Students.

7. There would be significant impact of (a) Parenting Style (b) Peer Pressure and (c) Emotional Maturity on Scholastic Achievement of Non-Professional College Students.

8. There would be significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement of Non-Professional College Students.

9. There would be significant impact of (a) Parenting Style (b) Peer Pressure and (c) Emotional Maturity on Verbal Reasoning of Non-Professional College Students.

10. There would be significant interaction effect among Parenting Style, Peer Pressure and Emotional Maturity on Verbal Reasoning of Non-Professional College Students.

11. There would be significant impact of (a) Parenting Style (b) Peer Pressure and (c) Emotional Maturity on Numerical Ability of Non-Professional College Students.

12. There would be significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Numerical Ability of Non-Professional College Students.

13. Professional and Non-Professional College Students (Nature of Course) would differ significantly in their Scholastic Achievement.
Summary and Conclusions

14. Professional and Non-Professional College Students (Nature of Course) would differ significantly in their Verbal Reasoning.

15. Professional and Non-Professional College Students (Nature of Course) would differ significantly in their Numerical Ability.

16. Government and private college students (Type of Institute) would differ significantly in their Scholastic Achievement.

17. Government and private college students (Type of Institute) would differ significantly in their Verbal Reasoning.

18. Government and private college students (Type of Institute) would differ significantly in their Numerical Ability.

19. Students of fathers with school level and college level education (Parent Education) would differ significantly in their Scholastic Achievement.

20. Students of fathers with school level and college level education (Parent Education) would differ significantly in their Verbal Reasoning.

21. Students of fathers with school level and college level education (Parent Education) would differ significantly in their Numerical Ability.

Variables Studied

Independent Variables

1. Parenting Style
2. Peer Pressure
3. Emotional Maturity

Dependent Variable

1. Scholastic Achievement (Verbal Reasoning and Numerical Ability)

Demographic Variables

1. Nature of Course
2. Type of Institute
3. Parental Education(father)
Summary and Conclusions

Tools:

1) **Parenting style inventory**: Developed by Nancy Darling (1997).

2) **Peer Pressure Scale**: Developed by Santor, Messervey and Kusumakar (2000).

3) **The Emotional Maturity scale**: Developed by Yashvir Singh and Mahesh Bhargava (1990).


Procedure

The investigator collected the data in three stages. At first the researcher approached the college management/ principals with a written request to collect data from the students. Then the investigator personally contacted the professional and non-professional college students as per the schedule given by the college management. After establishing rapport with the students, questionnaires were administered to collect the data. The raw scores obtained through testing were subjected to relevant statistical treatment.

The obtained data were analyzed to examine the hypotheses. In the light of the results obtained, the following conclusions are drawn.

Conclusions

1) Professional college students with good Parenting Style are better in their Scholastic Achievement compared to students with poor Parenting Style.

2) Professional college students with low Peer Pressure are better in their Scholastic Achievement compared to students with high Peer Pressure.

3) Professional college students with high Emotional Maturity are better in their Scholastic Achievement compared to students with low Emotional Maturity.

4) There is significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement of Professional college students.
Summary and Conclusions

5) Professional college students with good Parenting Style are better in their verbal reasoning compared to students with poor Parenting Style.

6) Professional college students with low Peer Pressure are better in their Verbal Reasoning compared to students with high Peer Pressure.

7) Professional college students with high Emotional Maturity are better in their Verbal Reasoning compared to students with Low Emotional Maturity.

8) There is significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Verbal Reasoning of Professional college students.

9) Professional college students with good Parenting Style are better in their Numerical Ability compared to students with poor Parenting Style.

10) There is no significant impact of peer Pressure on Numerical Ability of Professional college students.

11) Professional college students with high Emotional Maturity are better in their Numerical Ability compared to students with Low Emotional Maturity.

12) There is no significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Numerical Ability of Professional college students.

13) Non-Professional college students with good Parenting Style are better in their Scholastic Achievement compared to students with poor Parenting Style.

14) Non-Professional college students with low Peer Pressure are better in their Scholastic Achievement compared to students with high Peer Pressure.

15) Non-Professional college students with high Emotional Maturity are better in their Scholastic Achievement compared to students with Low Emotional Maturity.

16) There is significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement of Non-Professional college students.
Summary and Conclusions

17) Non-Professional college students with good Parenting Style are better in their Verbal Reasoning compared to students with poor Parenting Style.

18) There is no significant impact of Peer Pressure on Verbal Reasoning of non-professional college students.

19) Non-Professional college students with high Emotional Maturity are better in their Verbal Reasoning compared to students with Low Emotional Maturity.

20) There is no significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Verbal Reasoning of Non-Professional college students.

21) There is no significant impact of parenting style on Numerical Ability of non-professional college students.

22) Non-Professional college students with low peer pressure are better in their Numerical Ability compared to students with high peer pressure.

23) There is no significant impact of emotional maturity on Numerical Ability of non-professional college students.

24) There is no significant interaction effect of Parenting Style, Peer Pressure and Emotional Maturity on Numerical Ability of Non-Professional college students.

25) Professional college students are better in their scholastic achievement compared to non-professional college students.

26) There is no significant difference in the verbal reasoning of Professional and Non-Professional college students.

27) Professional college students are better in their numerical ability compared to non-professional college students.

28) Government college students are better in their scholastic achievement compared to private college students.

29) Government college students are better in their verbal reasoning compared to private college students.
Summary and Conclusions

30) There is no significant difference in the numerical ability of government and private college students.

31) Students of parents with college level education are better in their scholastic achievement compared to Students of parents with school level education.

32) Students of parents with college level education are better in their verbal reasoning compared to students of parents with school level education.

33) Students of parents with college and school level education do not differ significantly in their numerical ability.

Implications of the Study

- The present study reveals that good parenting style (freedom to adolescents, help to solve problems, spending time talking with adolescents, suggesting ways to do things better, doing things that are fun to both the parent and adolescent) enhances the scholastic achievement of adolescents. Hence, parents should provide best possible environment at home.

- Interaction of parents with adolescents leads to holistic understanding which in turn enhances scholastic achievement.

- Peer effect reaches its peak during adolescence. Associating with friends who have positive attitude towards college enhances students satisfaction and scholastic achievement.

- Parents should be vigilant on negative peer effect which will hinder scholastic achievement of adolescents.

- Parents should help adolescents to develop decision making skills, independence and self-esteem to avoid high peer pressure.

- Young adolescents/students should learn to deal with their expanding social universe and necessarily attain certain degree of emotional maturity to ward of deviances.
Summary and Conclusions

- Parents should provide love and support and help to solve problems to adolescents to grow fully into their lives: thereby bringing them to maturity.

- Parents and teachers should determine the factors that facilitate scholastic achievement of adolescents.

- Teachers should express their concern towards students by spending more time to interact with them, to make them feel free to exchange their ideas and feelings which in turn enhance their scholastic achievement.

- Teachers should observe school environment, study habits/skills and motivation of adolescents in order to enhance their scholastic achievement.

Suggestions for the further study

- Future research may be carried out on the impact of different parenting styles on scholastic achievement of professional and non-professional college students.

- A separate study may be conducted taking socio-economic status, gender and birth order to know the differences in the scholastic achievement of college students.

- A comparative study may also be conducted on the scholastic achievement of students of single career and dual career families.

- A detailed study may be conducted on the scholastic achievement of co-education and non-coeducation college students.

- Scholastic achievement in relation to spirituality and positive thinking may also be studied among students in different educational institutions.

- Further research may be carried out on peer pressure in relation to mental health, personal and social adjustment of college students.

- Peer pressure in relation to emotional intelligence, spiritual intelligence and self-confidence may also be studied among students.

- A separate study may be conducted on peer pressure in relation to emotional maturity, parental involvement and self-confidence.
Summary and Conclusions

- Further research may be carried out on peer pressure and emotional maturity among students in relation to gender, locality and type of family.

- A study may be conducted on leadership qualities in relation to life skills, peer pressure and emotional maturity among students.

- Separate studies may be conducted using psychological variables like locus of control, personality type A & B, introversion and extraversion and academic stress that influences the scholastic achievement of students.

- Differences in peer pressure, emotional maturity among students of government and private colleges in rural and urban areas may be studied.

- Influence of broken families on scholastic achievement, peer pressure and emotional maturity of students may be studied separately.

- As the sample size of the present study is small, there is a need to conduct the same study at macro level to generalize the findings.

- Impact of social media, academic stress and mental health on scholastic achievement of adolescents may also be studied.