

Parent-Adolescent Relationship: Effecting Factor In Study Habits And Academic Performance of Adolescents

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Abstract: Academic performance of adolescents are effected by a number of factors such as intelligence, achievement motivation, study habits, home environment, school environment, interest and resources and many others. The most significant influence on adolescent is his or her relationship with parents. Parents assume special importance during the first years of life. As the infant reaches the stage of adolescence, he or she is fraught with many changes in- personality and adjustments with the world in different ways. It is the threshold of independent life and the emergent ego. Adolescence is a period when the boy and girl are still subject to the vagaries of parental whims on the one hand and wanting to break free from parental control on the other. In this arena of opposing forces and loyalties, confrontations and clashes emerge. While this can accelerate with tactless parental behaviour, it can also be dissipated by the right sort of parenting. So, this investigation therefore aims to find out the relation between different facets of parenting with adolescents life and how this relationship effects the study habits and academic performance of them.

Keywords: Adolescent, Parenting style, Study habits, Academic Performance.

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I. INTRODUCTION

The contemporary world presents innumerable opportunities to people. Liberalization in India has opened windows into previously unthinkable life styles. With the advancement of technology, hard competition may arise. Thus, to cope with this fast changing social scenario, people have to change their stubborn and conservative adherence to the old age beliefs, traditions, superstitions etc. In this era, the first and foremost important aspect of a new generation is 'success', success at any cost. In particular, adolescents face tremendous struggles and contradictions in their lives, because this stage is turbulent, but crucial.

Adolescents and young people represent the future of every society. Better education, public health measures can be hugely beneficial to their health and development (Lancel, 2012). For most adolescents and young people, this period of their lives is a time of enormous vibrancy, discovery, innovation and hope. Concurrently, adolescents are perceived as active participants who want to be in charge of their own surroundings (Olsson, 2011). Adolescence is the age of doing new things and gathering new experiences. This is the age when the child is more anxious to develop new relationships between parents, peers, teachers, relatives and others. Adolescents are confused with new kinds of stress arising from new relationships with parents, friends, teachers (Krenke-Seiffge, Aunola, & Nurmi, 2009).

The modern world is becoming increasingly competitive. Schooling has taken up a more prominent role in the development of the citizen. Parents desire that their children climb the ladder of performance to as high as possible. In our society, academic performance is considered as a key to judge one's total potentialities and capacities. Unfortunately, disillusionment and disinterest in the subject do not nurture healthy attitudes to work and study. Thus, many adolescents fail to apply themselves to their studies, and good study habits become elusive. Oluwatimilehin and Owoyele (2012) believed that, if students' study habits are improved and made consistent, academic performance will definitely improve.

Parent-child relationship is one of the most influential factors by which adolescents adopt social interactions, education, nutrition and also problem behaviors (Hair, Jager & Garrett, 2002). Parent adolescent relationship is directly associated with self-confidence, empathy and cooperative personality (Barber & Erickson, 2001; Hair et al., 2002). Due to rapidly changing social scenario, parents and their adolescent children experience a huge gulf in their style of thinking and outlooks that increase parent-adolescent conflict. The interval between the two generations makes a cultural gap. It has been found that, acculturation gap is a factor that may influence parent-adolescent conflict (Farver, Narang, & Bhadha, 2002; Fuligni, 1998; Nguyen & Williams, 1989; Portes & Rumbaut, 2001; Rick & Forward, 1992; Rosenthal, Ranieri, & Klimidis, 1996). That

means; adolescents belong effectively to a culture that is different from their parents. Though their parents are much aware about the drastic changes in society they do not always consider this fact when interacting with their wards. Parenting is a natural and inborn role that leads to the development and realization of personality characteristics of children. So, healthy parental behavior is a valuable gift that a child can receive and a parent can give.

II. DEFINITION OF THE KEY WORDS

Adolescent.

WHO (2013) identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood. Adolescents aged between 10-19 years account for more than one-fifth of the world's population although more recent research suggests that adolescence can continue into the early 20s (Egbert,2002).

Patterns Of Parenting

Parenting style refers to “a constellation of attitudes toward the child that are taken together, create an emotional climate in which the parent’s behaviors are expressed (Darling and Steinberg, 1993). Patterns of parenting appear to be of the utmost importance to study perceptions regarding their fathering and mothering separately as well as parenting as a whole on different aspects of parenting.

Study Habits

Study habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examinations (Basir et al., 2012). Good study habit act as a strong weapon for the student to excel in life. Effective study habits help students to achieve good results.

Academic Performance

Academic performance is a complex student behavior and underlies several abilities, e.g., memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions, to name a few (Deary, Whiteman, Starr, Whalley, & Fox, 2004). That means, academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance.

III. RELATION BETWEEN PARENTING STYLE AND ADOLESCENT

The process of interaction between parent and child relationships is called parenting and it is a complex activity that includes many specific attitudes and behaviors of both mothers and fathers that work separately and collectively to influence child outcomes and generate an emotional bond in which the parent’s behaviors are expressed (Darling & Steinberg, 1993; Darling, 1999). Parenting can be defined on the basis of two components- responsiveness that means, parental emotional characteristics and demandingness, that means set of parental guidelines and disciplines for the child (Fletcher et al.,2008). In terms of the interaction between these two dimensions ,Baumrind(1971) classify parenting styles are of four types: Authoritative, Authoritarian, Permissive and Neglectful parenting.

Authoritative Parenting:

This type of parents maintains equilibrium between the levels of responsiveness and demandingness. They control their children according to their age related manner, they make logical demands, create an affectionate and loving atmosphere where children can express their feelings, opinions, offer their points of view and participate in decision making process within the family (Berg et al.,2011). Rossman & Rea (2005) explored that, this style of parenting helps the child to better adapt in society and get higher learning achievement. Another study by Hickman & Crossland (2005) stated that, authoritative parenting and academic performance were positively related to students’ adjustment in college.

Authoritarian Parenting:

The parents are highly demanding but less responsive to their children. According to Baumrind (1966), these parents do not allow the child to express their opinions and needs. These parents pretend that they know the ‘best’ for their children. Parents have little interaction with their children and expect them to accept parents’ high expectation which is sometimes beyond the child’s capacity.. A study by Berg (2011) found that, authoritarian parents show loving attitude in respect to their success and not as a result of nurturing. Excessive authority as manifested by the authoritarian style was found to be negatively correlated with academic achievement of the child (Baumrind 1991; Dornbusch (1987).

Permissive Parenting

Permissive parents are responsive but exert low demands on their children. Baumrind (1971, 1989) found that parents exercise minimal control and authority, and often fail to impose rules and standards and cannot define the limits of acceptable behavior of the child. The study by Schaffer, Clark & Jeglic (2009) found that, permissive parents provide their child high levels of independence without interfering with the child's daily activities, thus resulting in low levels of parental guidance. Children who are exposed to this type of parenting can not control their behavior unless physical punishment is imposed.

Neglectful Parenting

This style of parenting exhibits low levels of responsiveness as well as low levels of demandingness. These parents are often disengaging from parental responsibilities. They do not supervise their children's behavior and do not monitor their actions (Maccoby & Martin, 1983). Adolescents who have neglectful parents showed low levels of psychosocial adjustment, social competence and academic achievement (Lamborn et al., 1991). The parent-child relationship has been studied extensively as it is closely related to many social issues (Bernado, 2010). Adolescents who are securely attached to their parents display higher life satisfaction (Armsden & Greenberg, 1987; Nickerson & Nagle, 2004); academic success (Bell, Allen, Hauser, & O'Conner, 1996; Cutrona, Cole, Colangelo, Assouline, & Russell, 1994); interpersonal functioning (Black & McCartney, 1997); self-efficacy (Arbona & Power, 2003; Thompson, 1999); and lower psychological distress (Bradford & Lyddon, 1994). Bednar & Fisher (2003) further opine that, adolescents tend to turn to their parents instead of peers in times of need to make decisions. Howard et al., (2006) stated that, when parents increase the amount of quality time with their child, they enhance the emotional bonding and make a strong, close relationship with their children. Research by Harris (2002) indicates that, the parent-child relationship is important in the life of infants, young adolescents and late teens. Parent-child relationship is one of the most influential factors by which adolescents adopt social interactions, education, nutrition and also problem behaviors (Hair, Jager & Garrett, 2002). The high quality of parent-adolescent relationships are linked to a wide range of positive outcomes, mental and emotional well-being, adjustment, social competence and also decreased problem behaviors (Borkowsky, Ramey & Bristol-Power, 2002; Hair et al., 2002). Parental support refers to parental affectionate qualities and is associated with characteristics like warmth, acceptance and involvement. High levels of parental support are related to affection for parents, community attachment, happiness, life satisfaction and also low psychological distress. Another study by Barber & Erickson, (2001); Hair et al., (2002) indicates that, parent adolescent relationship is directly associated with self-confidence, empathy and cooperative personality. On the contrary, poor quality parent-adolescent relationships are associated with the antisocial tendencies (Barber & Erickson, 2001).

IV. PARENT- ADOLESCENT RELATION INFLUENCE THE STUDY HABITS AND ACADEMIC PERFORMENCE

Family is the first school for young children and parents are powerful role models. Parents 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. Parenting styles have been described as the collection of parents behaviors which create an atmosphere of parent child interactions across situations. According to Gadeyne et al., (2004), parenting is considered to be an important element of several aspects of children's outcomes. The study by Daulta (2008) found that, there is a positive impact of good quality home environment on the scholastic achievement of children. This means that a healthy home environment is significantly associated with high levels of success in school. Children can achieve more and improve their behavior when families as well as parents are involved in their educational endeavor (Bryan, 2005). 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.

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. Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005). Another study by Deslorges & Abouchar (2003) concluded that, parental involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account. According to Barnard, (2004); Henderson, (1988); Shumox & Lomax, (2001), the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. 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. So,

high parental involvement leads to high achievement and low parental involvement leads to low achievement (Ahuja and Goyal 2005). Different studies have examined a strong relationship between patterns of parenting styles and the academic achievements of children and stable and strong relationship between parenting style and a wide variety of adolescence outcomes, school results and enrollment (Chan & Koo, 2010, 2011; Koo & Chan, 2008).

Krashen (2005) conducted a study by which he stated that, adolescents whose parents are educated achieve higher on standardized tests than those whose parents were not educated. Educated parents have awareness and also can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000; Trusty, 1999). So, it has been found that, the academic performance of students significantly depends upon the parental involvement in their study related activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988; Shumox & Lomax, 2001). Vamadevappa (2005) also investigated a study regarding a positive and significant relationship between parental involvement and academic achievement. It revealed that, there is a significant difference in the achievement scores of boys and girls of high parental involvement group as compared to low parental involvement group.

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. Parental expectation for achievement has a powerful effect on the extent to which children develop achievement motivation and that leads to better adolescent school performance (Thakur 2001). 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. the nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment (Rajendran et al.;2009).

The study by Jackson (2002) investigated the relationship between students perceptions towards their patterns of parenting and academic achievement. The results of the study indicated that, there is a relationship between parenting style and students academic achievement. Authoritative parenting style was positively associated with academic achievement while authoritarian parenting style was negatively associated with academic achievement. Pandey (2005) studied parental disciplining behavior and academic achievement of adolescents and found that there was a positive effect of father's disciplining behavior upon academic achievement of urban adolescents of high intellectual level; rural adolescents showed positive and significant impact of mother's disciplining behavior upon academic achievement of average intellectual level.

Awujo (2012) indicated that, autocratic, democratic and laissez-faire child rearing patterns had significant relationship with students study habits. According to Nyarko (2006) , both mothers' and fathers' authoritativeness positively relate to the academic achievement of the students. Another study by Kordi (2011) stated that , there is a strong relationship between children's school achievement and parenting attitude .According to Aiyappa, & Acharya(2012), authoritative styles have more positive impact on academic achievement It further revealed that authoritative parenting styles are associated with higher levels of children's school achievement, 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). 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. In a correlational study by Abar, Carter, & Winsler (2009) analysed that, authoritative parenting to be associated with high levels of academic achievement and study skills. Another study by Ang & Goh (2006) exerted that, adolescents with authoritarian parenting style in the maladjusted environment had poorer attitudes towards school and teachers as compared to adolescents in the well-adjusted environment. 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. Authoritative parenting style is positively associated with students' performance especially in academic achievement compared to authoritarian and permissive parenting styles (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994; Jackson, 2002).

V. CONCLUSION

Education is about all-round development. Academic achievement has become an index of the child's ability in this highly competitive world. Study habits determine the academic performance of the students to a great extent. It has been proved that, high achievers will have good study habits. Some students have better study habits while the others have poor study habits. The better the study habit the better is the academic achievement, while defective study habit results in poor learning outcomes. Parents are the main influence on a child's life. Their styles of nurturance contribute on children's academic achievement and various psycho social aspects of development. It is believed that there are some roles that are better performed by parents which children tend to accept most readily than any other person in their life. Parents 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. This study puts the ball in the parents' court in the quest for all round education of the adolescent. It shows that, just sending children to school cannot ensure complete future citizens. Parents along with teachers, have to take the reins in their hands and strive towards the development of well rounded personalities and cultivate organized study habits for academic achievement.

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