

Influence of socio-economic status and parenting style on academic accomplishment and adjustment among college students

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A study was done to assess the relationship between Socio-economic Status and Parenting Style on Academic Accomplishment and Adjustment, among college students of the age group 18-22, currently pursuing under-graduation. The sample was collected in colleges in and around Coimbatore, by the method of purposive sampling, so as to fulfill the inclusion and exclusion criteria. Data was analyzed by performing Pearson's Product Moment Correlation and interpreted. The results show lack of correlation between Socio-economic Status and Academic Accomplishment as well as Adjustment. There is a correlation between Parenting Style of mother and Adjustment as well as Academic Accomplishment, whereas the Parenting Style of the father is correlated only with Adjustment. The results can be applied in areas of policy making, modifying parenting behavior, understanding the perception of adolescents, etc.

Keywords: socio-economic status, parenting style, academic accomplishment, adjustment, adolescents

Socio-Economic Status is the measure of an individual's standing in the society, with respect to education, occupation and income (Gillian & Gianni, 2002). Parenting Style can be defined as the style with which a parent, viz, mother or father, handles a child so as to guide him in his day-to-day activities and routines (Baumrind, 1966). Adjustment can be defined as the ability of an individual to change his or her behaviour, in order to make oneself in line with the needs of oneself and the surrounding. Academic Accomplishment as defined by the ability of an individual to make accomplishments at the academic area and the extent to which once has fulfilled the above expectancy. (Engel, 1977).

Socio-Economic Status and Parenting Style being indispensable factors in regard to the influence it leaves on adolescents, plays an important role in determining the Adjustment and Academic Accomplishment of the individual. The above factors also leave an impression on the attitude and behaviour of the adolescents, who will be going through a crucial period in life, hence making it necessary for them to be explored. The study would give light to the behaviour of both parents and students, hence giving us a deeper understanding of the problems they face.

Parenting styles

Adolescents depend upon their parents for emotional support and the trust they expect from their parents also increases. When parents are maintaining a warm and trusting relationship, the adolescents develop a sense of connectedness. If parents have over control through guilt induction and love withdrawal then it hinders the emotional development by discouraging individuality (Singhal and Roa, 2004). When parenting styles are combined in different ways then four primary parenting styles emerge:

- Authoritative Parenting or Optimal Parenting is restrictive in which the parents expect the child to follow their paths and to respect their work and effort. Authoritative parenting encourages children to be independent but controls children's actions. Kopko (2007) in his

work revealed that adolescents of Authoritative parents are more socially competent, responsible, and autonomous.

- Neglectful parents however show no involvement in the Childs life. Children of these parents are socially incompetent.
- Indulgent or affectionate parents are highly involved with their children but pose certain rules to control them. Kopko (2007) found that adolescents may have difficulty with self-control and to demonstrate egocentric tendencies that can indulge with the development of peer relationships. Thus parental bonding plays a vital role in helping the adolescents to cope up with the stress and pressure that life tosses at them.

Socio economic status and academic achievement

- Students from low SES environment acquire language skills more slowly, exhibit delayed recognition and phonological awareness.
- Students with higher SES background are likely to be proficient on several tasks when compared to that of low SES (American Psychological Association, 2014).

Adjustment

The term adjustment means the extent to which an individual is able to function effectively with the society. A well co operative personality is well prepared to play roles which are expected of the status assigned to him within the given environment. His needs will be accomplished according to the social needs. Adjustment is the relationship that is established between the individual and the environment. If an individual does not play his role according to the standards and the training home environment, then his needs may not be fulfilled and he will be frustrated (Jose, 2002).

Need for the study

India has the largest adolescent population in the world. In this youthful, human resource lies the promise and potential of becoming a healthy, strong, and egalitarian society. So it is the responsibility of the state and civil society including parents and guardians, to nurture and harness the energy and potential of these adolescents. WHO reports suicide as the leading cause of death for young people of 15-24 years. Suicide results from many complex

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sociocultural factors and is more likely to occur during periods of socio economic, family and individual crisis. Hence parental bonding plays a crucial role in helping the adolescents to withstand the pressure and stress that life tosses at them. Thus when there is a combat between their need and parental bonding, the density of their problems can also increase. This upheaval directs the adolescent to indulge in delinquency, adjustment and self destruction in academic achievement. Hence the present study aims at understanding the relationship between demographic factors, parenting style, academic achievement and adjustment in adolescence which can provide basis for designing interventional strategies in future research.

Review of literature

Vithya and Karunanidhi (2012) assessed the influence of school environment, parental attachment and peer attachment on emotional problems of adolescent students. The tools Screening Tool for Emotional Problems (STEP), Inventory of Parent & Peer Attachment (Armsden and Greenberg, 1987) and School Environment Scale (Fend and Prester, 1986) were administered to 300 adolescent subjects. The results revealed that parental attachment was negatively related to academic problems, social problems, behavioural problems, depression and anxiety.

White, K. R (1982) examined the "The relation between socioeconomic status and academic achievement". Using meta-analysis techniques, almost 200 studies that considered the relation between socioeconomic status (SES) and academic achievement (AA) were examined. Results indicate that as SES is typically defined and used, it is only weakly correlated with AA. With aggregated units of analysis, typically obtained correlations between SES and AA jump to .73. Family characteristics, sometimes incorrectly referred to as SES, are substantially correlated with AA when individuals are the unit of analysis. Factors such as grade level at which the measurement was taken, type of AA measure, type of SES measure, and the year in which the data were collected were significantly correlated with the magnitude of the correlation between AA and SES

Aim of the study

The aim of the study is to measure the influence of Parenting style and Socio-economic status on the Academic Accomplishments and Adjustment of college students.

Objectives of the study

- To study the Parenting styles of college students.
- To study the Socio-economic status of college students.
- To study the relationship between Socio-economic status, Academic accomplishments and adjustment of college students.
- To study the relationship between Parenting styles, Academic accomplishments and adjustment of college students.

Hypotheses of the study

- There is no relationship between Socio-economic status, Academic accomplishments and adjustment.
- There is no relationship between Parenting styles, Academic accomplishments and adjustment.

Method

Participants

The sample includes 100 (50 boys and 50 girls) adolescents between

the age 18-22 years. The samples were selected by purposive sampling methods so as to satisfy the age criteria. They were selected from Government and Private colleges in and around Coimbatore.

Inclusion criteria

- Late adolescents of both genders aged between 18-22 years.
- Late adolescents of different Socio-Economic Status.
- Late adolescents who were pursuing degree course at the time of the study.

Exclusion criteria

- Adolescents who do not fall in the age range of 18-22.
- Late adolescents who were school drop-outs.
- Late adolescents pursuing diploma courses or working.
- Late adolescents who were suffering from severe health conditions at the time of the study.
- Late adolescents who were not living with both the parents at the time of the study.

Instruments

The tools used for the study were

Socio-demographic Status Profile. Developed by the researchers; the socio-demographic profile included details such as age, gender, place, family type, number of siblings, 10th examination marks, 12th examination marks, socio-economic status, annual income, etc of the samples.

Parenting Style Questionnaire. The scale was developed by Robinson, Madleco, Olsen and Hart in 1995. The tool classifies parenting style into three categories namely, authoritarian, authoritative and permissive. The highest score indicate preferred parenting style.

Bell's Adjustment Inventory. It was developed by Hugh M. Bell and it is a self-reporting questionnaire in "yes" and "no" format to measure the total level of adjustment. The scores obtained in each areas like home, health, social and emotional are added together to determine the total level of adjustment. The total score of all the areas gives the total adjustment of the individual.

Research design

The study follows between-subject multi-factor multi-group design, where the dependent variables Academic Accomplishment and Adjustment is assessed in relation to Socio-economic status ,which has three groups namely, high, middle, low as well as Parenting Styles, further classified into authoritative, authoritarian and permissive.

Procedure

Once the topic was finalized, the researchers chose appropriate tools for the data collection. A total of 100 students from different colleges in and around Coimbatore were assessed using Socio-demographic profile, Parenting style questionnaire and Bell's Adjustment Inventory. The results were scored, interpreted using the appropriate norms provided by the authors and analysed.

Statistical analysis

The relationship between the variables Socio-economic Status and Parenting Style were correlated using Pearson's Product Moment Correlation. The results were interpreted to either falsify or prove the hypothesis.

Results and discussion

The data was analyzed using the SPSS software and the following results were found.

The Socio-Economic Status of the sample was correlated with Academic Accomplishments and level of Adjustment using the Pearson's Product-Moment Correlation. The following results were obtained.

Table 1: Correlation between Socio-Economic Status, Academic Accomplishments and Adjustment

Independent Variable	Academic Accomplishment	Adjustment
Socio-Economic Status	0.266	0.326

The results show that there is no significant relationship ($p > 0.05$) between Socio-Economic Status and Academic Accomplishments. It has also been found that there is no significant ($p > 0.05$) relationship between Socio-Economic Status and level of Adjustment. This shows that the hypothesis stating lack of relationship between the above said variables has been accepted. Though this is in contrast to the presented literature, this variation may be attributed to the culture-bound variations in perception of Socio-Economic Status, adjustment and academic requirements which qualify an individual to be competent.

Sirin S.R conducted a study on "Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research". This meta-analysis reviewed the literature on socioeconomic status (SES) and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong SESachievement relation. This relation, however, is moderated by the unit, the source, the range of SES variable, and the type of SESachievement measure. The relation is also contingent upon school level, minority status, and school location. The results showed a slight decrease in the average correlation. Practical implications for future research and policy are discussed.

The Parenting Styles of the parents, both the mother and the father were correlated to Academic Accomplishment and Adjustment using Pearson's Product-Moment Correlation. The results were as follows.

Independent Variable	Academic Accomplishment	Adjustment
Parenting Style of Mother	0.196*	0.276**
Parenting Style of Father	-0.178	-0.204*

The results show that there is significant correlation between Parenting Style of Mother and Academic Accomplishment ($p < 0.01$) and Adjustment ($p < 0.05$). The results also state that there is a no significant correlation between Parenting Style of Father and Academic Achievement ($p > 0.01$) but there is a significant negative correlation ($p < 0.05$) between Parenting Style of Father and Adjustment. Hence, it has been shown that the hypothesis stating lack of relationship between Parenting style and Academic Accomplishment as well as Adjustment has been falsified.

Tam and Yeoh (2008) investigated the relationship between parental bonding and parent-child relationship among tertiary level students in which gender and cultural effects were also taken into consideration. The questionnaires Parental Bonding Inventory (PBI) and Parent-Child Relationship Survey (PCRS) were given to 160 tertiary level students. Results indicated that stronger parental bonding promoted better parent-child relationship. Besides, females

were found to have better parental bonding as well as parent-child relationship compared to males. From a cultural aspect, there was no difference among races in terms of parental bonding and parent-child relationship.

Significance of the research

The above study has given us an understanding of the perception of Socio-Economic Status and Parenting Styles and in analyzing their influence on Academic Accomplishments and Adjustment. These findings can be applied in areas of policy making, designing intervention strategies for at-risk adolescents, designing therapeutic plans for therapy and counselling, etc. Adolescents being a critical group in terms of their psychological developments and needs, require better understanding for further steps to be taken in helping them face life challenges better.

Limitations of the study

- The Sample size was small.
- The samples were not evenly distributed among the different sub-groups.
- External variables such as IQ, EQ, family type, number of siblings, personality, etc has not been considered, which might be included in future research.

Ethical considerations

- Informed consent form was taken from the samples before collecting of data.
- The samples were free to withdraw from the study at any point, based on their own discretion.
- The data collected from the samples was kept confidential.
- The samples were informed before the collection of the data that they will not be receiving any form of monetary benefit for taking part in the study.

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