CHAPTER V
SUMMARY AND CONCLUSIONS

Problem of the study

“To study the Role of Parenting Style, Area of Residence and Gender on Self Concept, Achievement Motivation and Academic Achievement of the Adolescents”

Objectives of the study

- To study which parenting style develops better self concept in the adolescents.

- To study whether urban adolescents are better than rural adolescent in their self concept.

- To study the gender difference in the self concept of adolescents.

- To study which parenting style develops better achievement motivation in the adolescents.

- To study whether urban adolescents are better than rural adolescent in their achievement motivation.

- To study the gender difference in the achievement motivation of adolescents.

- To study which parenting style develops better academic achievement than in the adolescents.

- To study whether urban adolescents are better than rural in their academic achievement.

- To study the gender difference in the academic achievement of adolescents.
**Hypotheses:**

- Authoritative parenting style would develop better self concept than authoritarian parenting style in the adolescents.

- Urban adolescents would develop better self concept than rural adolescents.

- Male adolescents would have better self concept than female adolescents.

- There will be significant interactional effect among variables on the self Concept:
  - Parenting style * Area of Residence
  - Parenting * Gender
  - Area of Residence * Gender
  - Parenting style * Area of Residence* Gender

- Authoritative parenting style would develop better achievement motivation than authoritarian parenting style in the adolescents.

- Urban adolescents would develop better achievement motivation than rural adolescents.

- Male adolescents would have better achievement motivation than female adolescents.

- There will be significant interactional effect among variables on the Achievement Motivation
  - Parenting style * Area of Residence
  - Parenting * Gender
  - Area of Residence * Gender
  - Parenting style * Area of Residence* Gender

- Authoritative parenting style would develop better academic achievement than authoritarian parenting style in the adolescents.

- Urban adolescents would develop better academic achievement than rural adolescents.
• Male adolescents would have better academic achievement than female adolescents.

• There will be significant interactional effect among variables on the Academic Achievement-
  ➢ Parenting style * Area of Residence
  ➢ Parenting * Gender
  ➢ Area of Residence * Gender
  ➢ Parenting style * Area of Residence* Gender

**Sample**

The study covered the urban and rural both the areas. The urban area included area with Municipal Corporation and rural area included areas with Gram panchayat. The adolescents from urban and rural area were selected by using randomized method. The age of the adolescents was ranging from 13yrs.-17yrs. Male and female both the gender were included in the study. Initially 800 parents were given the parenting test (400 parents from urban area and 400 parents from rural area) and finally out of it 200 parents from urban area and 200 parents from rural area were selected. From the 200 parents each from Urban and Rural 100 parent was authoritarian and 100 were authoritative parents. The parents who solved the test and scored positive dimensions on the test were grouped as authoritative (Democratic) and the parents who scored negative dimensions on the test were grouped as Authoritarian (Dictator). Then the adolescent of these parents were given the tests. The all sample belonged to middle economic status. One of the parents was working in the family. All the families were nuclear families. The children number in the family was not less than two and not more than three. All the parents educational qualification was graduation and above. The distribution of total sample is depicted as follows-
The distribution of the effective sample

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<tr>
<th>Gender</th>
<th>Authoritative style</th>
<th>Authoritarian style</th>
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Variables

3. Parenting Style i.e. Authoritative style and Authoritarian style, Area of residence i.e. urban and Rural, Gender of the Adolescent i.e. Male and Female were treated as independent variables in this study.

4. The self concept, Achievement Motivation and Academic Achievement of the adolescent were treated as dependent variable in this study.

Operational definitions and conceptual clarification

Self concept: The scores on the test of self concept scale by Muktarani Rastogi were treated as the self concept of the adolescent.

Achievement motivation: The Deo Mohan achievement motivation test scores were taken as the achievement motivation score.

Academic Achievement: The final examination total marks (percentage) obtained in the previous academic year were considered as the academic achievement of the participant.
**Design of study**

To reach out the objective of the present research 2x2x2 factorial design was used.

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- **A = Parenting Style**
  - A1 = Authoritative
  - A2 = Authoritarian

- **B = Area of Residence**
  - B1 = Urban
  - B2 = Rural

- **C = Gender**
  - C1 = Male
  - C2 = Female
Research Tools:

To collect the data following tools were used.

4. Parent Child Relationship Scale (PCR) – Dr.N.S.Chauhan. The reliability of the scale ranged 0.70 to 0.89. Whereas the validity was found high.

5. Self-Concept Scale - by Mukta Rani Rastogi, Lucknow University. The reliability of the scale was found 0.87. Whereas the validity was found high.

6. DEO-MOHAN ACHIEVEMENT MOTIVATION SCALE (N-ACH) (DMAMS) By Pratibha Deo and Asha Mohan. The reliability of the scale ranged 0.67 to 0.78. Whereas the validity of the scale ranged 0.75 to 0.93.

Procedure of data collection

The sample was selected from Urban and Rural area. The parents who lived in a nuclear family, whose socio economic status was middle class and have children not less than two and not more than three were taken for the sample. Initially the tests were administered on nearly 800 parents 400 parents from urban and rural area were given parenting style test. Those parents who were clearly authoritarian and authoritative were selected. The adolescent children of these parents were given the Self concept test and Achievement motivation test. They were asked to write their previous year’s marks and percentage on the test. Some data was collected in a group of 6 to 7 and some individually for parents and adolescent. After the data collection all the tests were scored according to the procedure given in the manual.

Statistical Analysis:

The data were analyzed as follows:

The data were analyzed with descriptive statistics the mean (with graphical representation) and standard deviation for all the variables was done.

For more understanding of the data inferential statistic was used. Three way Analysis of variance (ANOVA) was used to know the main and interactional effect of the Parenting
Main findings of the present study

The data was collected and scored according to the manuals. Then the raw data was taken for further analysis. As per the research design first the descriptive statistic was done. Three way Analysis of variance (ANOVA) i.e. F test was calculated. From the received results preliminary following inference were drawn.

1) The first hypothesis is “Authoritative parenting style would develop better self concept than authoritarian parenting style in the adolescents.” The mean and SD of self concept of the adolescence was 180.41 & 12.03 who had authoritative parents and 170.02 &11.57 who had authoritarian parents. From the obtained means and SD it can be said that there was difference between the self concepts of adolescence whose parents have different parenting style. Further the F ratio was computed (F = 338.831, (1, 392) P < 0.01) it was found to be significant at .01 level of confidence. It reveals that parenting style of the parents significantly affect the self concept of the adolescent.

Thus the hypothesis Authoritative parenting style would develop better self concept than authoritarian parenting style in the adolescents has been proven and hence accepted.

2) The second hypothesis “Urban adolescents would develop better self concept than rural adolescents.” The mean and SD of self concept of urban adolescent was 180.86 & 14.01 and self concept of rural adolescent was 169.57 &8.51. The obtained results show difference in self concept of urban and rural adolescent. The F value (F= 400.043, (1, 392) P < 0.01) it was found to be significant at .01 level of confidence. It reveals that the difference between the self concept of urban and rural adolescent is significant.

Hypothesis no. 2 stating that Urban adolescents would develop better self concept than rural adolescents supported by results.
3) The third hypothesis “Male adolescents would have better self concept than female adolescents.” It deals with self concept of male and female adolescent. The mean and SD of male was 183.16&10.80 and for female 167.27 & 9.45. The scores show the difference in the self concept of male and female adolescent. F ratio was computed (F = 791.240, (1, 392) P < 0.01) it was found to be significant at .01 level of confidence. This reveals that there is significant difference in self concept of male and female.

Thus the hypothesis Male adolescents would have better self concept than female adolescents has been proven and hence accepted.

4) The interactional effect of parenting style and area of residence on self concept was found significant as the calculated F value (F =106.031, (1, 392) P < 0.01) hence the hypothesis- “there will be significant interactional effect among parenting style and area of residence on self concept” was accepted.

5) The interactional effect of parenting style and gender on self concept was found significant as the calculated F value (F =19.520, (1, 392) P < 0.01) hence the hypothesis- “there will be significant interactional effect among parenting style and gender on self concept” was accepted.

6) The interactional effect of area of residence and gender on self concept was found significant as the calculated F value (F =29.074, (1, 392) P < 0.01) hence the hypothesis- “there will be significant interactional effect among area of residence and gender on self concept” was accepted.

7) The interactional effect of parenting style, area of residence and gender on self concept was found significant as the calculated F value (F =0.035 (1, 392) P > 0.05) hence the hypothesis- “there will be significant interactional effect among parenting style, area of residence and gender on self concept” was rejected.

8) The fifth hypothesis “Authoritative parenting style would develop better achievement motivation than authoritarian parenting style in the adolescents” The mean and SD of achievement motivation of the adolescence was 144.25 & 7.87 who had
authoritarian parents and 132.05 & 5.04 who had authoritative parents. From the obtained means and SD it can be said that there is difference between the achievement motivation of the adolescence. The F ratio was calculated (F = 841.130, (1, 392) P < 0.01) it was found to be significant at .01 level of confidence. It reveals that parenting style of the parents significantly affect the Achievement motivation of the adolescent.

**Hypothesis no.5 stating that Authoritative parenting style would develop better achievement motivation than authoritarian parenting style in the adolescents supported by results.**

9) “Urban adolescents would develop better achievement motivation than rural adolescents.” This is the sixth hypothesis. The achievement motivation among the urban and rural adolescent was studied, the mean and SD for urban adolescent 141.22& 9.98 and 135.09 & 10.24 of rural adolescent. The F ratio was calculated (F = 205.706, (1, 392) P < 0.01) it was found to be significant at .01level. It reveals that area of residence significantly affect the Achievement motivation of the adolescent.

*Thus the hypothesis urban adolescents would develop better achievement motivation than rural adolescents has been proven and hence accepted.*

10) The hypothesis no.07 states that “Male adolescents would have better achievement motivation than female adolescents.” The mean and SD of male on achievement motivation was 140.20 &6.99 and for female on achievement motivation was 136.10 &10.24. The values show difference in the mean of male and female achievement motivation. The F vale was calculated (F = 92.097, (1, 392) P < 0.01) it was found to be significant at .01level. It reveals that gender significantly affect the Achievement motivation of the adolescent.

*Thus the hypothesis Male adolescents would have better achievement motivation than female adolescents has been proven and hence accepted.*

11) The interactional effect of parenting style and area of residence on achievement motivation was found significant as the calculated F value (F =196.425, (1,
P < 0.01) hence the hypothesis- “there will be significant interactional effect among parenting style and area of residence on achievement motivation” was accepted.

12) The interactional effect of parenting style and gender on achievement motivation was studied and F value was computed (F =51.678, (1, 392) P< 0.01) which was significant hence the hypothesis- “there will be significant interactional effect among parenting style and gender on achievement motivation” was proven and hence accepted.

13) The interactional effect of area of residence and gender on achievement motivation was found significant as the calculated F value (F =8.746, (1, 392) P < 0.01) hence the hypothesis- “there will be significant interactional effect among area of residence and gender on achievement motivation” was proven and hence accepted.

14) The interactional effect of parenting style, area of residence and gender on achievement motivation was found significant as the calculated F value (F =3.198 , (1, 392) P > 0.05) hence the hypothesis- “there will be significant interactional effect among parenting style, area of residence and gender on achievement motivation” was rejected.

15) The hypothesis **“Authoritative parenting style would develop better academic achievement than authoritarian parenting style in the adolescents”** deals with academic achievement and parenting style. The mean of academic achievement of adolescent having authoritative parents was 81.85 &8.26 and 72.46 &6.61 having authoritarian parents. This reveals that there is difference in the means of academic achievement of adolescent having different parenting style. The F ratio (F = 709.064, (1, 392) P < 0.01) it was found to be significant at .01 level of confidence. It reveals that parenting style of the parents significantly affect the Academic Achievement of the adolescent.

**Thus the hypothesis Authoritative parenting style would develop better academic achievement than authoritarian parenting style in the adolescents has been proven and hence accepted.**

16) The hypothesis “**Urban adolescents would develop better academic achievement than rural adolescents.**” The academic achievement among the urban and rural
adolescent was studied, the mean and SD for urban adolescent 82.98 & 6.96 and 71.33 & 6.29 of rural adolescent. The F ratio was calculated (F = 1091.456, (1, 392) P < 0.01) it was found to be significant at .01level. It reveals that area of residence significantly affect the Achievement motivation of the adolescent.

Thus the hypothesis Urban adolescents would develop better academic achievement than rural adolescents has been proven and hence accepted.

17) The hypothesis states that “Male adolescents would have better academic achievement than female adolescents.” The mean and SD of male on academic achievement was 74.73 & 9.22 and for female on achievement motivation was 79.57 & 7.71. The values show difference in the mean of male and female academic achievement. The F value was calculated (F = 188.384, (1, 392) P < 0.01) it was found to be significant at .01level. It reveals that gender significantly affect the academic Achievement of the adolescent.

Thus the hypothesis Male adolescents would have better academic achievement than female adolescents has been proven and hence accepted.

18) The interactional effect of parenting style and area of residence on academic achievement was found significant as the calculated F value (F = 28.726, (1, 392) P < 0.01) hence the hypothesis- “there will be significant interactional effect among parenting style and area of residence on academic achievement” was accepted.

19) The interactional effect of parenting style and gender on academic achievement was studied and F value was computed (F = 0.261, (1, 392) P > 0.05) which was not significant hence the hypothesis- “there will be significant interactional effect among parenting style and gender on academic achievement” has not proven and hence rejected.

20) The interactional effect of area of residence and gender on academic achievement was found significant as the calculated F value (F = 29.645, (1, 392) P < 0.01) hence the hypothesis- “there will be significant interactional effect among area of residence and gender on academic achievement” was proven and hence accepted.
21) The interactional effect of parenting style, area of residence and gender on academic achievement was found significant as the calculated F value ($F = 60.375$, $(1, 392)$ $P < 0.01$) hence the hypothesis- “there will be significant interactional effect among parenting style, area of residence and gender on academic achievement” was accepted.
CONCLUSIONS

- Adolescent who had Authoritative parenting style had developed better self concept than the adolescent having authoritarian parenting style.

- Adolescent living in urban area had better self concept than adolescent living rural adolescents.

- The male adolescents had better self concept than female adolescents.

- The interactional effect among parenting style and area of residence on self concept were found significant.

- The interactional effect among parenting style and gender on self concept were found significant.

- The interactional effect among area of residence and gender on self concept were found significant.

- The interactional effect among parenting style, area of residence and gender on self concept were not found significant.

- Authoritative parenting style of parents for the adolescent developed better achievement motivation.

- Urban adolescents had better achievement motivation than rural adolescents.

- The Male adolescents had better achievement motivation than female adolescents.

- The interactional effect among parenting style and area of residence on Achievement Motivation was found significant.

- The interactional effect among parenting style and gender on Achievement Motivation was found significant.

- The interactional effect among area of residence and gender on Achievement Motivation was found significant.

- The interactional effect among parenting style, area of residence and gender on Achievement Motivation was not found significant.
• Authoritative parenting style affects the academic achievement in positive way.

• The adolescent staying in urban area had better academic achievement than adolescent staying in rural area.

• Male adolescents had better academic achievement than female adolescents.

• The interactional effect among parenting style and area of residence on academic achievement was found significant.

• The interactional effect among parenting style and gender on academic achievement was not found significant.

• The interactional effect among area of residence and gender on academic achievement was found significant.

• The interactional effect among parenting style, area of residence and gender on academic achievement was found significant.

LIMITATIONS

• The study covered only the Aurangabad district only.

• The participants were from one specific socio economic strata.

• Only the nuclear families were studied.

• In the study the data consists of families were only one parent is earning. Both working parents were not taken.

• Because of time limitation sample size taken is small but large sample can be taken into consideration so that generalization quality of research can be increased.

SUGGESTIONS FOR FURTHER STUDIES

• For further study the adolescent from different metropolitan city can also be included.
• The socio economic status can be dealt as a separate variable and its effect can be studied.

• In academic achievement subject vise achievement can be studied.

• Subject vise gender similarities and difference can be studied.

• Parental education, there working environment can be consider in the further study.

PRACTICAL IMPLEMENTATION OF THE STUDY

After knowing the factors that affect the self concept, achievement motivation and academic achievement, it now the duty of parents and the society to provide the atmosphere that will enhance these factors in the adolescent.

The self concept of an individual is very important aspect. It is influenced by the parenting style so the parents should develop the democratic parenting style. The area were we leave also has its impact on self concept so the society should provide an enriching environment.

The life of an adolescent revolves around achievement. Those achievements can either be academic or other. So the parents should provide a good role model in front of the adolescent. The achievement motivation is learned motive so there should be such environment were the adolescent is motivated to learn the positive motives.