METHODOLOGY

Statement of the Problem and Hypotheses

Many research studies showed the importance of parents involvement or parent pressure and it’s effect on academic achievement of adolescents. Desforges and Abouchaar (2003) defined parents involvement in many forms like parenting style, stable and secure environment, intellectual stimulation, parent child discussion, contact with school, participation in school events and activities. Research evidence showed that parent involvement has strong positive influence on the child’s level of attainment; the more the parental involvement, the higher the attainment.

Parenting has a significant positive effect on children’s achievement and adjustment. Research studies showed that parenting is the most important factor contributing to a child’s development. Diana Baumrind (1978) described three types of parenting styles i.e., authoritative, authoritarian and permissive styles. Authoritative parents set clear standards for their children, also encourage independence and open communication between children and parents.

Authoritarian parenting practices tend to prevent the development of instrumental competence in adolescents as the emphasis is more on conforming to rules and standards. The over emphasis on obedience reduces an adolescent’s perception of competence, self-reliance and internal motivation to achieve. The permissive parenting style is high in warmth but lacking control over the child. This parenting style is characterized as being more responsive to the needs of the child, but less demanding. Permissive parents are extremely lenient and tolerant of
the impulses of the child. They rarely demand mature behavior of the child and allow high degree of self-regulation. In permissive homes, lack of self-regulation, more impulsivity leads to under achievement in adolescents.

The person’s first contact is with parents and then with friends. Parent attachment is stronger during infancy and childhood whereas friend’s attachment is strong during adolescence. Attachment level varies with the ages and stages of life. According to Dacey & Kenny (1997) “Adolescents who feel accepted by their peer group and parents are likely to feel good about themselves.” The peer acceptance and attachment is as important as the parent attachment. Reisman (1985) reported that the adolescents who have poor peer relationships are more likely to have adjustment difficulties. This attachment influence their feelings, thinking, decisions and living styles. The strong attachment has strong influence on personality. When this influence effects the decisions or liking, disliking of a person and a person feel forced to left their own motto, feelings and fulfill the friends or parents expectation, this is called pressure. Weiten and Lloyd (2004) said that the “pressure involves expectations or demands that one behave in a certain way.” They divide pressure in two types: the pressure to perform and the pressure to conform. The power of pressure is violating personal standards in order to be liked by other members of cohesive group.

The adolescents learn about themselves from friends may differ from what they learn about themselves from parents. Parents have certain value system and norms they want from their children to follow them and fulfill their expectations which are called parent pressure, whereas the peer pressure is defined as the influence exerted by a peer group in encouraging a person to change his or her attitude, values, behaviour in order to conform the group norms. The pressure in itself is neither positive nor negative. If it is positive it encourages positive attitude, healthy values, respect and hard work. If it is negative it encourages negative attitude. The positive pressure strengthens the potential of person and the negative pressure reduces the person’s strength. The positive pressure leads towards the success whereas the negative leads to the failure in academic life.
Education brings about considerable changes in the individual relating to his physical, intellectual and emotional conditions. Academic achievement is considered to be a composite criterion and not a unitary one. Emotional maturity as an important factor exerts influence on the academic achievement of students. Emotional maturity is the process of impulse control through the agency of self. It is a process of readjustment which is patterned in accordance with the approved expression and repression in their cultures. Kaur (2001) found no significant relationship between emotional maturity and academic achievement. But Nikhat et al., (2015) reported that there is a significant highly positive correlation between emotional maturity and academic achievement.

Quality of performance has become the key factor for individual progress. Generally parents wish their children to climb the ladder of performance to a high level. This desire for high level of achievement puts a lot of pressure on teachers and students, and in general, the system of education. Research has shown that different parenting styles yield differential outcomes for adolescents in many areas including academic motivation and academic success. Research evidence shows that parent pressure effect positively and peer pressure effect negatively the academic achievement of students; especially female university students. The parent’s pressure has positive effect on the academic achievement of business administration students.

Keeping all these in view, an attempt is made to examine the impact of parenting style, peer pressure and emotional maturity on scholastic achievement of professional and non-professional college students and also to study the significant differences in Scholastic Achievement, Verbal Reasoning and Numerical Ability separately among professional and non professional college students of parents with school level and college level education studying in government and private colleges with the following objectives.

**Objectives**

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

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

Hypotheses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Materials, Sample and Method

The present investigation “Impact of Parenting Style, Peer Pressure and Emotional Maturity on Scholastic Achievement of Professional and Non-Professional College Students” has been taken up keeping the earlier stated objectives and hypotheses in view. The method and the materials chosen to accomplish the requirements of the study are discussed in this chapter.

Population

Population for the present study consists of 3000 students of professional (B. Tech and B.B.A) and non professional (B.Sc /B.com) courses studying in different government and private colleges in Chittor, Kadapa and Kurnool districts of Andhra Pradesh.

Sample

From the population of 3000 professional and non professional college students, a sample of 800 students from different colleges were selected randomly and administered “Parenting Style Inventory, Peer Pressure Scale, Emotional Maturity and Differential Aptitude Tests. Using ± 1 SD formula for the scores obtained, a final sample of 320 subjects was included in the present study as shown in the table.

Table-I: Distribution of the sample:

<table>
<thead>
<tr>
<th>Emotional Maturity</th>
<th>Peer Pressure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Parenting Style</td>
<td>Parenting Style</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td><strong>80</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>
Methodology

Variables Studied

Independent Variables

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

Dependent Variable

1. Scholastic Achievement (Verbal Reasoning and Numerical Ability)

Demographic Variables

1. Nature of Course (Professional/Non-Professional)
2. Type of Institute (Government/Private)
3. Parental (Father) Education (School Level/College Level)

Tools Description

1. Parenting Style Inventory:

Parenting style inventory developed by Nancy Darling (1997) was used to collect data from the sample. It consists of fifteen statements with a five point scale i.e.

5 = Strongly Agree
4 = Agree
3 = I’m in between
2 = Disagree
1 = Strongly Disagree

All the items used a scale from 1 (strongly disagree) to 5 (strongly agree) as shown above. Items 2, 3, 5, 7, 9 and 14 are to be reverse scored. The minimum and maximum possible scores on the scale range from 15-75. Low score indicate poor parenting style and high score indicate good parenting style. The reliability for the scale was found to be 0.68 using test – retest method.
2. **Peer Pressure Scale:**

Peer Pressure Scale was developed by Santor, Messervey and Kusumakar (2000). It consists of 11 items. For each statement there are five response categories, i.e.

1= strongly Disagree,
2= Slightly Disagree,
3= Neutral,
4= Slightly Agree and
5= Strongly Agree.

The minimum and maximum score ranges from 11 to 55. High score indicates high peer pressure and low scores indicates low peer pressure. The reliability for the scale was found to be 0.83 using test – retest method.

3. **Emotional Maturity Scale:**

The emotional maturity scale was developed by Yashvir Singh and Mahesh Bhargava (1990). It consists of 48 items. For each statement there are five response categories, i.e.

5= Very Much;
4= Much;
3= Undecided;
2 = Probably and
1= Never

High score indicate high emotional maturity and low score indicate low emotional maturity. The minimum and maximum score ranges from 48 to 240. The reliability for the scale was found to be 0.76 using test – retest method.

4. **Scholastic Achievement:**

To measure the Scholastic Achievement of subjects, Differential Aptitude Tests developed by George K. Bennet, Herald G. Seashore, and Alexander G. Wesman (1959) were administered. The rationale behind
using DAT for college students is: though the tests were constructed primarily for use in High schools, they may also be used in the educational and vocational counseling of young adults out of school and in the selection of applicants for employment.

Differential Aptitude Tests consists of 8 sub-tests namely:

**Verbal Reasoning**

**Numerical Ability**

Abstract Reasoning

Space Relations

Mechanical Reasoning

Clerical Speed and Accuracy

Language Usage; 1 – spelling; 2 - sentences

**Scholastic Achievement of subjects is a composite score of Verbal Reasoning and Numerical Ability (VR + NA = An index of Scholastic Achievement).**

**Verbal Reasoning:** It consists of 50 sentences with 2 blanks (first word and last word are missing) with five response options with numbers 1,2,3,4 and 5 and another five response options with alphabets A, B, C, D and E. The subjects were asked to choose the correct numbered options to fill the first blank and another correct option designated with alphabets. Time limit given to the subjects is 30 minutes. The subjects are instructed to select one from numbered options and another one from a set of options designated with alphabets. Subjects responses were scored using the scoring key (one mark for each correct answer). The reliability for the scale was found to be 0.93 using test-retest method.

**Numerical Ability:** It consists of 40 arithmetical problems with 5 response options. The subjects were instructed to choose the correct response option from the five options. Time limit given to the subjects is 30 minutes. Subjects responses were scored using the scoring key (Right minus 1/4 Wrong). The reliability for the scale was found to be 0.91 using test - retest method.
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Scores obtained by each subject on verbal reasoning and numerical ability were added to get the scholastic achievement score.

Procedure:

The investigator collected the data in three stages. At first the researcher approached the college management/ principals with a written request to collect data from the students. Then the investigator personally contacted the professional and non-professional college students as per the schedule given by the college management. After establishing rapport with the students, three questionnaires namely ‘Parenting Style Inventory’ (1997) developed by Nancy Darling; ‘Peer Pressure Scale’ (2000) developed by Santor, Messervey and Kusumaker and ‘Emotional Maturity Scale’ (1990) developed by Yashvir Singh and Mahesh Bargava were administered with necessary instructions. In the third stage ‘Scholastic Achievement’ (Numerical Ability and Verbal Reasoning) was assessed by using Differential Aptitude Tests developed by George K. Bennet, Harold G. Seashore and Alexander G. Wesman (1958).

Statistical Analysis:

The raw scores obtained through testing were subjected to relevant statistical treatment. To assess the impact of parenting style, peer pressure and emotional maturity on scholastic achievement of professional and non-professional college students a 2x2x2 analysis of variance (ANOVA) and ‘t’ tests were applied to assess the significant differences between the groups.