

Study of Neglecting, Loving and Rejecting Parental Behaviour and Academic Achievement of the Children

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Abstract: The first aim of the present research paper was to examine only threelike neglecting, loving and rejecting from the effects of six types of parental behavior (Restrictive, Permissive, Protecting, Neglecting, Loving and Rejecting) on academic achievement of the school students. Rest of the three dimensions will present in previous paper. It was hypothesized that, 'More of high achievers than low achievers students will have permissive, protecting and loving parent's and more of low achievers than high achievers will have restrictive, neglectful and rejecting parents'.

Keywords: Mental Health, Curiosity, Intelligence, Parental Behaviour.

1. Introduction

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. Every moment a child spends in contact with his presents has some effect on his present Behaviour and future potentialities. He gives up modes of Behaviour that is no longer suitable and acquires new habit and attitudes which are appropriate for his life conditions (Sears et, al 1957). Parental behaviour evolved to supplement physiological mechanisms of reproduction. In other words, parental behaviour is thought to have evolved when fertilized eggs did not develop, hatch and result in the survival of the young. Parental behaviour affects the child's personality and his likelihood of developing psychological problems. The most important qualities in this regard are whether and how parents communicate their love to a child, the disciplinary techniques they use, and their behaviour as role models. There are three aspects of childrearing which can be clearly distinguished. They are child-care, child discipline and general attitudes and behaviour displayed by parents towards their children. Parents display variety of attitudes and behaviours towards their children. There are, of course, cultural and class differences in the socialization values held by parents. In most modern societies, well-educated parents are more concerned with their children's academic achievement and autonomy and are generally more democratic than are less well-educated parents. No single area of interaction can alone account for parents' influence on a child's behaviour and social functioning. The child rearing attitudes or parental behaviour may be discussed in terms of many different dimensions such as- acceptance, affection, control, warmth, permissiveness, restrictiveness, neglecting and demandingness. A child's belief about society may then be extrapolated from the behaviour adopted by his parent when interacting with others. For instance, a parent that cheats whenever possible will generate rather pessimistic beliefs in his child, who will probably expect people in society to cheat most of the time. Those children who appear to be the most mature and competent tend to have parents who were more affectionate, more supportive, more conscientious, and more committed to their role as parents. These parents were also more controlling and demanded more mature behaviour from their children. Although the parents respected their children's independence, they generally held firm positions and provided clear reasons for them. This parental type is termed authoritative. A second class of children consists of those who are moderately self-reliant but somewhat withdrawn. The parents of these children tended to use less rational control and relied more heavily on coercive discipline. These parents were also slightly less affectionate, and they did not encourage the discussion of parental rules. This parental type is termed authoritarian.

The least mature children had parents who were lax in discipline and non-controlling but affectionate. They made few demands on the children for mature behaviour and allowed them to regulate their own activities as much as possible. This parental type is termed permissive.

Parenting is one of the complex tasks every parent hopes to succeed in. For all social and educational development, the family and parenting style plays an important role. Moreover, parenting forms the basis of a family environment because without parental education, it was not possible for parents to fulfill their roles and duties in the family and the society. Parent-adolescent relationship plays an important role in adolescent socialization by moderating and mediating the impact of influence in and beyond the family. Relationship with parents remains the most influential of all adolescent relationships. Adolescent's perception of high level of stability in the family as well as lack of serious problems in family has been reported to be an important predictor of adolescent mental health. Parental behavioural control has been a major theoretical construct for studies of parenting styles. Low parental behavioural control can be defined as 'family interaction that is disengaged and provides insufficient parental regulation of the child's Behaviour, as in excessive Behavioural autonomy, lack of rules and restrictions, and/or lack of knowledge of a child's day-to-day behaviour.

Two main dimensions are usually considered when assessing perceived parenting: responsiveness and demandingness. Responsiveness refers to the amount of expressed warmth, affection, and time dedicated to dialogue. Demandingness includes parental strategies to regulate the offspring's behaviour by setting limits, prohibitions, verbal and physical coercion, and other expressions of discipline. When trying to explain how parenting is related to students' performance, two main approaches come out. The first one states that responsive parenting practices contribute to creating a stimulating, supportive, and healthy environment that enhances achievement in their children. The second one understands responsiveness as a protective factor: students that perceive a high parental response will make use of more adaptive ways to cope with stressful situations, thus developing less psychopathological symptomatology. It has been stated that students who perceive their parents as responsive show better achievement. Conversely, the demandingness dimension has usually been related to worse academic performance. When parents were controlling, demanding, or aggressive, students did not perform well in school. Some parenting styles have been identified by psychologists. Baumrind (1991) has categorized parenting style into three styles- **authoritative, authoritarian and permissive.**

(a) Authoritative :-

The **authoritative** parent attempts to direct the child's activities but in a rational, issue-oriented manner. This style of parenting is characterized by parents who allow their children freedom and have clear standards of behavior. They set high goals for their children and give large amounts of emotional support. They encourage their adolescent to be independent while maintaining limits and controls on their actions. Authoritative parents engage in discussions and debates with their adolescent, although ultimate responsibility resides with the parent. Research demonstrates that adolescents of authoritative parents learn how to negotiate and engage in discussions. They understand that their opinions are valued. As a result, they are more likely to be socially competent, responsible, and autonomous.

(b) Authoritarian :-

Authoritarian Parents display little warmth and are highly controlling. They are strict disciplinarians, use a restrictive, punitive style, and insist that their adolescent follow parental directions. Authoritarian parents do not engage in discussions with their teen and family rules and standards are not debated. Authoritarian parents believe the adolescent should accept, without question, the rules and practices that they establish. Research reveals that adolescents of authoritarian parents learn that following parental rules and adherence to strict discipline is valued over independent behavior. As a result, adolescents may become rebellious or dependent.

(c) Permissive :-

Permissive Parents are very warm, but undemanding. They are indulgent and passive in their parenting, and believe that the way to demonstrate their love is to give in to their adolescent's wishes. Permissive parents do not like to say no or disappoint their children. As a result, teens are allowed to make many important decisions without parental input. Parents do not view themselves as active participants in shaping their teen's actions; instead they view themselves as a resource, should the adolescent choose to seek their advice. Research findings show that adolescents of permissive parents

learn that there are very few boundaries and rules and those consequences are not likely to be very serious. As a result, teens may have difficulty with self-control and demonstrate egocentric tendencies that can interfere with proper development of peer relationships.

2. Parental Behaviour and Academic Achievement

The first aim of the present research was to examine the effects of six types of parental behavior (Restrictive, Permissive, Protecting, Neglecting, Loving and Rejecting) on academic achievement of the school students. We discuss here only the three dimensions like Neglecting, Loving and Rejecting. It was hypothesized that, 'More of high achievers than low achievers students will have permissive, protecting and loving parent's and more of low achievers than high achievers will have restrictive, neglectful and rejecting parents'.

Two group of students, i.e. high achiever, (who obtained 60% and above marks in their last exam) and low achiever, (who obtained less than 45% marks in their last exam) in equal number (150 each) included in this study. Parental behavior was measured by parental behavior inventory developed by Ojha. The inventory consists of 3 dimensions viz restrictive - permissive, protecting, - neglecting, loving – rejecting. Each dimension has 16 items half of which are positive and another half is negative. High scores on the above mentioned dimensions would mean permissive, protecting and loving attitudes respectively while low scores would mean restrictive, neglecting and rejecting attitudes respectively. The overall high scores on parental behavior inventory would mean positive attitude of parents and overall low scores would mean negative attitude of parents. Parental behavior inventory was administered to them. On each dimensions (for mother behaviour and also father behaviour) total scores were obtained.

Table: 1 Comparison between high and low achiever students on their mean scores of restrictive, neglecting and rejecting dimensions of Parental Behaviour

Parental Behaviour	Group	N	Mean	SD	t
Restrictive	High Achiever	150	14.70	7.15	8.16**
	Low Achiever	150	21.62	7.52	
Neglecting	High Achiever	150	1.98	2.54	6.97**
	Low Achiever	150	4.22	3	
Rejecting	High Achiever	150	1.73	2.18	2.76**
	Low Achiever	150	2.36	1.74	

**Significant at 0.01

Figure: 1. Comparison between high and low achiever on their mean scores of restrictive dimensions of Parental Behaviour

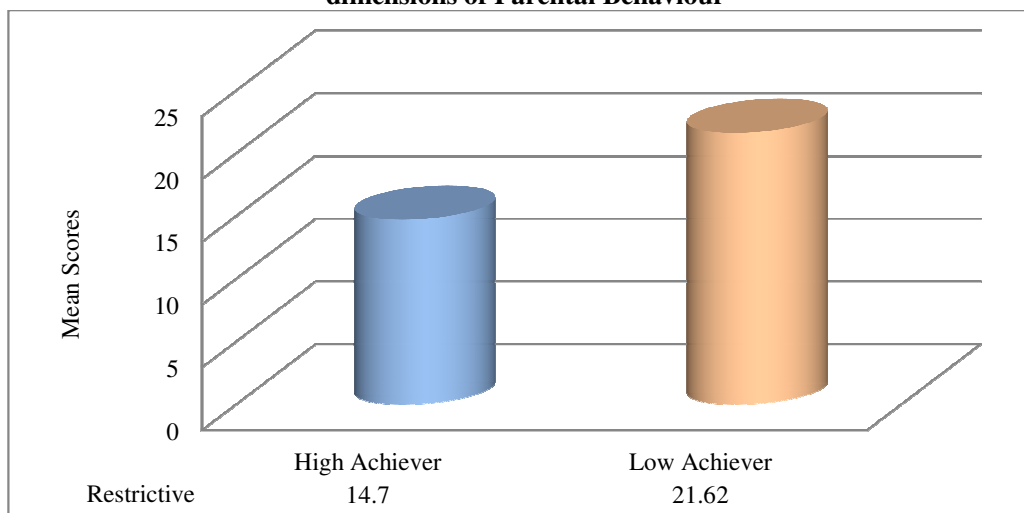


Figure: 2 Comparison between high and low achiever on their mean scores of neglecting dimensions of Parental Behaviour

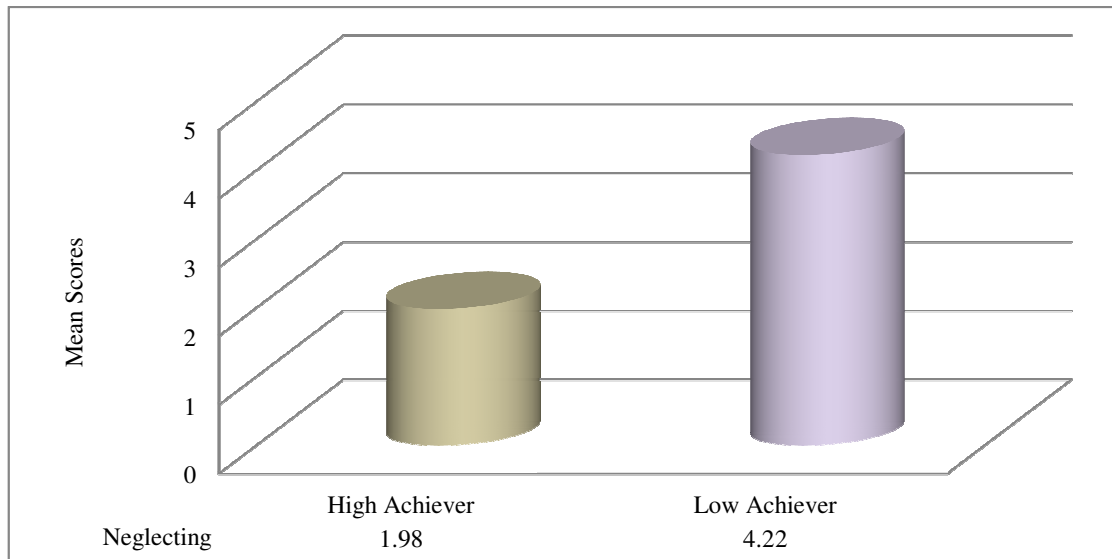
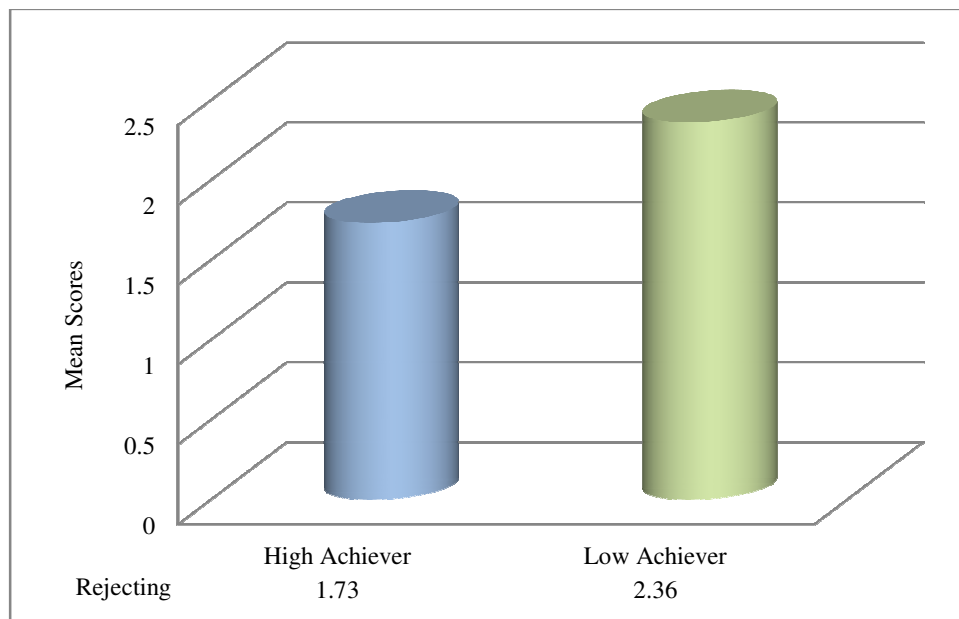


Figure: 3 Comparison between high and low achiever on their mean scores of rejecting dimensions of Parental Behaviour



From table 2 it may be seen that high achiever students perceived low parental restrictive, neglecting and rejection as compared to low achieving students. Mean scores reveal that high achiever obtained comparatively low score on restrictive ($M=14.70$), neglecting ($M=1.98$) and rejecting ($M=1.73$) demission as compared to low achiever (21.62, 4.22 and 2.36 respectively).

3. Conclusions

Overall, it may be stated that academic achievement is positively related to parental permissive, protecting and loving score but negatively associated with restrictive, neglecting and rejecting scores of parental behavior inventory. A rejected or neglected children feel frustrated and these effect spread to academic area also. Srivatava (1995) also found that several aspects of parental behavior like love

discipline had positive effect on the pupils academic achievement. Tiwari, Pal and Kumar (1981), Stevenson et.al also found similar result.

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