REVIEW OF LITERATURE

An attempt is made in this chapter to present literature related to Parenting Style, Peer Pressure, Emotional Maturity and Scholastic Achievement among Professional and Non-Professional college students. Most of the researchers conducted studies on school going children using the above variables. Very few researchers conducted studies on the influence of these variables on the Scholastic Achievement of college students. The studies conducted during the last three decades in this area that are more relevant to the present investigation are presented.

PARENTING STYLES

Authoritative Style and Scholastic Achievement

Baumrind (1975) investigated the parenting styles of child rearing differing in patterns of authority and on the effects of these patterns on the child’s personality. He found that those parents who were most warm and permissive produced children who lacked self-reliance and self-control. The child of authoritarian parents (those parents who value obedience as virtue and favor, punitive, forceful measures to curb self-will at points where the child’s actions or beliefs conflict with what he or she thinks is proper conduct) were discontented, withdrawn, and distrustful. The children of the parents who are controlling and demanding yet warm, rational and receptive to the child’s needs, were the most self-reliant and self-controlled, inclined to explore and try things out, and consent with themselves and their relationships with others.
Dornbousch et al., (1987) conducted a study to find the relationship between parenting styles and student learning achievement. The study utilized performance of 7,836 high school adolescents in San Francisco. The students’ performance was based on a measure of self-reported grade averages and questionnaire was used to obtain indirect measures of parenting style. The results revealed that authoritative parenting style was positively correlated with students’ school grades while authoritarian and permissive styles were negatively correlated with school grades. Children of authoritative parents found to have higher interest and confidence in academics and showed higher rates of persistence with regard to achievement than did those children of non-authoritative parents.

Lamborn et al., (1991) noted that an authoritative parenting style is related with numerous parental behaviours and attitudes of high standards, which are instrumental in positively affecting the academic orientation and success of adolescents, including a hard work orientation; strong commitment in classroom activities; higher educational aspirations; more positive feelings about school; spending long time on homework and studying; more positive academic self-conceptions; and lower levels of school misconduct, such as cheating on examinations or copying assignments.

Authoritative parenting is one of several means via which parents can have positive effects on their adolescent’s academic achievement through their direct involvement and support in school activities, such as helping with homework and assignments or course selection or attending parent teacher meetings and through the encouragement of school success, both directly and indirectly, by establishing and implementing high performance standards (Steinberg et al., 1992).

Parish, Thomas and Clumsy James (1994) carried out a study to examine the relationship between parenting style and adolescent’s self-concept and evaluation of parents of 123 college students. Results of the study revealed that fathers and mothers who were perceived as being warm and permissive were rated positively higher than hostile and restrictive parents.
Weiss and Schwartz (1996) found that male students who characterized their parents as authoritative had significantly higher academic achievement, as measured by Grade-Point-Average (GPA), compared to their counterparts with authoritarian-directive parents.

Glasgow et al., (1997) examined the relations among parenting styles, adolescents’ attributions, and educational outcomes of classroom engagement, homework, academic achievement, and educational expectations. Approximately 11,000 adolescents completed questionnaires asking for their ethnic identification, socioeconomic status, family structure, and age. These questionnaires also consisted of a parenting style index, a dysfunctional attribution style index: questions regarding the students’ classroom engagement, homework, academic achievement, and educational expectations. It was found that adolescents from non-authoritative parenting environments were less inclined to view their academic achievements as products of their grades to external causes or low ability.

Roberts and Fraleigh (1997) found that authoritative parenting is positively related to grades; conversely, both authoritarian and permissive parenting negatively related to grades. However, authoritarian parenting is inclined to have a stronger relationship with grades rather than the other two parenting styles. This is because; authoritarian parenting tends to be characterized by power.

A study conducted by Marie Chisholm et al., (1997) was to determine whether students who achieved a four-year college degree prior to entering pharmacy school had significantly higher first year pharmacy school grade point averages than students without a prior four year college degree. All students who entered the University of Georgia college of Pharmacy during 1992, 1993, and 1994 were included in the study. A total of 342 pharmacy student records were audited. Four way analysis using the general linear model procedure was performed on the total study population (1992-1994) to determine whether degree, age, class-year, math/science pre-pharmacy grade point average, or any interaction term involving these variables was a significant factor contributing to the academic performance of first year pharmacy students. For all years, students with
a prior college degree performed significantly better than students without a prior college degree. The difference in grade point averages that existed between students was significantly associated with degree status and math/science pre-pharmacy grade point average, not age or class-year. The overall model R-square is 0.38 (the math/science pre-pharmacy GPA and the degree partial r-square is 0.28 and 0.10 respectively). The Pearson correlation coefficient of 0.52 and the variance inflation factor (age =1.37; degree =1.33) revealed no adverse effect of co-linearity between age and degree in our model. This study validates that students with prior four year college degrees had significantly higher first year grade point averages than students without degrees in this population.

Strage (1998) reported that students who perceived their parents as authoritative and emotionally close to them had clear personal and professional goals and the feelings that they were in control of their academic lives. In contrast, this researcher demonstrated that students who described their parents as authoritarian had perceived lack of control over their academic lives. It was concluded that students with authoritative parents had positive academic dispositions.

Strage and Brandt (1999) study revealed that both current and childhood levels of parental autonomy granting, demandingness, and supportiveness (i.e., the characteristics of authoritative parenting) significantly and positively predicted students’ academic achievement, as measured by Grade-Point-Average (GPA), and other personal characteristics, such as confidence, persistence, task involvement and rapport (i.e., relationship) with their teachers. Specifically, the more autonomy, demand, and support (i.e., the characteristics of authoritative parents) parents provided to their college students, the more students were confident, persistent, and successful in their academic achievement.

A study conducted by Steinberg (2001) reported that in the adolescence period, three specific characteristic features of authoritative parents (i.e., acceptance or warmth, behavioral supervision and strictness and psychological autonomy granting or democracy) contribute to healthy psychological development and school success.
In addition, the researcher revealed that the beneficial influences of authoritative parenting style have been supported with samples from different countries around the world, such as China, Pakistan, Hong Kong, Scotland, Australia, and Argentina, which are very diverse in their cultural traditions, beliefs, norms and value systems. Thus, Steinberg concluded that, as a common trend, irrespective of their ethnic or racial groups, social backgrounds or cultural contexts, adolescents are advantageous if they have authoritative parents.

Aunola, Stattin and Nurmi (2002) set out to investigate the extent to which adolescents’ academic strategies were associated with the parenting styles they experienced in their families. The results unveiled four types of families: authoritative, authoritarian, permissive and neglectful parenting styles. The study further disclosed that adolescents from authoritative families applied most of the adaptive achievement strategies characterized by low levels of failure expectations unlike their cohorts from other families. The parenting styles adopted in upbringing of the children had great influence on the children’s choice of academic strategies.

Erlanger et al., (2002) conducted a study on “Parental influence on Academic performance and attitudes towards achievement”. The objective of this study was to study the relation among parenting style, academic achievement and attitudes towards achievement. The sample comprised of 213 college students enrolled in Psychology courses at Texas. Regression analysis was used for data analysis. The results indicated a relation between authoritative parenting and academic achievement.

Reitman et al., (2002) reported that an authoritative parenting style, which emphasizes both responsiveness and demandingness, is superior in fostering higher academic performance.

Generally, studies conducted in individualistic cultures have demonstrated that adolescents and young adults benefit most, if their parents are authoritative and least if their parents are authoritarian or permissive (Claes et al., 2003).

Yusuf (2004) investigated the influence of parenting styles on students’ performance. Questionnaire and proforma were used to collect data on parenting
styles and students' performance. The data was analyzed using frequency count, percentages and chi-square to answer the research questions and to test the hypotheses raised in the study. The results showed that the parenting styles adopted had influence on the performance of the students. It was also realized that students from authoritative parenting had better performance than students from other parenting styles.

Turner and Heffer (2005) reported that students from a family displaying more involvement, higher levels of nurturance, and encouragement of more autonomy (i.e., the characteristics of authoritative parents) were academically more successful.

Gary et al., (2005) examined parenting styles, family characteristics and academic achievement using sample of Canadian and East Indian adolescents. Items in the questionnaire, the instrument used to gather data were based on acceptance and strictness. The results of the study disclosed that the percentages of self-reported authoritative parenting style were similar in both Canadian and East Indian samples. On parents using authoritarian parent style, there were differences. While 35% of the Canadian sample used it, only 19% of the East Indian sample used it. In the Canadian sample, it was realized that authoritative parenting style was related to highest academic achievement but with the East Indian sample there was no relationship.

Sorkhabi (2005) argued against claims that authoritarian parenting is more beneficial in collectivistic cultures and authoritative parenting is the most beneficial in individualistic cultures. Sorkhabi also noted that Baumrind’s (1973) parenting styles have similar functions in both collectivistic and individualistic societies. Consequently, this investigator has suggested that more research should be conducted before conclusions can be made about the extent to which the cultural construct of individualism-collectivism accounts for the effects of parenting styles on the development of children.

Chandler (2006) found that parenting styles significantly predicted academic performance of university students. Authoritative parenting had a significant and positive effect on the academic performance of students.
The relative lack of social interactions with adults at home does little to prepare them for social interactions outside the home. On the other hand, they tend to come across as emotionally needy. That is, these children appear to seek emotional guidance and reassurance from others, especially in their close relationships. This is consistent with a tendency of these children to display moderately low levels of self esteem. This makes them somewhat vulnerable to others who may try to take advantage of them. Unlike the children of authoritarian or tough love parents, their verbal skills and initiative tend to remain intact, though not as good as children of authoritative parents. However, these children often display difficulties with self discipline, in part for lack of practice. This discipline issues finally translates in the child’s academic performance and therefore display poor results as compared to children in authoritarian and authoritative parenting styles (Morawska, 2007).

The goals of the study conducted by Charissa Cheah et al., (2009) were: (a) to examine authoritative parenting style among Chinese immigrant mothers of young children, (b) to test the mechanism between authoritative parenting style and children’s outcomes; and (c) to evaluate three predictors of authoritative parenting style (psychological well-being, perceived support in the parenting role and parenting stress). Participants included 85 Chinese immigrant mothers and their preschool children. Mothers reported on their parenting style, psychological well-being, perceived parenting support and stress, and children’s hyperactivity/attention. Teacher ratings of child adjustment were also obtained.

Results revealed that Chinese immigrant mothers of preschoolers strongly endorsed the authoritative parenting style. Moreover, authoritative parenting predicted increased children’s behavioral / attention regulation abilities (lower hyperactivity / inattention), which then predicted decreased teacher rated child difficulties. Finally, mothers with greater psychological well-being or parenting support engaged in more authoritative parenting, but only under conditions of low parenting stress. Neither well-being nor parenting support predicted authoritative parenting when parenting hassles were high.
Abar, Carter, and Winsler (2009) studied with a sample of 85 college students from a historically black college in the Southern United States and found that the authoritative parenting style was positively and significantly related to high levels of academic performance.

Keshavarz and Baharudin (2009) in their study examined parenting style in a collectivist culture. Malaysian parents from the three main ethnic groups (i.e., Malay, Chinese, and Indian) were more authoritarian in their parenting style, and they did not consider it as a negative style of parenting. On the other hand, a study by Kim and Chung (2003) with a sample of Korean American college students found that authoritative parenting style was the most commonly practiced parenting style in Korean-American families (i.e., collectivists), followed by authoritarian parenting style.

Turner, Chandler and Heffer (2009) revealed that authoritative parenting positively and significantly predicted academic performance of college students, whereas permissive and authoritarian parenting styles did not have significant relationships with academic performance. Based on the findings of their study, these researchers suggested that parents play an important role through their parenting styles in influencing their young adults’ academic achievement even during a time of transition to higher education institutions.

Abdorreza Kordi and Rozumah Baharudin (2010) reviewed empirical studies on children’s school achievement. The contributions of parenting attitude and style were examined in relation to children’s school achievement. A strong relationship between children’s school achievement and parenting attitude and style was reported. Findings from the review revealed that authoritative parenting styles were associated with higher levels of children’s school achievement, though findings remain inconsistent across cultures and societies.

Suet-ling Pong, Jamie Johnston and Vivien Chen (2010) re-examined the relationship between parenting and school performance among Asian students. Authoritarian parenting shows no effect for European-American students. Furthermore, analysis shows that authoritarian parenting is negatively associated with children’s school achievement, while authoritative parenting is positively
associated. This result for Taiwanese Chinese students is similar to previous results for European-American students in the U.S.

The purpose of the present study was to determine the relationship between parenting styles and academic achievement among adolescents in Iran. The respondents were 382 high school adolescents (251 female and 131 male) in the age range of 15 to 18 years old from selected high schools in Iran. The instrument used to measure parenting style was the parenting style scale by Baumrind (1991). The result of the study indicated that authoritative parenting style has positive significant correlation with academic achievement, while permissive parenting style has negative correlation with academic achievement. Also showed that there is no significant relationship between authoritarian parenting style and academic achievement. The results of the present study implied that academic achievement among adolescents can be enhanced through positive parenting style. Thus, it is recommended that parents be equipped with knowledge and skills appropriate to the needs and development of their adolescents and children (Elham Dehyadegary et al., 2012).

Using a large and diverse sample of San Francisco Bay Area high school students (N=7,836), Sanford Dornbusch et al., (2012) found that both authoritarian and permissive parenting styles were negatively associated with grades, and authoritative parenting was positively associated with grades. Parenting styles generally showed the expected relation to grades across gender, age, parental education, ethnic, and family structure categories. Authoritarian parenting tended to have a stronger association with grades than did the other parenting styles, except among Hispanic males. The full typology best predicted grades among white students. Pure authoritative families (high on authoritative but not high on the other indices) had the highest mean grades, while inconsistent families that combine authoritarian parenting with other parenting styles had the lowest grades.

Kamble and Adsul (2012) aimed at investigating the effect of parental acceptance and academic climate on academic performance of adolescents. 180 students studying 10th class in various schools of Sangli and Kolhapur districts of Maharashtra State, India were selected by random sampling method. 2X2 factorial
research design was employed. Two-way ANOVA was used to analyze the collected data. The findings of the study revealed that parental acceptance and academic climate strongly and significantly affects academic performance of adolescents.

The findings of the study revealed that: attitudes of both parents and teachers towards peer-group influence on pupils’ academic performance were negative while those of pupils were positive; counselling of peer-groups by teachers, parents and some of their peers was the best way of minimizing negative effects of peer-group influence on pupils’ academic performance, pupils’ views about parents’ and teachers’ attitudes towards peer-group influence on pupils’ academic performance was negative and that poverty was a major factor that made pupils vulnerable to peer-group influence on academic performance (Moola Ikakena, 2013).

The present study was designed to explore the relationship between parental acceptance and academic achievement of tribal and non-tribal children of Bangladesh. Results indicated significant negative correlations between maternal acceptance scores and academic achievement scores and between paternal acceptance scores and academic achievement scores. Furthermore, results revealed significant differences in maternal acceptance, paternal acceptance and academic achievement between tribal and non-tribal children. From the results, parental acceptance (maternal and paternal acceptance) found to be a strong predictor of academic achievement where maternal acceptance created 8.3% variations and paternal acceptance created 10.3% variations in academic achievement of tribal and non-tribal children (Rumana Aktar, Ashik Shahrer and Mahabubur Rahaman Hridoy, 2013).

Authoritative style of parenting is considered the most advantageous form of parenting. Psychological control and corporal punishment are associated with undesirable behavioural outcomes (Sobita Devi, 2014).

Ping-Yin Kuan and Chihtsan Wang (2014) used data gathered by Taiwan Education Panel Survey (TEPS) in 2001 and 2003 to explore how fathers’ and mothers’ parenting styles jointly influenced their children’s academic
achievement. The research found that children with both parents adopting the permissive style would have the best academic performance. Past studies have indicated that authoritative parenting would be conducive to good academic achievement. The research further found that if paternal parenting was authoritative and maternal parenting was neglectful, this type of joint parenting style would have the most negative impact on their children’s academic achievement.

The purpose of the study conducted by Thiago De Oliveira (2015) was to determine the associations between parenting style and academic achievement and whether some of the associations were moderated by ethnicity, individualism, and collectivism. The sample consisted of 225 parents who were recruited via an online newsletter sent by school personnel. Parenting styles were measured by the Parenting Styles and Dimensions Questionnaire while individualism and collectivism variables were measured by the Self-Construal Scale. Correlation coefficients calculated the associations between parenting styles and academic achievement, while the regression analyses addressed the moderator hypotheses. Authoritative parenting had a significant positive correlation with GPA, while both authoritarian and permissive parenting styles had a significant negative correlation with GPA. Within the moderator hypotheses, neither ethnicity nor individualism and collectivism served as a significant moderator between parenting styles and GPA.

The purpose of the study conducted by Norlizah Che Hassa and Hew Min Sen (2015) was to investigate the relationship between parenting styles and academic performance among undergraduates at University Putra Malaysia (UPM). The study also investigated the relationship between academic performance and undergraduates’ social demographic factors (ethnic group and socioeconomic status). This is a cross sectional survey research, which involved 302 undergraduates from Faculty of Educational Studies at Universiti Putra Malaysia (UPM) selected through cluster sampling method. The instrument of Parenting Authority Questionnaire (PAQ) developed by Buri (1991) was used to measure undergraduates perceived parenting style. The collected data was analyzed using Statistical Packages for Social Science (SPSS) version 17.0. The
findings showed that there was a significant negative relationship between authoritarian parenting style and undergraduates’ academic performance, but no significant relationship between academic performance and the other two parenting styles, i.e., authoritative and permissive parenting style. Chi-square test shows that there was no significant difference in parenting styles among the undergraduates in term of ethnic group as well as socioeconomic status (SES).

The present study was undertaken to assess the effect of parenting style on adult’s academic achievement and to explore the relationships of different parenting styles with adult academic achievement. It was found that authoritative parenting style has more effect on student academic achievement as compared to other two authoritarian and permissive parenting styles. The student academic achievement was positively correlated with the father parenting style. The students’ academic achievement also correlated with mother parenting style but not so strongly, as with father’s parenting style: whereas, the correlation of academic achievement and parenting is highly positive (Maria Tanvir, Fatima Khurram Bukhari, Umbreen Khizeran and Sana Fayyaz, 2016).

Akomolafe et al., (2016) examined peer group and parental support as correlates of the academic performance of Senior Secondary School Students in South West Nigeria. The study adopted an ex-post facto design and descriptive research design of survey type. The population comprises all Senior Secondary School Students in South West Nigeria. The sample of the study consisted of one thousand, one hundred and fifty (1,150) senior secondary school students (i.e. SS 3) drawn from three states out of the six states in the South West Geo-political zone. The researcher made use of a questionnaire and an inventory to collect data. A self-designed questionnaire tagged “Motivation and Academic Performance of Senior Secondary School Students” (MAPSSS) was used to elicit information from the respondents. This consists of two parts. Part A and B. Part A consist of the bio-data of the respondents (students), while Part B consists of 9 Sections; the two null hypotheses formulated were tested at 0.05 level of significance. The findings of the study revealed that there was a significant positive relationship among peer group, and parental support and the academic performance of students. On the basis of these findings, it was recommended that parents should
monitor the type of peer group their children or ward mix or mingle within school and provide the necessary support by providing all the educational needs of their children. They need to monitor the academic performance of their children/wards while they are in school.

The study conducted by Attiya Inam, Sara Nomaan and Muhammad Abiodullah (2016) was to find out the effect of parenting styles of both fathers and mothers on academic achievement. A sample of 210 participants including 70 students (35 low achievers and 35 high achievers) and their 70 parents (both fathers and mothers) was purposefully selected. The parents of the selected students were interviewed to find out their parenting style. The data were analyzed using SPSS 21. Parenting styles were compared to students’ academic achievement through ANOVA and t-test was conducted to find difference between underachievers and high achievers. Findings showed that students whose parents were fully authoritative, fully permissive or those who were using a mix of authoritative and permissive parenting style showed significantly better result than the students whose parents were permissive.

The aim of the study conducted by Vijender Bhartiya and Umender Malik (2017) was to find the relationship between parenting style and academic achievement of senior secondary school students of Gohana Tehsil, District - Sonepat. For collecting data, Scale of Parental Style developed by John R. Buri (1971) and Academic Achievement on the basis of the performance of students in last examination was used. The sample of the study comprised of 200 students selected through random sampling technique from secondary school students of Gohana Tehsil, District- Sonepat. For the analysis of the data, Pearson Product Moment Correlation method, Mean, Standard Deviation and ‘Z’ value were used. It was found that there is no significant relationship between academic achievement of senior secondary school students and parental-Permissive Style of their parents. So it can be interpreted that Parental-Permissive Style of senior secondary students is negligibly correlated with their academic achievement.

Tahany Alnafea and David Curtis (2017) investigated the influence of mothers’ parenting styles on students’ self-regulated learning behaviours in schools. The research included 351 students and their mothers in the Kingdom of
Saudi Arabia. The research was conducted using a cross sectional survey design in which mothers were asked to complete a *Parenting Styles Questionnaire* (Robinson, Mandleco, Olsen & Hart, 1995) and their children completed a modified form of the *Motivated Strategies for Learning Questionnaire* (Pintrich, Smith, Garcia & McKeachie, 1991). It was found that Saudi mothers tend to be authoritative rather than authoritarian. It was found that authoritative styles are significantly and positively related to students’ self-efficacy, cognitive and meta-cognitive strategy use, study and time management, whereas permissive styles are significantly but negatively correlated to self-efficacy and meta-cognitive self-regulation. Authoritarian styles have a small negative influence on time and study management and a small positive influence on help seeking, both effects being marginally significant.

A study conducted by Rabiu Muazu Musa and Mainul Haque (2017) assessed various issues affecting the clinical and pre-clinical East Coast Malaysian medical students’ academic performance. A self-reported questionnaire which assesses various factors potentially affecting the academic performance of medical students was administered to a total of 232 students of both clinical and pre-clinical years, and Multivariate analysis of variance (MANOVA) was used in this study to analyze the data gathered. The study results found no significant difference in the GPA scores amongst gender and marital status across all the students. A statistically significant difference in GPA scores was found between the clinical and pre-clinical students. However, on various factors affecting students’ performance, only family income and favoring particular place while reading were discovered to have significant effects on the students’ performance while other factors did not vary between the groups. The results from the current study might be beneficial to the students by allowing them to comprehend better the factors that can affect their academic performance.

**Authoritarian and Permissive Parenting Styles: Scholastic Achievement**

Hardeo, Madhuhika and Sinha (1982) reported that lower class adolescents received hostile authoritarian parental treatment where as upper middle class adolescents experience loving-permissive parental treatment. Further in the small family, parents display permissive and loving treatment, while in the large family
they seem to be rather restrictive, rejecting and neglecting. The first born are more loved by parents where as the later born are more rejected. Children of cold parents i.e., parents who are relatively unaffectionate, aloof or indifferent to their children are personally and socially less well adjusted.

Several research findings revealed that an authoritative parenting style has a significant and positive effect on the different developmental outcomes of children and adolescents in individualistic cultures, which emphasize individual achievement and autonomy whereas an authoritarian parenting style plays a crucial role, significantly and positively affecting the different developmental outcomes of children and adolescents in collectivistic cultures, which emphasize social group (Baumrind, 1971, Dornbusch et al., 1987; Lamborn et al., 1991).

Sharma, Punia and Sangwan (1997) studied the parenting technique used by mothers in Ahirwat, Haryana. The study was conducted on 80 mothers of this area. Findings revealed a dominance of permissive style of parenting adopted by mothers in child rearing. In all the areas of child rearing such as feeding, weaning, toilet training, discipline, and habit formation majority of the mothers used permissive parenting style, followed by the authoritative parenting technique.

Hickman, Bartholomae and McKenry (2000) examined the effect of parenting style on adjustment and academic achievement with a sample of 101 (64% female and 36% male) college freshmen at Midwestern University and did not find a significant relationship between parenting style and academic achievement. Instead, parenting style was found to be correlated to other factors (i.e., self-esteem and academic adjustment) contributing to academic success.

A study conducted by Yanrong Kang and Joyce Moore (2011) revealed that although authoritative parenting style may be universally beneficial to the human species including the Chinese population, authoritarian parenting style, as one of the most popular parenting styles among Chinese parents, is closely associated with high school performance of adolescents.

Zahra Zahed Zahedani et al., (2016) conducted a study at Shiraz University on a sample of 310 students at Shiraz University of Medical Sciences. Baumrind’s Parenting Style and Moqimi’s Career Path questionnaires were used and the
obtained scores were correlated with the students’ transcripts. Results reveal that there was a significant relationship between authoritarian parenting style and educational success of students.

Emily Waterman and Eva Lefkowitz (2017) conducted a study on a diverse sample of college students (N= 633; 53.1% female, 45.7% White/European American, 28.3% Asian American/Hawaiian/Pacific Islander, 26.4% Hispanic/Latino American, 21.6% Black/African American, and 2.8% Native American/American Indian). Data related to mothers’ and fathers’ parenting style, parent-offspring relationship quality, academic attitudes, academic behaviors, and academic performance were recorded. Emerging adults with more permissive mothers viewed grades as less important than emerging adults with less permissive mothers. Mothers’ authoritarian parenting, mothers’ permissive parenting, and relationship quality with father were differentially related to academic engagement depending on emerging adults’ gender. Both mothers’ and fathers’ parenting characteristics may impact the academic engagement of emerging adults via past parenting behaviors and current quality of the parent-offspring relationship, despite decreased physical proximity of emerging adults and their parents.

Reynolds and Gills (1994) investigated the influence of parent attitude and behaviour on the scholastic achievement and social adjustment of 729 low income black school children. They found parent educational expectation to be significantly associated with problem behaviour above and beyond family / child background factor.

**Parental Involvement and Scholastic Achievement**

Jinfa Cai (2003) investigated the roles of parents in their children’s mathematics learning. Also examined the relationship between parental involvement and students’ mathematical problem-solving performance. In the study, 232 US sixth-grade students and 310 Chinese sixth-grade students along with their parents were surveyed. The results of this study support the argument, from a broader cross-national perspective, that parental involvement is a statistically significant predictor of their children's mathematics achievement. Cross-nationally, Chinese parents seemed to play a more positive role than do the US parents.
Joshi et al., (2003) study with a sample of 199 (152 females and 47 males) White, Hispanic, and Asian college and university students in the U.S. revealed that parenting styles did not have significant effects on academic achievement, as measured by students self-report Grade-Point-Average (GPA). These investigators, in their further analyses of the effects of parental dimensions (i.e., involvement and strictness) on academic performance, also demonstrated that for the overall sample and the sub-samples of Hispanic and Asian students, parental (i.e., both mothers and fathers) involvement and strictness were not significantly related to academic achievement. However, they found that parental (i.e., both mothers and fathers) strictness and paternal (i.e., fathers) involvement were significantly and positively correlated with academic achievement for White students though they explained small amount of variances in academic achievement.

The researchers attempted to justify their inconsistent findings by giving the following reasons: (i) The influence of parenting styles may become indirect in adolescence and later years because of the strong influence of peer relationships on academic achievement; (ii) The time lapse may have altered the participants perceptions of their parents parenting styles, that is, perceiving parents behaviours retrospectively may have biased adolescents and young adults perceptions of their parents behaviours and (iii) Parenting styles operationalized as a categorical variable may mask the mechanism underlying the effects of parenting styles on academic achievement. As a result, they called for theory-driven research which examines the influence of parenting styles and ethnic differences in academic achievement. Nonetheless, the most likely reason for their inconsistent findings could be using students self-report Grade-Point-Average (GPA), as a measure of academic achievement, which because of response bias via social desirability may have influenced the relationships among parenting styles and academic achievement.

Eccles (2005) found that the relationship between parent’s education and their children’s academic success is on the notion that the parents gain knowledge of parenting and this influences their interaction at home.
Gratz et al., (2006) asserts that because of the involvement with the children, educated parents strongly affects their children’s academic success and less educated parents have unmanaged stress in their lives. This stress meddle the opportunity to get involved with their children. He explains that as the parents get higher in the education ladder they are more equipped to handle stress as they get to experience in schools and colleges. But this is not the case with less educated parents as they got to earn and this add more to the existing problem thereby reducing the involvement with their children.

Sinha and Mishra (2007) examined the relationship between parenting behavior patterns and parent child relationships. The study also explored gender differences in parent child relationships during the early and late adolescence. The study was carried out in Varansi (U.P) with adolescents aged 14-19 years divided into early and late adolescent groups. Parental acceptance, control, rejection, parent-child intimacy, conflict, and admiration were assessed. Findings revealed significant differences between boys and girls. As compared to boys, girls reported to receive greater acceptance, admiration and lesser rejection from their fathers. Significant gender differences were not obtained on other dimensions.

Kustere and Katherine De Meo (2009) conducted a study on Impact of parenting styles on academic achievement. Research has demonstrated a relationship between parenting styles and academic achievement in children and young adolescents. Global measures of parental involvement have also been shown to mediate this relationship. However, there is little research that examines these relationships within an older adolescent population or that has studied specific components of parental involvement. This study evaluated the relationships between four parenting styles and academic achievement as well as the mediating effect of three types of parental involvement. A total of 136 students, 72 from a university and 64 from a high school, completed self-report questionnaires. In addition, the relationships between personality characteristics and academic achievement and peer orientation and academic achievement were also evaluated. The mediation model proposed was only partially supported. Only one of the components of parental involvement, described as parental support of academic endeavors, was found to mediate the effect of parenting styles on academic achievement.
Miklos Biro, Snezana Smederevac and Snezana Tovilovic (2009) investigated environmental influences on scholastic achievement of students. Children’s intellectual abilities were assessed by Test of School Maturity; their scholastic achievement was assessed by teachers, while data on socio economic status and family’s educational climate were obtained through a semi structured interview with their parents. Intellectual abilities strongly influenced by family’s socio economic status and family’s educational climate were most predictive of scholastic achievement. The advocated structural model suggests that family’s educational climate, defined by unfavorable educational stimulation and low parents’ ambition concerning education of their children, moderates effects of low socio economic status on inferior scholastic achievement.

Shapiro (2009) states that regardless of the parents’ education level, when parents are more involved, academic performance of children get higher. This helps them to get higher in schools and in life. Some studies show that when the parents who have lower levels of education are more involved, the effect is greater and more positive than when parents who have higher levels of education are involved. “parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects”.

The present study examined linkages between educational goals, parenting practices (school involvement and monitoring) of single-mothers and single-fathers, and the academic achievement of their school-going adolescents. Additionally, it sought to examine the differences in educational goals and parenting practices between the single father and mother, as well the parents’ differential treatments toward their male and female adolescents. Sixty single mothers, thirty single fathers were selected for the study. It was found that the parents differ only in terms of educational goals where single fathers had significantly lower goals compared to single mothers. Positive relationships between (1) parenting practices and academic achievement of adolescents from both families; (2) fathers’ educational goals and their monitoring behaviors; and (3) mothers’ educational goals and their school involvement, and monitoring
behaviors were discovered. Findings from this study accentuate the importance of an active educational socialization process in diverse family settings to promote adolescents’ educational success (Rozumah Baharudin et al., 2010).

Kainuwa and Yusuf (2013) reported significant difference between children of educated parents and children with parents having completed only primary school or not. They further stated that children of fathers with university degree perform considerably well and get the highest score in examination. Also found that there was a reduction of primary school dropouts for children in rural and urban areas with highly educated parents. Educated parents are more concerned and effective in helping their children with academic related works. They are in the position to monitor their children’s academic progress. Due to insufficient knowledge, parents with low educational background fail to monitor their children’s performance and hence this can demotivate children to study.

Parental Education and Scholastic Achievement

Mutoddi (2014) reported that the academic performance of students depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success.

Azhar et al., (2014) states that parents’ educational qualification is linked with their language competence, which has a significant influence in manner in which parents communicate with their children. This explains the point that parental education poses a key influence on children’s academic achievement. As mother shares more close bond with her children than the father, mother’s education is more important. On the other hand education is necessary for fathers as well as they are bread winner of the family and socio economic status rest on their shoulders.

Ashutosh Santosh (2014) found that factors associated with scholastic backwardness include physical illnesses, below average intelligence, learning disorders, attention deficit hyperactivity disorder, psychiatric disorders, family and school factors. Academic achievement is significantly influenced by many non-cognitive factors such as socio-economic status and cultural milieu of the family, parental involvement in school activities, parental education and employment, harmonious relationship between the parents and their children etc.
Review of Literature

PEER PRESSURE

Cohen (1977) found evidence for similarity among friends regarding the use of alcohol, drugs, cigarettes and how they perceive issues concerning academic outcomes. Best friends have been found to be similar in regards to frequency of cutting class and time spent on homework.

Individuals or households often have some scope for choice of peer groups, whether through the selection of neighborhood of residence, school, or friends. This study addresses the estimation of peer group effects in cases in which measures of peer group influence are potentially endogenous variables. Using a rich data set on individual behavior, the paper explores teenage pregnancy and school dropout behavior. For both cases, the estimation of a straight-forward single-equation model yields statistically significant peer group effects; however, these effects disappear under simultaneous equation estimation. The results are robust and suggest the need for careful modeling of the choice of peer groups (William Evans, Wallace Oates and Robert Schwab, 1992).

Andrew Fuligni and Jacquelynne Eccles (1993) examined the links between children’s perceptions of the manner in which they and their parents adjust their relationships during early adolescents’ orientation towards parents and peers. As predicted, early adolescents who believed their parents asserted and did not relax their power and restrictiveness were higher in an extreme form of peer orientation. Also as predicted, those who perceived few opportunities to be involved in decision making, as well as no increase in these opportunities were higher in both extreme peer orientation and peer advice seeking.

Contrary to popular belief, not all peer influence is negative. Spending more time with peers does not always translate into trouble. The peer group is a source of affection, sympathy, understanding, and a place for experimentation. It is always possible for parents to talk with school counselors and professionals to help with the problem (Lingren, 1995).

Peer Group Influence and Scholastic Achievement

Peer group influences the child’s study habits and academic development (Wentzel & Caldwell, 1997). This contradicts other findings that peers do not affect a students’ academic performance but only affects extracurricular
behaviour. They also argue that student’s academic performance is not only influenced by peers, but also by his/her parents and teachers. Consequently, some academicians argues that peer effects become more important as time passes, reaches its peak somewhere during adolescence (Lawrence, 1993). This also contradicts Kirk (2000), who argued that peer effect has particularly strong influence on academic performance on fourth grade.

A theoretical and computational model with tax-financed, tuition-free public schools and competitive, tuition-financed private schools was developed by Dennis Epple and Richard Romano (1998). Students differ by ability and income and achievement depends on own ability and on peers' abilities. Equilibrium has a strict hierarchy of school qualities and two-dimensional student sorting with stratification by ability and income. In private schools, high-ability, low-income students receive tuition discounts, while low-ability, high-income students pay tuition premia. Tuition vouchers increase the relative size of the private sector and the extent of student sorting, and benefit to high-ability students relative to low-ability students.

Kirk (2000) found that negative peer pressure had less effect on students’ academic performance. The expectation was that the achievement gap would widen and not collapse as a result of the peer effect between the fourth and eighth grades. There are two possible explanations for the diminishing peer effects. First, older students may mask their academic achievement from their friends i.e., peers do not necessarily know exactly what grades their friends achieve or how much time they spend on homework in any given week. Thus, individual students may be able to give their peers a false impression of their academic performance, especially as they reach adolescence. Although peer pressure could generally increase, students may be able to avoid academic pressure more easily. Second, adolescent peer pressure may focus on extracurricular behaviour rather than on classroom behaviour. In other words, as children test their independence, they may focus negative peer pressure on antisocial behaviour outside of school rather than on academic achievement. For example, social experimentation with cigarettes, alcohol, and other illicit substances generally begins in junior high schools. The attention paid to this kind of peer pressure may supersede pressure regarding grades in class.
Review of Literature

Ryan (2000) reported that peer groups are influential regarding changes in students’ intrinsic value for school (i.e. liking and enjoying) as well as achievement (i.e. report card grades). The peer group is not, however, influential regarding changes in students’ utility value for school (i.e. importance and usefulness). It was found that associating with friends who have a positive affect toward school enhanced students’ own satisfaction with school, whereas associating with friends who have a negative affect toward school decreased it.

A study was conducted to examine peer effects among under graduates at Williams College, a highly selective liberal arts school. Specifically, the study explored whether students would perform better in writing about news paper articles they read and discuss in academically homogenous or heterogeneous groups of three. In homogeneous groups all the three students were from either the top half or bottom half of their class on academic rating assigned at the time of admission. Heterogeneous groups included students from both the top and bottom half of their classes. The results showed that students in the top and bottom half performed similarly, but the students performed better in homogenous groups; whether those homogenous groups were made up of students in the top half or bottom half of their classes. This pattern of results was stronger for men subjects than woman subjects (George Goethals, 2001).

Bank and Marlin (2001) have conducted a study to examine parental and peer influence on adolescents. Subjects for the study consisted of 149 American adolescents enrolled in public high schools in a Midwestern state. The respondents constituted a quota-sample design that was approximately balanced for age, sex, social class, race, and community of residence. In comparison with the total population, the sample contained more blacks and disproportionately few whites who lived in rural areas. The researchers found that peer behaviours are more likely to affect the adolescent than parental behaviours, whereas parental norms are more likely to affect the adolescent peer norms. Parents have had a longer time to influence adolescents and retain a responsibility to represent the standards of the adult world. Peers, in contrast, may be shunned if they attempt to impose standards on their adolescent friends but are likely to be omnipresent as behavioural models within schools. It is unfortunate that many adolescents do not have parents who
Review of Literature

are actively involved in their lives. Most parents do not provide appropriate supervision, and are unable to clearly communicate their values. This puts these adolescents in an even greater danger of giving into negative peer pressure.

Goethe (2001) found that weak students do better when grouped with other weak students. It shows that students’ performance improves if they are with the students of their own kind. Sacerdote (2001) found that students’ grades tend to be higher when they have unusually strong academic peers. The results of Zimmerman (2003) were somehow contradictory to Goethe results but again it proved that student’s performance depends on a number of factors. Having friends allows the child to learn many skills: group interaction, conflict resolution and trust building. Peer rejection during adolescence is a good predictor of social and academic problems (Buhrmester, 1990).

Best friends have been found to be similar in regards to frequency of cutting class and time spent on homework. Landau (2002) supports this conclusion by stating that students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning. The personal value that an individual attaches to a characteristic also affects the individual’s response to change. High value results in resistance to change, and low value results in receptiveness to change.

Patrick McEwan (2003) conducted a study to estimate the peer effects on student achievement in Chile. The data allow detailed measures of peer characteristics to be constructed for each classroom within a school. The paper addresses the endogeneity of peer variables by including school fixed effects that control for unobserved family and student characteristics. The estimates suggest that the classroom mean of mothers’ education is an important determinant of individual achievement, though subject to diminishing marginal returns.

Mark Wood et al., (2004) investigated the influences of peer and parent variables on alcohol use and problems in a sample of late adolescents in the summer immediately prior to entry into college. Participants (N 556) completed a mail survey assessing peer influences (alcohol offers, social modeling, perceived norms), parental behaviors (nurturance, monitoring), attitudes and values
(disapproval for heavy drinking, permissiveness for drinking), and alcohol use and alcohol-related consequences. Hierarchical regression analyses indicated significant associations between both peer and parental influences and alcohol involvement, and showed that parental influences moderated peer-influence–drinking behavior, such that higher levels of perceived parental involvement were associated with weaker relations between peer influences and alcohol use and problems. These findings suggest that parents continue to exert an influential role in late adolescent drinking behavior.

A study conducted by Nicole Schneeweis and Rudolf Winter-Ebmer (2005) deals with educational production in Austria and focused on the Potential Impact of School mates on Students’ Academic outcomes (PISA). The researchers used PISA 2000 data to estimate peer effects for 15 and 16 year old students. The estimations yield substantial positive effects of the peer groups’ socioeconomic composition on student achievement. Furthermore, Regressions suggest peer effects to be asymmetric in favor of low-ability students, meaning that students with lower skills benefit more from being exposed to clever peers, whereas those with higher skills do not seem to be affected much. Social heterogeneity, moreover, has no big adverse effect on academic outcomes.

Changhui Kang (2006) examined the existence and detailed structure of academic interactions among classroom peers. The researcher found that mean achievement of one’s peers is positively correlated with a student’s performance (standardized mathematics test score). The improvement in peer quality enhances a student’s performance. Regressions reveal that weak students interact more closely with other weak students than with strong students; hence their learning can be delayed by the presence of worst-performing peers. In contrast, strong students are found to interact more closely with other strong students; hence their learning can be improved by the presence of best-performing peers.

Laurence Stein Berg and Kathryn Monahan (2007) reported that across all demographic groups, resistance to peer influence increases linearly between ages 14 and 18. In contrast, there is little evidence for growth in this capacity between
Review of Literature

ages 10-14 or between 18-30. Middle adolescence is an especially significant period for the development of the capacity to stand up for what one believes and resist the pressure of one’s peers to do otherwise.

Jane Friesen, Ross Hickey and Brian Krauth (2008) conducted a study in the Canadian province of British Columbia (B.C.) on students in grades 4 through 7 to investigate the effect of having peers with special needs on value added examination outcomes. Longitudinal data on multiple cohorts of students are used together with school by grade fixed effects to account for endogenous selection into schools. The B.C. data have some important advantages over the data used in previous studies of special education. First, like a growing number of U.S. states, B.C. does not provide per student supplemental funding for most additional special needs students, so it is possible to observe more direct peer effects that are not masked by funding effects. Second, examination participation rates are relatively high in B.C., especially for disabled students, and incentives for strategic examination nonparticipation and/or strategic disability classification appear to be relatively weak. These features reduce some potential sources of bias in estimating the effect of disabled peers on nondisabled students, and enable to estimate peer effects for students who themselves are mildly to moderately disabled. Peers with learning and behavioral disabilities generally have a negative effect, while the effect of peers with other disabilities varies in sign.

Peer Personality and Scholastic Achievement

A study conducted by Glen Joseph Veed (2009) used Social Network Analysis to examine self-reported anxiety, depression, aggression, and delinquency in the fall and spring of one school year for students in a rural high school. In addition to examine the effect of the peer group on individual reports of psychopathology, the strength of this relation was compared to that of the adolescent’s closest friend. Potential moderators (peer group density, grade, and gender) of the relation between the peer group and individual psychopathology were examined.

Results suggested the way how the peer group variable is constructed and affected the findings. When the peer group variable was constructed from reciprocated peer nominations, the peer group level of anxiety or depression
predicted later individual changes in these measures. However, when the peer group variable was constructed from all incoming and outgoing nominations, regardless of reciprocation, the level of delinquency reported in the peer group predicted later change in individual delinquency.

The peer group’s level of aggression was not related to concurrent or later individual aggression. The adolescent’s closest friend’s level of psychopathology was not related to concurrent or later psychopathology. Peer group density was supported as a moderator of the relation between reciprocated peer group and individual anxiety, such that individuals from less dense peer groups were more influenced by the peer group. Grade was supported as a moderator of the relation between reciprocated peer group and individual level of anxiety, depression, and delinquency, with anxiety and depression showing the expected negative quadratic moderation effect, and delinquency showing an unexpected, positive moderation effect for grade. Gender was not supported as a moderator.

Timothy Halliday and Sally Kwak (2010) revealed that peer effects estimate on educational achievement, smoking, and drinking are substantially larger with more detailed measures than with the school-grade cohorts.

A study conducted by Daniel Korir and Felix Kipkemboi (2014) examined the impact of school environment and peer influence on the students’ academic performance. The study assessed school environment factors and peer influences in terms of the level of psychological impact they have on learners. The study was based on Albert Bandura’s Social Learning Theory, which considers leaning as an interaction between environment, behaviour, and one’s psychological processes. The study used a correlation research design where school environment and peer influence constituted the independent variables whereas students’ academic performance was the dependent variable. Twenty-one public secondary schools in Sabatia District of Vihiga County were used in the study. The study subjects were selected using simple random sampling technique. Questionnaires were used to collect data on the school environment and the peer influence and school records were used to obtain students’ academic performance. Data were analyzed using multiple regressions. The study established that school environment and peer influence made significant contribution to the students’ academic performance.
Jude Obiunu (2015) investigated the relationship between parents and peer influences on the quality of adolescent friendship. The problem of the study is the increasing incidences of emotional imbalance among young people that manifest in maladaptive behaviours. In investigating this problem, two research hypotheses were developed. The population comprised of 867 senior secondary school students selected from five schools in Ethiope East Local Government Area of Delta State. The simple random sampling technique was used to select 100, 20 from each school for the study. The instrument for the study was “Qualities of Adolescent Friendship as Correlates of Coping with Stress”. The instrument had a reliability of 0.84. Regression and t-test were used to analyse both research questions and research hypotheses. The findings indicated that there was no statistical significance between parents interaction and parents/children interaction. The conclusion therefore for the population studies was that there may be other factors that influence qualities of adolescent friendship.

The present study investigated the influence of peer group on the academic performance of secondary school students in Ekiti State. A total of 225 secondary school students were randomly selected from five mixed (boys and girls) secondary schools for participation in this study. The participants responded to Peer Group and Adolescent’s Academic Performance (PGAAP) questionnaire. Eight hypotheses were tested in all. Data collected were analyzed and findings showed that peers age (young and old) does not influence academic performance of secondary school students. Gender (male or female) does not influence academic performance of secondary school students. Peers relationship influence academic performance of secondary school students. Peers pattern of socialization influence academic performance of secondary school students. Peers location influences their academic performance. Motivation of peers influences their academic performance. Use of drugs among peers influences their academic performance. Finally, peers religion affiliation has no influence on the academic performance of secondary school students. Above results suggest that age, gender and religion difference does not matter in determining academic performance among secondary school students. The result further suggest that peer relationship, socialization, location, motivation and drug use have a great influence in
determining academic performance of secondary school students (Bankole Emmanuel Temitope, Ogunsakin and Funmi Christy, 2015).

Bart Golsteyn, Arjan Non and Ulfzolitz (2017) provided evidence of a novel facet of peer effects by showing how peer personality affects educational achievement. It was found that students perform better in the presence of more persistent peers and more risk-averse peers. In particular, low-persistence students benefit from highly-persistent peers without devoting additional efforts to studying. However, highly-persistent students are not affected by the persistence of their peers. The personality peer effects that documented are distinct from other observable peer characteristics and suggest that the personality traits of peers causally affect human capital accumulation.

Jack Gladys Uzezi and Gamnjoh Dennis Deya (2017) made an attempt to examine the relationship between peer group influence and academic achievement of secondary school chemistry students in some selected secondary schools in Jalingo metropolis of Taraba State. The study employed a survey- Causal-comparative research design in line with its appropriateness to the research problem. A sample of 120 students comprising of equal number of male and female students were selected randomly from three secondary schools. A 15-item questionnaire Peer Group Influence Assessment Questionnaire and Chemistry Achievement Test containing 50-items was administered to the students. The data were analyzed using means, standard deviation in answering the research questions and t-test and Person Product Moment Correlation were used in testing the hypotheses. The result from the study showed that; there is significant difference between students that belong to peer group and those that do not belong to peer group on the academic achievement of chemistry; there was no significant difference in the academic achievement of male and female chemistry students that are involved in peer group; and there is a positive and significant relationship between peer group influence and academic achievement of students in chemistry.
EMOTIONAL MATURITY

Emotional Maturity and Scholastic Achievement

The emotionally matured individual regardless of his age is the one who has the capacity to overcome fear to disregard certain emotion stimulators that affect the young and view him objectively, as he evaluates his strengths and weakness and strive towards an improved integration of his thought, emotional attitude and overt behavior (Crow and Crow, 1962).

Dhami (1974) investigated intelligence, emotional maturity and socioeconomic status as factors indicative of success in scholastic achievement of IXth and Xth class students of age group 14+ and 15+ of different categories. Significant relationship between emotional maturity, intelligence and scholastic achievement of high school students was reported. The study also reported parent’s education, type of house in which family lives, family income and type of reading material have a positive effect on the emotional maturity of the children.

Sabapathy (1986) examined the relationship between the variables: anxiety, emotional-social maturity, socio-economic status and academic achievement of students. He found that emotional maturity was positively and significantly related to achievement in individual subjects and total academic achievement.

Mayuri and Suneeta (1999) reported that the parental factors, namely father’s occupation and parental contributions were found to have significant effect on academic achievement of children. High achievers generally seem to come from families where there are few children, a nuclear type of family, and average to higher educational qualifications among parents, mothers’ mostly full-time housewives and a middle class socio economic status. Father's occupation was the only factor that showed positive and significant correlation at 5% level of confidence for achievement in English language, the other correlations being either negative or close to zero. None of the family contributing factors including the parental contributing factors were significant for achievement in Mathematics. However, parental contribution at home as well as father's occupation had a prominent role to play in the achievement in Science subject, with other factors making no relative contribution.
Kaur (2001) conducted study on ‘Emotional maturity of adolescents in relation to intelligence, academic achievement and environmental catalysts’ on a sample of 356 adolescents. The findings revealed that; (a) Emotional maturity and intelligence were found to be closely related (b) No significant relationship was found between emotional maturity and academic achievement; (c) No significant difference was found in emotional maturity due to area, sex and type of school; (d) Students of government schools were found to be more emotionally mature than those of private schools.

Deepa et al., (2003) studied the emotional maturity of school going children of slum and urban areas and the influencing factors. The slum children differ in their emotional maturity from the urban children, which was tested in this study. The sample consists of 120 children, of which 60 were from slum and 60 from urban areas. Significant positive relationship was found between urban children's emotional maturity and their academic performance, chronological age, ordinal position, size and type of family, parenting, general mental ability, number of friends as well as their parental age, education and employment while no significant correlation was found between slum children’s emotional maturity and their background variables.

Emotional Maturity and Type of Institute

Gakhar (2003) conducted a study on a sample of 200 students of secondary stage and revealed that: (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are hostellers and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working mothers. Significant negative correlation was found between self-concept and emotional maturity. Also found negative correlation between academic achievement and emotional maturity. There was significant difference in the emotional maturity of boys and girls. It was revealed that there was significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more. There was significant difference in the emotional maturity of students who studied in government and
private schools. Further, emotional maturity of students of private schools was more as compared to their counterparts. It also showed that there was insignificant difference in the emotional maturity of students who lived in hostels and those who are day scholars. The study also revealed that there was insignificant difference in the emotional maturity of children of working and non-working mothers.

Emotional Maturity - Gender Differences

“A study on emotional stability and academic achievement of boys and girls at secondary level” concluded that: (i) Boys are significantly emotionally stable than girls, (ii) there is no significant difference between boys and girls in academic achievement. (iii) There is no significant relationship between emotional stability and academic achievement of the students (Vikrant Upadhyay and Upadyay, 2004).

Lekhi (2005) in her study on a sample of 939 (male and female) from govt. and private schools of Punjab, found that there is no significant difference in the emotional maturity and emotional intelligence of boys and girls as t-ratio is found to be non-significant. However, on comparing their mean scores, it is observed that boys scored little low (hence more emotionally mature) as compared to girls. But significant differences were found between rural and urban adolescents in their emotional maturity. She also concluded that emotional maturity correlated negatively and significantly with intelligence and academic achievement.

Suman (2009) made a study on learning achievement of science students in relation to their meta-cognitive skills and emotional competence. The study was conducted over a sample of 500 students of class IX (age between 13 to 15 years) from six secondary schools situated in South West Zone of Delhi. In this study he found that there were significant positive relationships between (i) emotional competence & learning achievement (ii) meta-cognitive skills & learning achievement (iii) emotional competence & meta-cognitive skills of the students studying in secondary schools.

Surjit Singh and Parveen Thukral (2011) conducted a study on “emotional maturity and academic achievement of high school students”. The objectives of the study were: (i) To investigate the relationship of emotional maturity with
Review of Literature

academic Achievement of high school students; and (ii) To observe the gender and regional differences on the basis of their emotional maturity. The sample comprised of 400 students of class X, out of them 200 were boys (100 rural and 100 urban) and 200 were girls (100 rural and 100 urban). The sample was collected by using multi-stage random sampling technique. The tool used was Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1990). The findings of the study were: (i) there is no significant relationship between emotional maturity and academic achievement. (ii) No significant differences were observed between boys and girls and rural and urban students on the basis of their emotional maturity.

Subbarayan and Visvanathan (2011) revealed that emotional maturity of college students was extremely unstable. Chaturvedi and Kumari (2012) found that emotional maturity and emotional intelligence have significant effect on academic achievement.

A study was conducted by Amit Chaturvedi and Reena Kumari, (2012) to examine the role of emotional maturity and emotional intelligence in learning and achievement on 300 male Intermediate students of Meerut city. Findings reveal that emotional maturity has insignificant effect on learning but significant effect on academic achievement.

Amruta Ashok Magar (2014) made an attempt to examine the emotional maturity among Medical and Engineering Students. The result indicates that there is no significant difference between Medical and Engineering students with regard to Emotional Maturity.

Das and Ghosh (2014) revealed that emotional maturity and academic achievement of secondary school students of rural and urban areas do not differ significantly. The study further revealed a negligible relationship between academic achievement and emotional maturity of students of rural areas although a significant relationship between emotional maturity and academic achievement among urban students was found. Arumugam (2014) found that emotional maturity of B.Ed. trainees was below average. Puar (2014) revealed that the emotional maturity played no significant role in the academic achievement of high school students.
Malliick Rinku et al., (2014) conducted a study on higher secondary student’s emotional maturity and achievement and found that (i) there is significant difference between male and female higher secondary students with respect to level of emotional maturity. (ii) There is no significant difference between rural and urban higher secondary students with respect to level of emotional maturity. (iii) There is no significant difference between government and aided higher secondary students with respect to level of emotional maturity. (iv) There is significant difference between day scholar and hostel staying higher secondary students with respect to level of emotional maturity and (v) there is significant difference between male and female higher secondary students with respect to level of achievement in economics.

Shanmuganathan and Chinnappan (2014) explored the extent to which the Emotional Maturity and Parental Encouragement have the relation with academic achievement among higher secondary course students. The descriptive survey research method was used for the study. In the present study, a sample of 1000 adolescents (385 boys and 615 girls) was taken by using proportionate stratified random sampling technique. The findings of the study revealed that: (i) there is a significant relationship between the emotional maturity and academic achievement of adolescent students; (ii) there is a significant relationship between the parental encouragement and academic achievement of adolescent students.

The aim of the present study is to investigate emotional maturity of secondary school students in relation to academic achievement. For this purpose a sample of 400 students (200 boys and 200 girls) of class IX were taken from 8 schools (4 Government and 4 Private) of Aligarh. The study reveals that most of the secondary school students are extremely unstable regarding emotional maturity. The study also reveals that there exist a highly positive correlation between emotional maturity and academic achievement (Nikhat Yasmin Shafeeq and Afeefa Thaqib, 2015).

The findings of the study reported that there exists a statistically highly significant difference between male/female and government/ private secondary school students with respect to their emotional maturity whereas, students coming
from rural or urban background did not show any difference in case of emotional maturity for students of both the districts separately as well as taken together and there is no significant mean difference between male/female students and rural/urban areas students, whereas government and private school students differ significantly on intelligence (Jadab Dutta, Pranab Chetia an Soni, 2016).

Dona Rai Yugal Kisore Khanal (2017) made an attempt to assess emotional intelligence and emotional maturity of college students in Sikkim to find out the relationship of these two variables with academic achievement of students. This study revealed highly positive correlation between emotional intelligence, academic achievement and no significant correlation was found between emotional maturity and academic achievement.

The findings of the study show that the academic achievement of adolescents is affected by their emotional maturity. The study provides the evidence to show that there is positive relationship between academic achievement of adolescents and their emotional maturity. It is very important that teachers should express their love and concern towards students by involving, spending more time and interacting with them, so that students feel free to exchange their ideas, views and feelings with them (Janak Singh, 2017).

Assessing the quality of emotions is important for medical students to examine their overall ability to deal with their immediate world since they may have to confront end number of stressful situations in their profession. The emotional maturity explicitly has an impact on students’ academic performance and is also an important aspect of professional development. Thus the study makes an effort to find out the influence of emotional maturity on academic performance among the year one and year two medical students of University Sultan Zainal Abidin (UniSZA). The study population included pre-clinical medical students of UniSZA from Year 1 and Year 2 of academic session 2015-2016. The result revealed that there was a statistically significant positive correlation between emotional maturity and academic performance ($r =0.783$, $p <0.001$). Medical faculty members should lay more emphasis on these aspects thereby mending their students for better performance. Hence, the researchers expect that the country will mold medical doctors into better professionals (Vidya Bhagat et al., 2017).
Bhupinder Singh Bagh (2018) conducted a study and found (i) Negative relationship between Emotional Maturity among adolescents and Parental involvement. (ii) No Significant difference in Emotional Maturity among adolescents with respect to gender. (iii) No Significant difference in Parental involvement among adolescents with respect to gender. (iv) Significant difference in Emotional Maturity among adolescents with respect to locale. (v) No Significant difference in Emotional Maturity among adolescents with respect to locale.

**SCHOLASTIC ACHIEVEMENT**

Rao (1965) investigated the factors related to scholastic achievement and found that intelligence; study habits and school attitude were significantly related to the prediction of scholastic achievement. The multiple correlations co-efficient between achievement and intelligence, study habits and attitude towards school was quite high. The three independent variables namely intelligence, study habits and school attitude were significantly related to the prediction of scholastic achievement while the socio-economic status was not.

Noah and Eckstein (1974) conducted a study and concluded that the home background of children as measured by father’s education and occupation, mother’s education and number of books in the home stands out, as internationally strong variables that influences school achievement. Few of the directly school related variables such as sex of teacher, teachers’ experience and training, size of school, quality of home work and type of curriculum come through as important in all the nations tested.

Hurrelmann and Engels (1992) studied the impact of school pressure, conflicts with parents and career uncertainty on stress among adolescents. The sample was 1,717 adolescents students (aged 13-16 years) of Germany. The results revealed that social conflicts with parents about previous scholastic achievement and future educational plans were intervening variables that magnified the effects of poor school performance.

Cherian and Malesase (2000) studied the relationship between parental control and scholastic achievement of children from single and two parent
families. It is suggested from the present study that there was a slightly positive relationship between parental control and scholastic achievement of children from two parent families. There was no statistically significant relationship between the two variables.

The aim of the investigation is to ascertain the impact of English language proficiency on academic success of first year black and Indian students in Human Resource Management at a tertiary institution. Students enrolled for the period between 1996 and 2002 were included in the study. Statistical tests of differences between means were conducted. Significantly the Indian group exhibited superior English language proficiency levels, compared to their black counter parts. The hypothesis that English language proficiency associated with academic success appears to be substantially correct.

Stump and Stanley (2002) found that learners’ College Board Scholastic Assessment Test (SAT) scores correlated positively with their graduation marks. The Verbal score on the SAT contributed approximately 40% to the likelihood of a learner graduation marks and the mathematics score contributed 38%. Non-verbal intelligence alone does not appear to predict scholastic achievement better than either verbal intelligence on its own, or a combination of verbal and non-verbal intelligence.

The best predictor of mathematics achievement is prior achievement in mathematics. Therefore, other significant predictors were educational expectations and future aspirations; classroom environment and class achievement level; but these explained a notably small proportion of the variance. Significant predictors of students’ Attitudes were self-efficacy beliefs, educational expectations and future aspirations and perceived teacher emphasis on the importance of mathematics (Wachira, 2005).

The gross differences in scholastic achievement among public, private government-dependent and private independent schools in 22 countries are analyzed with Programme for International Student Assessment 2000 data. In a multilevel approach, the authors estimate these sector effects, controlling for sociological characteristics of students and parents, school composition, teaching
Review of Literature

and learning conditions of schools, and students’ and principals’ perception of the climate of their schools. The main explanation of their gross differences in scholastic achievement is the better social composition of private schools, both government dependent and independent. But pupils at private government-dependent schools have a higher net educational achievement than do comparable pupils at public schools with the same social composition. The explanation of these remaining net differences in scholastic achievement seems to be their better school climate. These net differences in scholastic achievement between public and private school sectors are equal across nations, despite historical differences of educational systems (Jaap Dronkers and Peter Robert, 2007).

Miklos Biro, Snezana Smederevac and Snezana Tovilovi (2009) conducted a study to investigate environmental influences on scholastic achievement of students. Scholastic achievement of students was assessed by teachers, while data on socio-economic status (SES) and family’s educational climate were obtained through a semi structured interview with their parents. Intellectual abilities strongly influenced by family’s socio-economic status and family’s educational climate were most predictive of scholastic achievement. It is suggested that family’s educational climate, defined by unfavorable educational stimulation and low parents’ ambition concerning education of their children, moderates effects of low socio-economic status on inferior scholastic achievement.

Adebola Jaiyeoba and Ademola Atanda (2011) conducted a study to investigate school quality factors that are likely to influence students’ achievement in mathematics in South-Western and North-Central Nigeria. The study adopted the descriptive survey research design of the ex-post facto type and made use of a sample of 1,014 Mathematics teachers and principals selected through a multi-stage sampling procedure. The two validated instruments used were School-based Quality Inventory (r = 0.89) and School-Based Quality Factor Questionnaire (r = 0.92). Three hypotheses were tested at 0.05 level of significance. Data collected were analysed using means, standard deviation and multiple regression. Out of the nine variables, the two variables that contributed significantly to student’s achievement in Mathematics are conveniences and instructional materials (β = 0.130, t = 2.381, P < 0.05), (β = 0.134, t = 2.470; P < 0.05) respectively.
Instructional materials and conveniences (toilets) have been adjudged to have contributed significantly to students’ achievement in Mathematics. Therefore, Government and other stakeholders should ensure that schools are provided with effective and adequate toilet facilities. It is also recommended that instructional resources should be provided in schools.

Throughout the years, the role that parents play with regard to a child’s academic achievement has been the source of considerable research. The type of parenting style employed by parents, whether it is authoritarian, authoritative, or permissive, continues to be a major theme in these studies. One area of particular interest that has been overlooked in these studies, however, is the influence that parents may have on a student’s learning autonomy. Learning autonomy is the idea that a student has internal motivation to learn or achieve. The purpose of this study was to investigate the relationship among the three styles of parenting, learning autonomy, perceived parental autonomy support, and scholastic achievement in undergraduate college students. Sixty-one participants were recruited at a small liberal arts college in the northeastern United States to complete questionnaires, which measured perceived parental authority of the participants, perceived parental autonomy support and students’ own learning autonomy. The participants were also asked to list their grade point average. The results revealed positive and negative correlations between many of the variables in the study; however, simple regression analyses did not yield any statistically significant relationships between parental authority, learning autonomy, perceived autonomy, support and scholastic achievement (Starr, 2011).

**Verbal Reasoning and Numerical Ability**

Analysis of tests requiring different cognitive processes involved in verbal ability yielded no evidence of substantial gender differences in any aspect of processing. Similarly, analysis by age indicated no striking changes in the magnitude of gender differences at different ages (Janet Shibley hyde and Marcia Linn, 1988).

Osafehinti (1990) examined the relationship between proficiency in English language skills of composition, reading comprehension, grammar and achievement in elementary Mathematics in Nigeria. Results showed that at the
primary five, significant relationship was found between pupils’ reading comprehension scores and Mathematics’ scores. Higher and significant correlations were found among language, comprehension, grammar, total English and Mathematics scores at primary six.

Adegboye (1993) revealed that lack of proficiency in English language is one of the factors contributing to poor performance in Mathematics. The researcher also observed that the performance of students in Mathematics examination is poor but further stated that the performance in English is more than that of Mathematics and it is linked to poor reading ability. Hence, there is a need to improve the teaching of English language to improve Mathematics education.

Factors Influencing Numerical Ability

Kelly (1999) found that achievement in mathematics was significantly predicted by an arithmetic aptitude test. The Arithmetic Reasoning Test (ART), measuring learners’ ability to understand basic arithmetic rules and the application of these rules to solve numerical problems, was found to significantly predict higher grade mathematics marks in secondary school.

Hui-Ling (2001) conducted a cross-national study of factors influencing mathematics achievement and reported different factor structures and different influences on mathematics achievement across the three selected countries. Home environment, attitude towards mathematics and educational aspiration emerged as the more important and consistent predictors of mathematics achievement.

Karimi and Venkatesan (2009) revealed that mathematics anxiety has significant negative correlation with mathematics performance but no significant correlation is detected with academic hardiness. It is also found that the gender differences in mathematics anxiety are significant, whereas no significant differences are detected between boys and girls in mathematics performance and academic hardiness. Many students who suffer from mathematics anxiety have little confidence in their ability to do mathematics and tend to take the minimum number of required mathematics courses, which has greatly limited their career choice options (Garry 2005). Mathematics anxiety is the outcome of low self-esteem and the fear of failure. It causes problems for processing the incoming
The purpose of the study was to determine the relationship between learning environments and the attitude of engineering technology students towards mathematics from two technical institutes. This study investigated the differences in learning environment, teacher’s factor and students’ attitude towards mathematics according to institute. The sample consisted of 102 engineering technology students: data were collected using Attitude towards Mathematics Questionnaire, Learning Environment Survey and Teacher’s Factor Survey with the total of 29 items. The instruments were a combination of items from the previous research and some were developed by the researcher. The analysis of data was done using descriptive statistics as well as the t-test and Pearson correlation. The results revealed no significant difference in learning environment and the students’ attitude towards mathematics. Further examination showed that the correlation between learning environment and attitude towards mathematics was significantly moderate. Generally, learning environment and teacher’s factor are two factors that need the institutions’ consideration in producing students with positive attitude towards mathematics (Siti Mistima Binti Maat and Effandi Zakaria, 2010).

Students’ attitude towards mathematics has been a factor that is known to influence students’ achievement in mathematics. The purpose of this study is to find out the students attitude towards mathematics and gender difference in attitude towards mathematics in selected schools of Maldives. A total of 200 secondary students were administered with a questionnaire to find out their attitudes towards mathematics. The students answered questions regarding their personal confidence to mathematics and perceived usefulness of mathematics. The results show that the students’ positive attitude towards mathematics is medium and there is no gender difference in their attitudes (Lawsha Mohamed and Hussain Waheed, 2011).

The aim of the present study is to investigate student's epistemological beliefs about mathematical problem solving. Specifically, the present study sought answers to the following questions: What is the overall profile of student's
Review of Literature

epistemological beliefs about mathematical problem solving? Do student's epistemological beliefs about mathematical problem solving differ in terms of gender variable? Do student's epistemological beliefs about mathematical problem solving differ in terms of grade level variable? Do student's epistemological beliefs about mathematical problem solving differ in terms of mathematical ability variable? A total of 120 secondary (form 1, form 3, and form 5) schools students were participated in this study. A Likert Scale compressed 36 items was validated and applied to answer the research questions. Results revealed that: (1) Malaysian students had moderate levels of epistemological beliefs about mathematical problem solving; (2) there were no significant differences among Malaysian students’ in their beliefs about problem solving due to gender, academic level, mathematical ability and race (Nabeel Abedalaziz and Sharifah Norul Akmar, 2012).

Oppong Asante (2012) conducted a study to investigate senior high school student’s attitudes towards mathematics and to explore sex differences in attitudes towards mathematics among students in Accra. The results revealed that there was a significant difference in attitudes shown towards mathematics between boys and girls. The school environment, teachers attitudes and beliefs, teaching styles and parental attitudes were identified as explanation factors that account for student’s attitudes towards mathematics. Teachers and other stakeholders in the education industry should organize seminars and workshops for students, parents, teachers and school administrators to enhance and promote positive attitudes towards mathematics.

The purpose of the study is to determine the key factors that influence Libyan students’ achievement in mathematics. A questionnaire of 30 items was distributed for Libyan students in Kuala Lumpur, Malaysia. The total number of the respondents was 201 (74 male and 127 female). One hundred and five students were in grade 4-6, eighty one students grade 7-9 and fifteen students from secondary school. Students were asked to respond to a 5-point Likert scale. Factor analysis technique was used and six factors were identified. The combination of items, with loadings greater than 0.50, were considered as separate factors. These factors were Teaching Practices (which was recorded highly on loading), teacher’
Review of Literature

attribution, classroom climate, students’ attitude towards mathematics and students’ anxiety, in addition to students’ mathematics achievement. Subsequently, confirmatory factor analysis was conducted using the Structural Equation Modeling. The results showed that the teacher’ attribution and students' attitude towards mathematics were the highest and lowest factors influencing the students’ achievement, respectively. Moreover, the relationship among Teaching Practices and teacher attribution was high (0.68). Generally, good correlations were found among these factors on one hand and student’s achievement in mathematics on the other hand (Mohamed et al., 2012).

Verbal Reasoning

Barmola (2013) made an attempt to find out the difference between science and arts students in terms of abstract and verbal reasoning, and academic performance. Results show that there is significant difference between science and arts students in terms of abstract and verbal reasoning (DAT). No significant difference is found in terms of academic performance among students.

Nathan Simmons (2014) explored the academic achievement of early adolescents and the interactions between the following six psycho-social variables: friendship patterns, emotional and behavioural development, coping skills, self-concept, personal values, and the classroom learning environment. Three non-government schools and one government school were selected for the study. The schools represented both metropolitan and provincial locations, and co-educational and single sex schools, in two states of Australia. The research was conducted on a sample of 266 early adolescents (59% male) with a mean age of 13 years and 5 months (SD = 1 year & 1 month). These participants completed seven self-report psycho-social instruments during the initial data collection phase. Using structural equation model, it was demonstrated that the students’ friendship patterns and social relations significantly influenced the students’ English and mathematics academic outcomes. The final measurement model demonstrated that those students who had more friendships achieved better in the year end academic results in the curriculum areas of mathematics and English. This model also highlighted the importance of students’ level of self-concept in English and
Review of Literature

Mathematics on students’ English and mathematics achievement. The importance of students’ personal values was highlighted in the model with greater achievement in English predicted by higher value placed on numeracy and literacy activities.

Shola Sunday Olanipekun and Salman Saka Ishola (2014) investigated the correlation between students’ academic performance in English and Mathematics. The findings revealed that proficiency in English is a contributing factor to better academic performance in Mathematics. It is also found that female students outclassed their males in both English and Mathematics.

The present study aimed to assess the level of school ability measures and accounting competencies of fourth year Accounting Technology students. It also investigates which of the two school ability measures such as verbal and non-verbal significantly influence to accounting competencies. The findings revealed that the fourth year respondents are low in terms of school ability with a below average of verbal ability while average in terms of non-verbal ability. They were also found to be competent enough in accounting. Results also showed that among the school ability measures, only verbal ability has significant influence on accounting competencies. Furthermore, the two dimensions such as verbal comprehension and reasoning were significant predictors. On the other hand, the non-verbal ability, in terms of figural reasoning and quantitative reasoning, is a non-significant predictor of accounting competencies (Jan Linster et al., 2015).

Masooma Ali Al Mutawah (2015) reported that the level of the anxiety is highest among those who perceived themselves as low achievers in mathematics. Also reported statistically significant grade level differences. Grade eleven students had the highest mean anxiety score. This means that the level of anxiety increases as the students progress through the grade levels. It may also be due to the complexity of the mathematics curriculum where more advanced concepts are introduced at the higher level. These results may also have an impact on the way mathematics is taught in the lower grade levels.