

Effects of Patterns of Parenting on Study Habits of Adolescents

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ABSTRACT: *The seed of a child's education is the home and is manifest in the type of parenting he/she is subject to. This parenting can be neglectful or overindulgent or dictatorial or based on reasoning. The culmination of the effects of parenting may be seen in the adolescent who is on the threshold of independence. How well adolescents study, more often not, depends on the home environment and the way they are nurtured by their parents. Good study habits quite obviously lead to high academic achievement and thence to good careers. This investigation therefore has attempted to find out whether the different patterns of parenting influence study habit. The sample consisted of 620 students from class VII to 2nd year students of college. The tools used were Parenting scale (Bharadwaj, et al. 1998) and Study Habit scale (Sen, K. 1988). The analysis of data was mainly carried out through bivariate correlations. The results indicate that there is a strong relationship between sagacious parenting and good study habit. In particular, to inculcate good study habit, parents need to be realistic about their expectations from their children as well as their own principles and actions in their daily lives.*

KEY WORDS: *Parenting style, Study Habits.*

I. INTRODUCTION

Adolescence is a time of life when the child is on the threshold of adulthood. It is a period of intense and rapid development and is characterized by numerous developmental tasks including gaining new and more mature relationship with others, achieving emotional independence from parents and the cognitive and psychological resources to face the challenges of adult life (Hazen, Schlozman & Beresin, 2008) (14). Thus this is the time when the responsibilities of a mature adult are slowly becoming manifest in the child's mind. The adolescent mind is filled with dreams of the future, and perhaps even some fantasy. Adolescents acquire the increasing ability to think abstractly and hypothetically. They can picture situations that did not occur (Steinberg, 2002) (15). Much of these center around the adolescent's future vocation. To prepare for this, he/she has to turn to studies, as this is quite often the gate way to spiritual and material success. Parents, in India, are understandably often anxious about what the future holds for their children. It would be hard to find a parent who does not hope that his/her adolescent child will excel in studies and be able to reap the fruits of academic success. It was found in the study by Rafiq, et al. 2013 also stated that, parental expectations have a great impact on students' outcomes. The more parents are involved in the process of imparting education to their children, the more the children may excel in their academic career (12).

Thus many parents try hard to bring as much comfort and resource as possible for their adolescent child to study well. Some parents assign special places for the child to study. Other parents may suspend their own work and supervise their children's study. In contrast, in the natural way of the world, there may be some parents who provide all the demands of their children and expect them to study well. Yet, unfortunately, there may be other parents who neglect their children, and do not have a clue about their academic work. Ekeke et al. (2013), recommended that, good parents provide their children advantages that they actually need for their school career, and that in turn, children develop proper aims and goals of future life. On the contrary, lack of parental care and love are factors which can affect students study habits (6). In this milieu, we can see that adolescents, with their varied needs and expectations from school, society, family, and most of all, from their parents are swimming in a stream. Some develop good study habits of concentration, good planning and eagerness and are further benefited with suitable study environment. Sustainable home environment can encourage the adolescent to develop positive attitude, about studies, planning, preparing the assignment etc (13). On the other hand Nei (1965) found that, faulty environment produces faulty learning. Every family does not carry out its task of socialization with equal effectiveness. Thus that child is a product of his/her family environment and it is the nature of the home he/she comes from that determines the nature of the child to a great extent (2). Academic achievement of the students is determined by their study habits. The national Assessment of Educational Progress (NAEP) in 1994 (16) conducted a study to find out the relationship between study habits and academic performance of the students.

Findings of the study revealed a positive correlation between study habit and academic achievement. Effective study habits help students to achieve good results (Sadia, 2005)(9). So, good study habits act as a strong weapon for the students to excel in life. Study habit is an indispensable aspect of learning process. Effective study habit results in positive learning outcomes while defective study habit results in poor learning outcomes. According to Gardner(1978) defined study habits as behaviors that are associated with learning.(2) The term “study habit” implies a well planned and deliberate patterns of study which has attained a form of consistency on the part of the students towards understand academic subjects and passing at examination.(3). According to Good’s dictionary of education, ‘study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient(5).’ It is defined as “strategies of work”(11) Study habit is thus a process by which an adolescent can fulfill his thirst for knowledge. Thus the study habits are of great assistance to actualize the capacities of the adolescents. It has been assumed that study habits of a student depend on the involvement of parents. In the twenty first century competition rules society. Every student is expected to be a high achiever and to live up to the expectations of parents . Among many factors that directly or indirectly influences the educational performance of the students at schools. Thus parenting style continues to occupy the position of centrality.

Parenting is a convergent term of the various nurturance practices of parents. It is an considered to be an important determinant which affects the whole life of a child. In fact, it is one of the hardest tasks to describe the parents’ efforts as every parent would hope to succeed in parenting (Gadeyne, Ghesquiere and Onghena,2004)(1). While some people may want their children to follow their instructions verbatim, others may want to be more liberal, or may want their directions followed on more logical grounds. Some parents may have strong ideas on ethics, like honesty, trust, violence, etc, while others may take a more lax view of these matters. The variety of parental opinions and actions (as parents) must affect the child’s mental development & in turn his or her academic proficiency & predilection. So, parenting styles have been described as the collection of parents behaviors which create an atmosphere of parent child interactions across situations.(17) Children can achieve more and improve their behavior when families as well as parents are involved in their educational endeavor(Bryan,2005)(12). As a child who is cherished and well cared for , usually develops good study habit. On the contrary, children who have lack parental affection, love and care, have difficulty forming stable relationships with their parents. According to Dougles(1998),emotional disturbance helps to take away the appetite to study. Unhappiness at home and resentment towards the teacher also causes poor study habit of the students.(6) In the light of experience as well as literature related to the issues mentioned above, the investigator decided to find out whether different patterns of parenting affect the study habit of adolescents.

II. DEFFINITION OF THE KEY WORDS

❖ PATTERNS OF PARENTING

Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture (Veenes,1973a). Most of the children have a fairly definite concept of mother which differs markedly from their concept of father. It appears to be of utmost importance to study perceptions regarding their mothering and fathering separately as well as parenting as a whole on different dichotomous patterns of parenting(4) .

❖ STUDY HABIT

Study habits are learning tendencies that enable students to work privately. A study habit is, buying out a dedicated scheduled and uninterrupted time to apply one’s self to the task of learning(9).So, it is a well planned and deliberate patterns of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing at examination(3).

III. METHOD OF THE STUDY

POPULATION: Class VII-2nd year Adolescent students in Kolkata were the population .

SAMPLE

School and under graduate college students in Kolkata were chosen till the required sample size was obtained. Only single sex schools were chosen.

Table -1

GRADE	CLASS GROUP	GIRLS	BOYS	TOTAL
VII -VIII	1	67	54	121
IX –X	2	96	55	151

XI –XII	3	87	141	228
1 ST - 2 ND YEAR	4	48	72	120
TOTAL		298	322	620

Only students living in two parent families were chosen for the study.

IV. TOOLS OF THE STUDY

- A Personal data sheet was constructed to find out whether the students came from two parent families.
- Parenting Scale by R.L. Bharadwaj, H.Sharma & A. Garg.(1998). This scale has 40 items related to eight different modes of parenting. The different patterns of parenting are assessed in continuums whose end points are shown below along with their abbreviations:
 - (1) Rejection -----Acceptance. [R-A]
 - (2) Carelessness-----.Protection . [C-P]
 - (3) Neglect -----Indulgence[N-I]
 - (4) Utopian expectation -----Realism. [U-R]
 - (5) Lenient Standard----- Moralism. [L-M]
 - (6) Freedom----- . Discipline. [F-D]
 - (7) Faulty Role Expectation----- Realistic Role Expectation. [FRE-RRE]
 - (8) Marital Conflict----- . Marital Adjustment. [MC-MA]

Scores on the different continuums are with respect to mothering and fathering separately, as well as with respect to their totality,ie, whole mothering, whole fathering and whole parenting.

- A Questionnaire entitled “ Study Habit of Students of Secondary and Higher Secondary Schools” by Kalpana Sen Barat (unpublished,1988). It comprises of, Attitude towards study. Understanding the assignment, Study planning, Study execution and Study environment.

The tools were administered on the sample. Bivariate correlation was used to find out the relationships between child-rearing patterns and study habit. The results are shown in the table below:

Parenting and Study Habit : Correlations

	All	Girls	Boys	G1	G2	G3	G4
No of Student	620	298	322	121	151	228	120
Whole.Parenting	.200**	.930**	.949**	.226**	.138	.264**	.217*
Whole.Mothering	.208**	.837**	.850**	.280**	.137	.265**	.202*
Whole.Fathering	.190**	.180**	.182**	.219**	.149	.259**	.192*
Mothering							
R-A	.163**	.138*	.183**	.225*	.094	.249**	.129
C-P	.160**	.116*	.186**	.227*	.107	.197**	.114
N-I	.141**	.123*	.146**	.172	.094	.197**	.117
UE-R	.148**	.198**	.051	-.012	.234**	.128	.129
LS-M	.141**	.113	.156**	.222*	-.004	.203**	.219*
F-R	.071	.009	.105	.124	-.071	.100	.222*
FRE-RRE	.138**	.093	.164**	.253**	.076	.133	.119
MC-MA	.010	-.049	.062	.087	-.155	.156*	.072
Fathering							

R-A		.149*	.178**	.074	.080	.164*	.215**	.118
C-P		.160**	.139*	.147**	.210*	.099	.236**	.132
N-I		.122**	.127*	.075	-.033	.142	.194**	.151
UE-R		.160**	.155**	.130*	.145	.196*	.145*	.139
LS-M		.130**	.117*	.119*	.211*	-.001	.176**	.206*
F-R		.075	.059	.058	.041	-.031	.141*	.220*
FRE-RRE		.102*	.068	.111*	.099	.074	.162*	.068
MC-MA		.093*	.112	.048	.087	.126	.119	.049

* Significant at the 5% level

** Significant at the 1% level

G1---Class VII-VIII

G2---Class IX-X

G3---Class XI-XII

G4---Class 1st-2nd year

The Table2 shows that, for all the sample taken together it may be observed that, Study Habit is strongly significantly and positively correlated with ‘whole parenting’, ‘whole mothering’, ‘whole fathering’ and nearly all the patterns of parenting therein taken individually. Both girls’ and boys’ study habits are also strongly affected by ‘whole parenting’, ‘whole mothering’, and ‘whole fathering’. This shows that, wise parenting can induce good study habits among adolescents. The different patterns of mothering and fathering appears to have an influence on study habit on adolescents. In particular, positive study habit among boys is influenced by mothers’ Acceptance, Protection, Indulgence, Moralism, and Realistic Role Expectation. Girls’ good study habit is on the other hand, much influenced by Realistic Expectation by mother. There is a strong association of the fathers’ morality with both boys’ and girls’ study habit. In the past, however, emphasis on child development had been placed more on mothers than fathers (Parke & O’Leary, 1975)(10). On the contrary, in recent times, the importance of fathers in the developmental process is to be appreciated in terms of contributions to the upbringing of their children. Children who perceive their fathers as accepting performed better in their academic achievement than those who perceive their father neglecting or rejecting with low academic achievement..

It was found in several studies that, the child needs an enabling environment in order to develop good study habits. Put more succinctly, the child-rearing pattern of the parents may be seen to be an important factor in achieving good study habits. Appropriate home environment helps to gain better study habit. Without good study habits a student cannot succeed. The ability of parents to plan, organize and manage time will benefit the child in every area of life. Creating a good home environment where good study habits are primary and appreciated is necessary for a well adjusted student. Dressler & Carns (1973)(3), while support the above view, opined that a child learns a good deal of what he/she needs to know from the family. The nature of the family has a significant influence on the study habits of students with respect to preparation for examination and school environment (Rajendran et al.; 2009)(5). Sagacious parenting may inculcate within the adolescent, a determination to live up to the expectations of parents. Overall, it may be observed that good parenting has a strong relationship with study habit. The majority of the students perceived both paternal and maternal parenting style as authoritative (Elias & Yee, 2009)(7), that means, they felt that when their parents, both mother and father provide clear and firm direction, when their parents are rational in setting up rules for them then they can respect and follow them clearly.

When parents expectations are not beyond their children’s capacities and when parents avoid punitive control then adolescents are more likely to achieve success in their life through proper study habit. Azizi Yahaya and Kamaliah Nordin (2006) and Lim (1998) ,found that the majority of the adolescents perceived their parents as authoritative. Study habit is an indispensable aspect of the learning process. Effective study habit results in positive learning outcomes while defective study habit results in poor learning outcomes. (7) This study enumerated that, building up the right attitude to study among adolescents can be a product of parental activities, behavior, thinking, personality, their interpersonal relationships etc. Put more succinctly, the child-rearing pattern of the parents may be seen to be an important factor in achieving good study habits. In particular, parents require to express realistic expectations for their children, so that the latter can find true goals for their studies.

When parents are accessible, approachable and the interpersonal relationship of parent and child is guided by clear reason then the adolescents strive towards educational achievement. On the whole, it shows that study habit indeed much effected by parenting. Parents need to be emotionally closed to their children and at the same time be realistic in their approach to their child's study. This means that, turning on the T.V or loud music when the child is standing is certainly does not create the proper ambience for the child to concentrate on studies. Living the house on non essential social engagements while telling the child to study is a mark of ill principle parenting and can't imbue good study habit among children. Incessant nagging attending to study atmosphere of the child causes resentment. Last but not the least a well adjusted family life devoid of too much conflict sustains the calming atmosphere necessary for good study.

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