

Strict Parenting on Mental Ability of School Going Adolescents

Dr. Prakash Chandra Jena
School of Education and Humanities
Lovely Professional University, Punjab (India)
drpcjena@gmail.com

Abstract: The present study is a descriptive one. The main purpose of the research is to study strict parenting on mental ability of school going adolescents and was conducted in Jalandhar district of Punjab. The investigator had taken 300 school going adolescents (175 from rural and 175 from urban) from 30 secondary schools (15 from rural and 15 from urban) by using stratified random sampling technique. For collection of data the investigator used General Mental Ability Test by S. Jelota and Scale for Measuring Strict Parenting Pattern constructed and standardized by the investigator. For analysis and interpretation of the data t-test and Product Moment Correlation were used. The findings of the study were; no significant difference in the cognitive abilities of urban school going adolescent boys and girl, there exists significant difference in the cognitive abilities of urban school going adolescent boys and girls, there exists as positive but negligible correlation between strict parenting and the cognitive abilities of rural school going adolescents and there exists positive correlation between strict parenting and the cognitive abilities of urban school going adolescents.

Key Words: Strict Parenting, Mental Ability, School Going Adolescents

I. Introduction

Today, India is known as the talent pool of the world, where intelligent, educated people are very easy to find and this fact has definitely given a boost to education of India. Education is universally recognized as a major component of human development. Education itself begins with the birth of an individual in the family. In the words of Mazini, A child learns the first lesson of citizenship between the kiss of mother and the care of father'. Family remains involved in the education of a child from his cradle to grave. Parents are the first tutor of the child. A child always seeks assistance from his parents. Modern age is called as the age of science and technology. It is also known as age of competition. In this competitive age, children are facing tough competitions in social and educational sectors which require parents as well teachers to help them for coping with life in a satisfactory manner. For this parents create an atmosphere which may be accepting and warm or may be critical, dominating, and neglectful or caring, which affects the behavior of their child. It is generally believed that parental care, concern, guidance and influence 'parental encouragement' has an effect on the educational development of the child. The effect of parent child relationship is noticed in all the walks of life of a child-his thinking, processes, attitude, style of socialization adopted, value, personality characteristics and behavioral peculiarities. Parents' encouragement plays a crucial role for child in cognitive development, fostering many potentialities and shaping personality of the child. Effective parental to develop self esteem and self confidence and help them to succeed in every walk of life. Parental encouragement to the child is the most important agent who helps the child to learn who he is and what is expect of him thus assists him in developing his self identity for vocation. There is a growing struggle between generations. Research studies indicate that reward and punishment are not only in effective but also outdated, so parents should develop a philosophy of human relationship within the family. The child should be convinced that there is a family policy and that the parents really mean it. This sets the stage for the development of an effective family works together and provides the atmosphere of guidance where they provide the child with choice and option The different types of parenting styles have an effect on how well behaved your child is. Children with poor impulse control or tantrum throwers can be linked to permissive parenting or avoidance parenting-not knowing how to deal with the child so you are overly permissive or setting unusually strict rules that the child is simply incapable of following due to their stage of development. Permissive parenting is allowing your child to get away with unacceptable behaviour

out of guilt-usually attached to the lack of time a parent can spend with the child due to the parent's work schedule. This is particularly prevalent in single parent households but can happen, of course, in any household. Dual parenting vs. single parenting is not the issue.

II. Objectives of the study

1. To find out the difference in the cognitive abilities of rural school going adolescent boys and girls.
2. To find out the difference in the cognitive abilities of urban school going adolescent boys and girls.
3. To find out the relationship between strict parenting and cognitive abilities of rural school going adolescent boys and girls.
4. To find out the relationship between strict parenting and cognitive abilities of urban school going adolescent boys and girls.

III. Hypotheses of the study

1. There exists no significant difference in the cognitive abilities of rural school going adolescent boys and girls.
2. There exists no significant difference in the cognitive abilities of urban school going adolescent boys and girls.
3. There exists no significant relationship between strict parenting and cognitive abilities of rural school going adolescent boys and girls.
4. There exists significant relationship between strict parenting and cognitive abilities of urban school going adolescent boys and girls.

IV. Method

The present study is the descriptive one and survey method has been used by the investigator. All school going adolescents of Jalandhar district of constitutes the population for the present investigation. The investigator has selected 300 school going adolescents (175 from rural and 175 from urban) from 30 secondary schools (15 from rural and 15 from urban) by using stratified random sampling technique.

V. Tools used

For collection of data the investigator has used the tools as follows;

- General Mental Ability Test constructed and standardized by the S. Jelota.
- Scale for Measuring Strict Parenting Pattern constructed and standardized by the investigator.

VI. Statistical techniques used

For analysis and interpretation of data the investigator has used t-test and Product Moment Co-efficient of Correlation method.

VII. Result Analysis and Main Findings

A. Result pertaining to the difference in the cognitive abilities of rural school going adolescent boys and girls

To find out the difference in the cognitive abilities of rural school going adolescent boys and girls, t-ratio has been calculated and result is presented in table no.1

Table 1

Cognitive Abilities	N	Mean	SD	t-value	Result
Rural boys	75	60.56	12.77	0.86	Not
Rural girls	75	62.23	11.89		Significant

Level of significance at 0.05= 1.97 and 0.01 = 2.58

It is revealed from table no. 1 that the calculated t-ratio is .86 which is found to be not significant at both the levels. Therefore, it can be interpreted that there exists no significant difference in the cognitive abilities of urban school going adolescent boys and girls. Thus our proposed hypothesis is accepted.

B. Result pertaining to the difference in the cognitive abilities of urban school going adolescent boys and girls

To find out the difference in the cognitive abilities of urban school going adolescent boys and girls, t-ratio has been computed and result is presented in table no.2

Table no.2

Cognitive Abilities	N	Mean	SD	t-value	Result
Urban Boys	75	61.18	11.48	1.99	Significant
Urban Girls	75	60.56	11.89		

Level of significance at 0.05= 1.97 and 0.01 = 2.58

It is observed from table no. 2 that the calculated t-ratio is 1.99 which is significant at 0.05level. Therefore, it can be interpreted that there exists significant difference in the cognitive abilities of urban school going adolescent boys and girls. Thus our proposed hypothesis is rejected. This shows that the boys and girls of urban area have similar level of cognitive abilities.

C. Result pertaining to the relationship between strict parenting and cognitive abilities of rural school going rural adolescent boys and girls

To find out the relationship in the cognitive abilities of rural school going adolescent boys and girls Product Moment correlation has been computed and result is presented in table no.3

Table no.3

Variables	Type of Adolescents	N	Correlation Value	Result
Strict Parenting (SP)	Rural Adolescent Boys	75	0.04	Positive negligible correlation
Cognitive Abilities (CA)	Rural Adolescent Girls	75		

It is revealed from table no.3 that the obtained co efficient of correlation is 0.04. Thus, it can be interpreted as positive but negligible correlation between strict parenting and the cognitive abilities of rural school going adolescents. The correlation seems to be as good as zero. This means that those parents cognitively superior are not necessarily strict in parenting or vice-versa.

D. Result pertaining to the relationship between strict parenting and cognitive abilities of urban school going urban adolescent boys and girls

To find out the relationship in the cognitive abilities of urban school going adolescent boys and girls Product Moment correlation has been computed and result is presented in table no.4

Table no. 4

Variables	Type of Adolescents	N	Correlation Value	Result
Strict Parenting (SP)	Urban Adolescent Boys	75	0.74	Positive correlation
Cognitive Abilities (CA)	Urban Adolescent Girls	75		

It is revealed from table no.3 that the obtained co efficient of correlation is 0.74. Thus, it can be interpreted as positive correlation between strict parenting and the cognitive abilities of urban school going adolescents.

VIII. Main Findings

- There exists no significant difference in the cognitive abilities of urban school going adolescent boys and girls.
- There exists significant difference in the cognitive abilities of urban school going adolescent boys and girls.
- There exists as positive but negligible correlation between strict parenting and the cognitive abilities of rural school going adolescents.
- There exists positive correlation between strict parenting and the cognitive abilities of urban school going adolescents.

IX. Suggestion for further study

The researcher by virtue of his experience in conducting this study would like to put forward the following suggestions:

- Sample size can enlarged to more concrete results.
- A sample study can be carried on primary level, senior secondary level, college and university level students.
- Similar study can be analyzed by different statistical techniques for verifying the results
- Comparison can be made between boys and girls taking into account other variables.
- The same study can be conducted on other discipline also.

X. References

1. Bhatia, S. K. (1995). Effect of Occupational Aspiration on College Students and their Family Background, *Journal of Psychological Research*, Vol. 48 no. 3 pp193-199.
2. Malhotra, P (1993). Influence of Parents Encouragement on the Development of Child's Developmental Psychology, Vol1 43, No. 5 pp 1239-1255.
3. Desimone, William (1999). Linking Parent Involvement with Student Achievement, *Journal of Education Research*, Vol.93, pp 11-30.
4. Halle & Mohoney (1997). Family Influence on School Achievement in Low-Income African Children, *Journal of Education Psychology*, Vol.89, pp 527-37.
5. Jain, Shital (1989). Joint Family Parents Encourage to Child for Career, *Journal of Career Development*, Vol. 34 number 3 pp 218-240.

6. Keith & Killings (1998). Longitudinal Effect of Parents Involvement of High School Grade: Similarities and Difference Across Gender and Ethnic Groups, *Journal of School Psychology* Vol.36 No.3 pp 335-363.
7. Macron, S.W. (1999). Positive Relationship between Parent School Involvement and Public School Inner-City Pre Scholar's Development and Academic Performance, *School Psychology Review*, Vol.28 pp.395-412.
8. Onwueme, H. (1999). Educational Aspiration and Occupational Aspiration than Male and Female, *Applied Psychology*, Vol. 37 issue 3, pp 227-233.
9. Otto and Call (1985). Parents Assist their Children in Planning Work and Career Choices, *Journal of Vocational Behaviour*, Vol. 66, no 31 pp 420-437
10. Pendharkar, Ravi (1999). Occupational Aspiration Of Undergraduate's Student, *Journal of Vocational Behaviour*, Vol. 51, no.3pp.435-435(14)
11. Schoon & Parsons (2002). Adolescents' Occupational Aspiration and Expectations. Vol.2 no.3pp 369-373.