

Impact of Parenting Style on Academic Achievement Motivation and Mental Health of Tribal and Non-Tribal Female Students of Ranchi Town in Jharkhand

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Abstract: The present research aims to study the impact of parenting style and ethnicity on academic achievement motivation and mental health of female adolescent students. Three Dimensional Parental Behavior Inventory (TDPBI) of Ojha (1993), Academic Achievement Motivation Test (AAMT) of Sharma (2009) and Mental Health Inventory of Jagadish and Srivastava, (1983) were used for data collection. The samples for the present research were drawn from tribal and non-tribal adolescent students of Ranchi town. The sample was selected by stratified random sampling technique from different inter-mediate colleges and +2 schools. Mean, SD, t-ratio and correlation were used for data analysis. The result revealed that the student sample of rejecting parenting style had lower academic achievement motivation and poor mental health whereas that of loving parenting style had higher academic achievement motivation and better mental health. There has been also found significant impact of ethnicity on academic achievement motivation and mental health of the sample. Non-tribal sample have better mental health than tribal sample. But academic achievement motivation was found better among tribal than non-tribal sample and mental health were found positively correlated.

Keywords: Academic achievement motivation, Ethnicity, Mental health, Parenting style

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I. Introduction

Parenting Style

Parenting is defined as the attitude of parents having towards child-rearing. Parenting includes three dimensions or features involvement (defined as the extent to which the parents are interested in, knowledgeable about and actively participate in the child's life), autonomy support (defined as the degree to which the parents value their child's perspective and use techniques that encourage choice, self-initiation and participation in making decisions) and warmth (defined as the degree to which the parents are responsive, sensitive and regarding toward their child).

Parenting style in India

The parenting styles of Indians are unique in history and culture of the Asian sub-continent. Family roles of various members are clearly defined and passed down through generations - the father is the bread-earner and the mother is the home-maker. Around them is the vast network of extended family members who contribute to the rearing of the child. Although, parenting styles have been changed for some with increasing education and cultural mobility, social observers say for the vast majority- the household dynamic of an Indian family remains the same.

Types of parenting style:

There are two types of parenting style –

Rejecting parenting style

The rejecting parenting style is low on both love and limits. It is generally thought of as both uncaring and inadequate to meet the needs of children.

Loving parenting style

The loving parenting style is very careering and attached with their children. In loving parenting style, the parents quicker meet their children's need and better and faster prepare them for healthy independence.

Academic achievement motivation

The term “Academic Achievement” is said to be the coinage of the great Greek Philosopher, Plato, according to whom “Academic achievement means the attainment level, at which a student functions in his/ her school task through a regular curriculum in a fixed place to which named as the academy.” Achievement ordinarily means actual ability whereas capacity means potential ability. Academic achievement indicates how much knowledge and skills an individual has obtained in various school subjects (Mohanty, 1988).

Mental health

Mental health is a key component in child’s healthy development. Children need to be healthy in order to learn, grow and live productive lives. There are effective treatment, services and supports that can help children and youth with mental health problems and those at risk to thrive and live successfully. Most children and youth in need of mental health services do not receive them. “Looking after one’s mind is as important a looking after one’s body”. As part of one’s overall health, mental and emotional health or well being is a necessary condition to enable one to manage one’s life successfully. Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of well being and an underlying belief in one’s own and others dignity and worth.

Review of literature

There are various researches related to parenting style with academic achievement motivation and mental health of the students. Dwairy (2004) conducted a study related to parenting style and mental health among Arab adolescent. Permissive parenting style resulted negative mental health outcomes like anxiety, phobia, depression, and negative attitudes. Sharma et al.(2011) examined the relationship between parental style and depression among adolescents. The sample of the study consisted of 100 adolescents (male 50 and female 50) between the age range of 14 and 16 years making the total sample of 100 parents. The result shows that authoritarian parenting style has significant positive correlation with depression and permissive parenting style has significant negative correlation with depression. Dehyadegary et. al. (2012) examined the relationship between parenting style and academic achievement among 382 adolescent students in Iran. 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.

Akhter et. al. (2013) conducted a study to explore the relationship between parental acceptance and academic achievement motivation of tribal and non-tribal students of Bangladesh. For this study 96 respondents (48 tribal, 48 non-tribal) were selected purposively from Khagachari district, Bangladesh. Result revealed that significant negative correlation was found between maternal acceptance/paternal acceptance and academic achievement motivation. Furthermore, was found significant difference in maternal acceptance, paternal acceptance and academic achievement motivation between tribal and non-tribal students. Mansingbhai (2014) studied on mental health of 120 tribal and non-tribal high school male and female students. Mental Health Battery Scale (Arun Kumar and Alpna Sen Gupta) was used for data collection. Result indicated that tribal male –female students were significantly differed as compared to non-tribal sample on emotional stability, over all adjustment, autonomy and security – insecurity. Kaur et. al. (2014) studied on relationship between academic achievement motivation and mental health of adolescents belonged to Ludhiana and Moga districts of Punjab. The sample of 300 adolescents (150 rural & 150 urban) were selected from various government schools. Result indicated that there was highly significant relationship between academic achievement motivation and mental health of the students. Jahan et. al. (2016) investigated to show the parenting style as a correlate of mental health among female adolescents (N=70) studying in different schools of Delhi/ NCR. The findings indicated that there was a positive significant relationship between all the dimension of parenting style and mental health of the students.

II. Methodology

Objectives of the study

- ❖ To find-out the impact of parenting style and ethnicity on academic achievement motivation.
- ❖ To examine the impact of parenting style and ethnicity on mental health.
- ❖ To study the correlation between academic achievement motivation and mental health.

Hypotheses of the study

The following hypotheses were formulated for the study:

- ❖ There will be significant impact of parenting style and ethnicity on academic achievement motivation of the students.
- ❖ There will be significant effect of parenting style and ethnicity on mental health of the female students.

- ❖ Academic achievement motivation and mental health will be positively correlated in relation to parental style and ethnicity.

Sample

The total sample was 160 adolescent female students selected from inter-mediate colleges and + 2 schools aged 18-24 years from Ranchi town in Jharkhand. The sample was selected by the technique of random sampling. There were 4 sub-groups consisted of 40 cases each. The sample of the research was based on 2x2 factorial design.

The stratification was based on two groups of parenting style (Rejecting & Loving) and ethnicity (Tribal & Non-tribal).

Research design

| Ethnicity | | Tribal | Non-Tribal | Total |
|-----------------|-----------|--------|------------|-------|
| Parenting Style | Rejecting | 40 | 40 | 80 |
| | Loving | 40 | 40 | 80 |
| Total | | 80 | 80 | 160 |

Measures

The following measures were used to collect data:

(i) Personal Data Questionnaire (PDQ)

Personal Data Questionnaire (PDQ) prepared by the researchers was used to collect demographic information of the sample such as name, age, gender, ethnicity, religion, college/school, family income, residence etc.

(ii) Three Dimensional Parental Behavior Inventory (TDPBI)

This Inventory was developed by Ojha (1993). Father and Mother Form, English version was used for the study. This Inventory contains 48 items and is standardized on students of class XII and Graduation, age group consists of 16-21 years. It measures 3 dimensions of Parenting Styles:- Restrictive-Permissive, Neglecting-Protecting and Rejecting-Loving. Each Dimension consists 16 Items.

(iii) Academic Achievement Motivation Test (AAMT)

This test developed by Sharma (2009) consists of 38 items. Each one has two statements. Score 1 was given for each correct response.

(iv) Mental Health Inventory

Mental health inventory developed by Jagadish and Srivastava (1983) measures the mental health of the individual in six dimensions namely positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental mastery. It was consisted of 54 statements (23 positive and 31 negative) with four alternative answers like always, most of times, some times and never, rated on four point scale. For positive statements the scoring is 4, 3, 2, 1 and for negative statements in reversed order. The score range is between 54 - 216. High scores indicate better mental health and vice versa.

Procedure

Sample of the study were selected randomly from different inter-mediate colleges and + 2 schools of Ranchi town. A Personal Data Questionnaire was applied on female students to get their personal information such as name, gender, ethnicity, religion, age, class, education, family income etc. The Three Dimensional Parental Behavior Inventory (TDPBI), Academic Achievement Motivation Test (AAMT) and Mental Health Inventory (MHI) were administered on the randomly selected 160 student sample.

Statistical techniques

Mean, S.D. and t-test and Correlation were used for the data analysis.

Analysis & Results

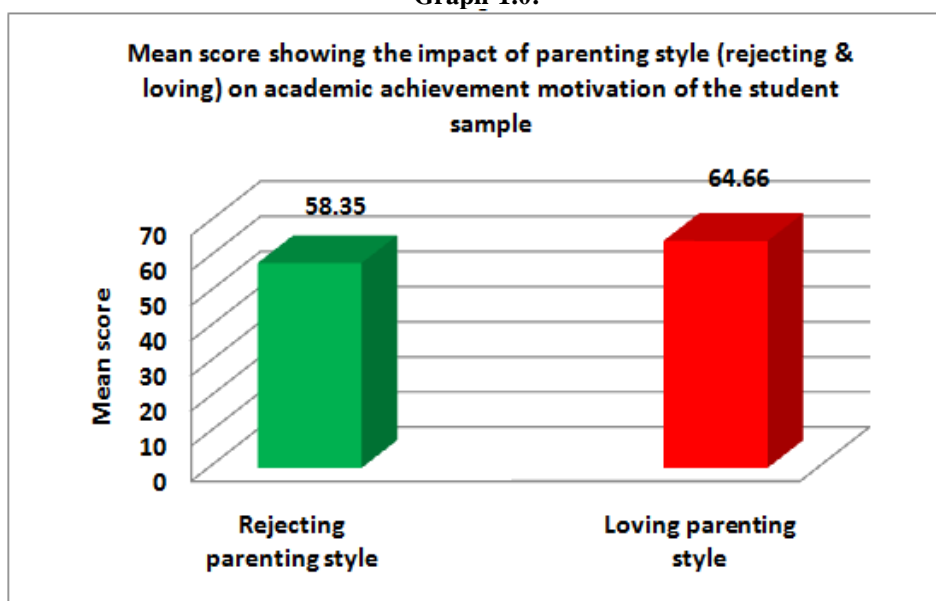
The obtained results are presented here according to 3 hypotheses in following table & graph nos. 1.0 - 5.0:

- **Impact of parenting style on academic achievement motivation**

Table-1.0: Mean Scores, SD & t- ratio showing the impact of parenting style (rejecting & loving) on academic achievement motivation

| Group | N | Mean | SD | t-ratio | P -value |
|---------------------------|----|-------|------|---------|----------|
| Rejecting parenting style | 80 | 58.35 | 8.87 | 5.39 | 0.01 |
| Loving parenting style | 80 | 64.66 | 5.59 | | |

Graph-1.0:



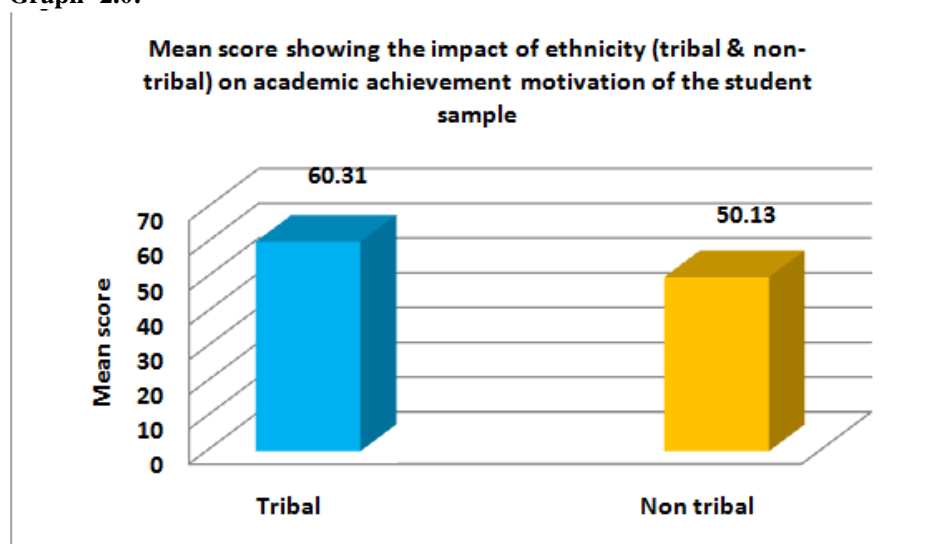
Above table and graph- 1.0 showing that mean scores of academic achievement motivation is higher among student sample of loving parents (64.66) than that of rejecting parents (58.35). The t-ratio is 5.39, which is statistically significant at 0.01 level. This indicates that students of rejecting parenting style have less academic achievement motivation than that of loving parenting style.

- **Impact of ethnicity on academic achievement motivation**

Table-2.0: Mean Scores, SD & t- ratio showing the impact of ethnicity (Tribal & Non-Tribal) on academic achievement motivation

| Group | N | Mean | SD | t-ratio | p-value |
|------------|----|-------|------|---------|---------|
| Tribal | 80 | 60.31 | 5.36 | 9.69 | 0.01 |
| Non-Tribal | 80 | 50.13 | 7.79 | | |

Graph- 2.0:



Above table and graph- 2.0 reveals that mean scores of academic achievement motivation is higher among tribal sample (60.31) than non-tribal sample (50.13) and t-ratio between both groups is 9.69, which is statistically significant at 0.01 level. This indicates that tribal students have better academic achievement motivation than non-tribal students.

Above results have proved the hypothesis (1) 'There will be significant impact of parenting style and ethnicity on academic achievement motivation of the students'.

This hypothesis has been accepted.

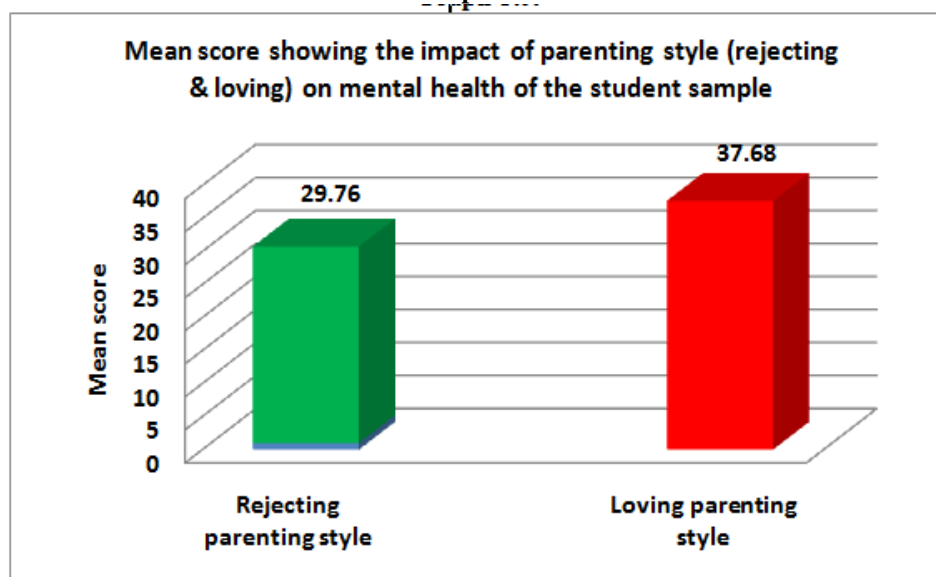
- **Impact of parenting style on mental health**

Table-3.0:

Mean Scores, SD & t- values showing the impact of parenting style (rejecting & loving) on mental health of the student sample

| Group | N | Mean | SD | t-ratio | p-value |
|---------------------------|----|-------|-------|---------|---------|
| Rejecting parenting style | 80 | 29.76 | 12.09 | 9.44 | 0.01 |
| Loving parenting style | 80 | 37.68 | 20.74 | | |

Graph-3.0:



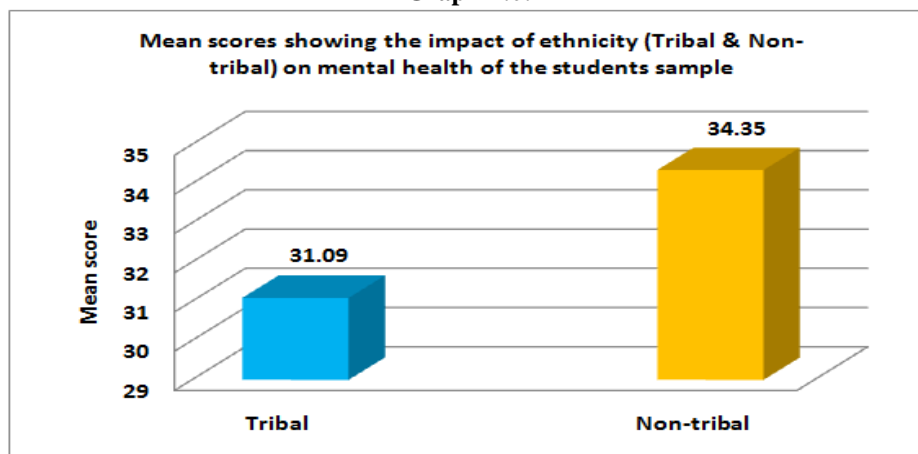
Above table and graph- 3.0 showing mean scores of mental health is higher among sample of loving parents (37.68) than that of rejecting parents (29.76). The t-ratio is 9.44, which is statistically significant at 0.01 level. This indicates that students of loving parenting style have better mental health than that of rejecting parenting style.

- **Impact of ethnicity on mental health**

Table-4.0: Mean Scores, SD & t- values showing the impact of ethnicity (Tribal & Non-Tribal) on mental health of the student sample

| Group | N | Mean | SD | t-ratio | P -value |
|------------|----|-------|-------|---------|----------|
| Tribal | 80 | 31.09 | 17.71 | 9.47 | 0.01 |
| Non-tribal | 80 | 34.35 | 15.12 | | |

Graph-4.0:



Above table and graph- 4.0 reveal that mean scores of mental health are higher among non-tribal students (34.35) than tribal sample (31.09) and t-ratio between both groups is 9.47, which is statistically significant at 0.01 level. This indicates that non-tribal students have better mental health than tribal students. Above results has been proved the hypothesis (2) ‘There will be significant effect of parenting style and ethnicity on mental health of the students’.

This hypothesis has been accepted.

- **Relationship between academic achievement motivation & mental health**

Table- 5.0: Inter-relationship between academic achievement motivation & mental health in relation to parental style and ethnicity (Total Sample, N=160)

| Variables | Academic Achievement Motivation | Mental Health |
|----------------------|---------------------------------|---------------|
| Academic Achievement | | 0.789** |
| Mental Health | | ---- |

** Significant at 0.01 level.

Above table 5.0 reveals that there is a significant positive relationship between academic achievement motivation and mental health in relation to parental style and ethnicity, it is 0.789, which has been significant at 0.01 level.

Above result has been proved the hypothesis (3) ‘Academic achievement motivation and mental health will be positively correlated with each other’.

This hypothesis has been accepted.

III. Discussion

It is concluded that the student sample of rejecting parenting style showed lower level of academic achievement motivation and mental health as compared to students of loving parenting style. A study conducted by Rahimpour et al. (2015) supports the above findings which revealed that there was a significant relationship between parenting style and academic achievement motivation as well as mental health. Result suggested that respondents of rejecting parenting style showed poor academic achievement and mental health as compared to sample of loving parenting style. Jahan et. al. (2016) found that all dimension of parenting style were significantly correlated to mental health. Tribal students showed higher level of academic achievement motivation in comparison to non-tribal students. But Bidyadhar (2006) found contradictory result that tribal students were lag behind to non-tribal sample. The present study suggests that non-tribal sample have better mental health than tribal sample. The present finding collaborates earlier researches showing the relationship of

mental health of individuals with ethnicity, non-tribal sample had better mental health than their counterpart of tribal sample (Bhaskaran, et. al., 1970; Dewan, 2014; 2013; 2012; 2011a; 2006, Mahanta, 1979; Singh & Dewan, 2015; Srivastava et. at., 1981; Verma, 1973; Wig,1981). But Ali et al. (2016) have found contradictory result in their study that mental health level of tribal adolescents was better than non-tribal sample in rural community.

The above results are, however, purely tentative, which need to be tested and verified by future researches.

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