

## **A Study of Emotional Stability and Achievement of Junior High School Students as Related to Parenting Techniques.**

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### **Abstract**

This Research paper presents the results of a study conducted in Lakhaoti block of district Bulandshahr in U.P. manifesting the relationship between emotional stability and achievement of junior high school students running under the supervision of basic shiksha parishad, U.P. It also studies the relationship of each of two department variable viz. emotional stability and achievement with ten dimensions of parenting techniques. It has been concluded in the study that a positive and significant correlation exists between emotional stability and different dimensions like protection, symbolic punishment, object punishment, demanding, indifference, symbolic reward, loving the object reward while there was negative and significant correlation of emotional stability with rejection and negligence. It was also observed that achievement was negatively and significantly correlated with symbolic punishment, object punishment, demanding, indifference and neglecting and significantly and positively correlated with protection and object reward. 28% of the variation in the value of emotional stability and 24.8% of variation in the value of achievement can be explained on the basis of ten dimension of parenting techniques taken together.

**Key Word:** Emotional, Achievement, Parenting Techniques, Variation.

### **Introduction**

Children are the greatest natural resource of a nation and need the most appropriate care and guidance in every stage of development in their life. The Interaction of children with their parents goes a long way in fulfilling this need and nurtures the children in right direction.

The techniques use by parents in nurturing their children and the family environment created by the parents have a powerful influence on the growth and development of the children in different stage of life. The intellectual development and achievement of students are very much associated with parenting techniques. The educational institution alone cannot educate the children without appropriate support and active participation of their parents. If child lives with hostility, he is inclined to learn to fight. If he lives with criticism, he may learn to condemn. If he lives with acceptance, he learn to love. If he lives with approval, he generally learns to like himself. Thus parenting techniques have a meaningful impact on the development of children.

### **Emotional Stability:-**

It refers to one's ability to understand and influence one's own and others' emotions and

to control the emotional content embedded in various situations.

Emotional stability may be defined as "the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge to reflect and regulate emotions so as to promote emotional and intellectual growth".

Emotional stability provides freedom from phobic reaction, to face personal comments and criticism realistically, freedom from doubt over others actions and reactions, to have correct account of one's merits and demerits.

Normal emotional development of the child very much depends upon parental influence of the factors like socio-economic status of parents, education, and child-rearing behavior, relationship between parents themselves and with the child. Parental love and affection facilitate socialization while parental rejection and hostility facilitate the development of antisocial behavior.

### **Achievement:-**

Achievement means to accomplish difficult task, to master, manipulate or organize physical objects, human being or ideas independently. It also includes overcoming obstacles and

attaining a high standard, to excel oneself and surpass others, and to increase self regard by successful exercise of talent.

Achievement, in the field of educations, is related to the pursuits of excellence. It makes students more confident and self reliant in the field of education.

Parenting techniques are very much associated with academic achievement. Parental support has been found to be positively correlated with educational achievement of students in schools (Bompechat 1992).

#### **SIGNIFICANCE OF THE STUDY:-**

The relationship between parenting techniques with emotional stability and academic achievement of children is helpful for the parents to adjust their behavior and use those techniques that may prove to be beneficial for growth and development throughout one's life period.

A large number of researches have been conducted on child rearing at infant and pre-school stage, but the number of researches on effect of parenting techniques on junior high school students is very less. It is, for this reason, that the researcher undertook this project to determine the impact of parenting techniques on emotional stability and achievement of junior high school students.

#### **Statement of the Problem:-**

“A Study of Emotional Stability and Achievement of Junior High School Students as Related to Parenting Techniques.”

#### **Operational Definitions:-**

##### **1. Parenting Techniques**

These are processes of interaction of individual characteristics and perception of parents with behavior and development of child. There are ten dimensions of parenting techniques as given below.

1. Protection
2. Symbolic Punishment
3. Rejection
4. Object Punishment
5. Demanding
6. Indifference
7. Symbolic Reward
8. Loving
9. Object Reward
10. Neg;ogemce

##### **1.1 Protection (Pro)**

It refer to the defending attitude of parents overtly expressed in the acts of guarding, sheltering and shielding the child from situation or experiences perceived to be hostile, oppressing and harmful.

##### **1.2 Symbolic Punishment (SP)**

Symbolic a physical means used by parents to show their temporary annoyance with the child refers to symbolic punishment.

##### **1.3 Rejection (Rej)**

It refers to the behavior of parents which is evident in renouncing the child an aversion. It is shown I different ways like, by physical neglect, denial of love and affection, inconsistent punishment and lack of respect for the child's rights and feeling as a person.

##### **1.4 Object Punishment (OP)**

It includes physical means used by parents to express their temporary annoyance with the child.

**1.5 Demanding (Dem) :-** It implies expression of authority and claim by parents with imperious command over the child excuted in the exercise or interest in the child.

##### **1.6 Indifference (Ind)**

It includes the expression of unconcerned apathetic, passive behavior and functioning without either importance or interest in the child.

##### **1.7 Symbolic Rewards (SR)**

It is symbolic expression of appreciation for emotional, psychological security of the child as against concrete action of warmth. It indicates acceptance of child by parents.

##### **1.8 Loving (Lov)**

It denotes expression of fondness, devoted attachment and amiableness shown by parents to the child.

##### **1.9 Object Reward (OR)**

It indicates parent's acceptance of the child and includes psychological security of the child as against physical, tangible, concrete action of warmth.

##### **1.10 Negligence (Neg)**

It refer to a careless treatment expressed in accustomed omission and deliberate disregard towards the child which may leave the child to devalue oneself.

##### **2. Emotional Stability**

Emotional stability may be defined as the ability to control emotions and express them

appropriately. It affects academic achievement of pupils.

### 3. Achievement

Achievement may be defined as academic performance of students at different intellectual levels perceived by the students.

#### Objectives of the Study

The present study has been defined to achieve the following objectives:

1. To study the relationship of emotional stability of junior high school students with each of ten dimensions of parenting techniques separately.

This main objective is equivalent to the following objectives:

- (i) To study relationship between protection and emotional stability.
- (ii) To study relationship between symbolic punishment and emotional stability.
- (iii) To study relationship between rejecting and emotional stability.
- (iv) To study relationship between object punishment and emotional stability.
- (v) To study relationship between demanding and emotional stability.
- (vi) To study relationship between indifference and emotional stability.
- (vii) To study relationship between symbolic reward and emotional stability.
- (viii) To study relationship between loving and emotional stability.
- (ix) To study relationship between object reward and emotional stability.
- (x) To study relationship between neglecting and emotional stability.

2. To study the relationship of achievement of junior high school students with each of the ten dimensions of parenting techniques.

This main objective is equivalent to the following objectives:

- (i) To study relationship between protection and achievement.
- (ii) To study relationship between symbolic punishment and achievement.
- (iii) To study relationship between rejecting and achievement.
- (iv) To study relationship between object punishment and achievement.
- (v) To study relationship between demanding and achievement.

(vi) To study relationship between indifference and achievement.

(vii) To study relationship between symbolic reward and achievement.

(viii) To study relationship between loving and achievement.

(ix) To study relationship between object reward and achievement..

(x) To study relationship between neglecting and achievement.

3. To study the relationship between emotional stability and achievement of junior high school students.

4. To test the significance to multiple correlation R to predict emotional stability of junior high school students on the basis of ten dimensions of parenting techniques.

5. To test the significance of R to predict achievement of junior high school students on the basis of ten dimensions of parenting techniques.

#### HYPOTHESES:-

The following null hypotheses have been formulated to be tested.

1. There is no significant relationship between emotional stability of junior high school students and any of ten dimensions of parenting techniques.

The main hypothesis is equivalent to the following hypotheses:

- (i) There is no significant relationship between protection and emotional stability.
- (ii) There is no significant relationship between symbolic punishment and emotional stability.
- (iii) There is no significant relationship between rejecting and emotional stability.
- (iv) There is no significant relationship between object punishment and emotional stability.
- (v) There is no significant relationship between demanding and emotional stability.
- (vi) There is no significant relationship between indifference and emotional stability.
- (vii) There is no significant relationship between symbolic reward and emotional stability.
- (viii) There is no significant relationship between loving and emotional stability.
- (ix) There is no significant relationship between object reward and emotional stability.
- (x) There is no significant relationship between neglecting and emotional stability.

2. There is no significant relationship between achievement of junior high school students and any of the ten dimensions of parenting techniques.

This main hypothesis is equivalent to the following hypotheses:

- (i) There is no significant relationship between protection and achievement.
- (ii) There is no significant relationship between symbolic punishment and achievement.
- (iii) There is no significant relationship between rejecting and achievement.
- (iv) There is no significant relationship between object punishment and achievement.
- (v) There is no significant relationship between demanding and achievement.
- (vi) There is no significant relationship between indifference and achievement.
- (vii) There is no significant relationship between symbolic reward and achievement.
- (viii) There is no significant relationship between loving and achievement.
- (ix) There is no significant relationship between object reward and achievement.
- (x) There is no significant relationship between neglecting and achievement.

3. There is no significant relationship between emotional stability and achievement of junior high school students.

4. Multiple correlation coefficients R among Emotional Stability and ten dimensions of parenting are not significant.

5. Multiple correlation coefficients R among achievement and ten dimensions of parenting techniques is not significant.

**Delimitation of the Study:-**

The present research being exploratory in nature is bounded by the following limitations

- 1. This study was limited to only two dependent variable viz. emotional stability and achievement.
- 2. The geographical area covered under the study was only the community development Bolck Lakhaoti of district Bulandshahr in Uttar Pradesh.
- 3. The sample for the study was limited to students of class VII within the age range of 13-15 years studying in junior high schools under the supervision of basis Shiksha Adhikari in Block Lakhaoti of district Bulandshahr in Uttar Pradesh.

4. A limited number of dimensions have been include to assess parental disciplinary practices like dominance, love, hate, negligence, acceptance, rejection and punishment.

**Design and Methodology:-**

Normative survey method was used to determine impact of parenting techniques on emotional stability and achievement of junior high school students.

**Variables Used In the Study:-**

One main independent variable and two dependent variable have been used in this study.

**A. Independent Variable:-**

- 1. Parenting Technique

It was measured under the following ten major dimensions:

- 1. Protection
- 2. Symbolic Punishment
- 3. Rejection
- 4. Object Punishment
- 5. Demanding
- 6. Indifference
- 7. Symbolic Reward
- 8. Loving
- 9. Object Reward
- 10. Negligence

**B. Dependent Variables:-**

- 1. Emotional stability of students
- 2. Achievement of students

**Sample**

In the first stage a random sample of five Junior High School was selected from a population of thirty Junior High School running under the supervision of Basic Shiksha Parishad in Lakhaoti BVolck of district Bulandshahr in Uttar Pradesh. In the second stage a random sample of 20 students studying in class VII in the age group of 13-15 years was drawn from each of the five schools selected in the first stage. Thus the final sample consisted of 100 students.

**Collection of Data**

The data regarding the variables used in this study was collected from each member of the sample with the help of tools mentioned below:

**TOOLS USED**

Variables	Tools
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Parenting Techniques Emotional Stability Achievement	Parent Child relationship scale by Dr. Nalini Rao Emotional Stability Test for children by Sen Gupta and A. k. Singh Achievement scores (marks) obtained by the students in the previous class.
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**Statistical Techniques Used:-**

Karl Pearson’s coefficient of correlation, Fisher t Test, Multiple Correlation Coefficient, Coefficient of multiple determination F-Test and confidence interval techniques have been used in the present study.

**Findings, Conclusions, Discussion and Suggestions:-**

The major finding and the conclusion derived from them have been given and discussed below:

1. (i) The correlation coefficient between emotional stability of students and the protection provided by parents ( $r=0.230$ ) was found to be positive and significant sat 0.058 level of significant indicating that increase (decrease) in protection is followed by increase (decrease) in emotional stability. Also, 95% of the values of  $r$  between two variables in the population lie within the range from 0.0393 to 0.4207 and about 5% of these values may lie outside this range.

(ii) The two variables symbolic punishment awarded by parents and emotional stability of students were found to be positively and significantly correlated at 0.05 level if significance ( $r=0.219$ ) indicating that increase (decrease) in emoti0onal stability. Also, 95% of the values of  $r$  between these two variables in the population lie within the range from 0.0324 to 0.4056 and about 5% of these values may lie outside this range.

(iii) The two variable rejecting by parents and emotional stability of students were found to be negatively and significantly correlated at 0.05 level of significance ( $r=-0.216$ ) indicating that increase (decrease) in rejecting is followed by decrease (increase) in emotional stability. Also, 95% of the values of  $r$  between these two

variables in the population lie within the range fom-0.1028 to -0.0292 and about 5% of these values may lie outside this range.

(iv) The correlation coefficient between emotional stability of students and the punishment provided by parents ( $r=0.320$ ) was found to be positive and significant at 0.01 level of significance indicating that increase (decrease) in object punishment is related with increase (decrease) in the value of emotional stability. Also, 99% of the values of  $r$  between these two variables in the population lie within the range from 0.0886 to 0.5514 and about 1% of these values may lie outside this range.

(v) The correlation coefficient between demanding by parents and emotional stability of students ( $r=0.284$ ) was found to be positive and significant at 0.01 level of significance indicating that increase (decrease) in demanding is followed by increase (decrease) in the emotional stability. Also 99% of the values of  $r$  between these two variables in the population lie within the range from 0.0469 to 0.5211 and bout 1% of these values may lie beyond this range.

(vi) The two variable indifference shown by parents and emotional stability of students ( $r=0.234$ ) are positively and significantly correlated at 0.05 level of significance indicating that increase (decrease) indifference is followed by increase (decrease) in emotional stability. Also, 95% of the values of  $r$  between these two variables I the population lie within the range from 0.0488 to 0.4192 and about 5% of these values may lie outside this range.

(vii) The correlation coefficient between symbolic reward and emotional stability of students ( $r= 0.302$ ) was found to be positive and significant at 0.01 level of significance indicating that increase (decrease) in symbolic reward is related with increase (decrease) in the value of emotional stability. Also, 99% of the values of  $r$  between these variables in the population lie within the range from 0.0677 to 0.5363 and about 1% of these values may lie outside this range.

(viii) The two variables loving by parents and emotional stability of students ( $r=0.410$ ) are positively and significantly correlated at 0.01 level of significance indicating that increase (decrease) in loving by parents is followed by

increase (decrease) in emotional stability of students. Also, 99% of the values of  $r$  between these two variables in the population lie within the range from 0.1956 to 0.6244 and about 1% of these values may lie outside this range.

(ix) The correlation coefficient between object reward and emotional stability of students ( $r= 0.342$ ) was found to be positive and significant at 0.01 level of significance meaning thereby that increase (decrease) in object reward by parents is followed by increase (decrease) in the value of emotional stability. Also, 99% of the values of  $r$  between these two variables in the population lie within the range from 0.1142 to 0.5698 and about 1% of these values may lie outside this range.

(x) The two variables negligence by parents and emotional stability of students ( $r= -0.273$ ) are negatively and significantly correlated at 0.01 level of significance indicating that increase (decrease) in loving by parents is followed by increase (decrease) in emotional stability of students. Also, 99% of the values of  $r$  between these two variables in the population lie within the range from -0.5117 to -0.0343 and about 1% of these values may lie outside this range.

2 (i) The value of correlation coefficient between the two variables protection by parents and achievement of students ( $r= 0.201$ ) was found to be positive and significant at 0.05 level of significance indicating that increase (decrease) in protection by parents is followed by increase (decrease) in achievement of students. Also 95% of the values of  $r$  between these two variables in the population lie within the range from 0.0131 to 0.3889 and about 1% of these values may lie beyond this interval.

(ii) The two variables symbolic punishment by parents and achievement of students ( $r= -0.192$ ) are negatively correlated with each other but not significant 0.05 level of significance indicating that increase (decrease) in symbolic punishment by parents is followed by decrease (increase) in achievement but this relationship is not significant even at 0.05 level of significance.

(iii) The two variables rejecting by parents and achievement of students ( $r= -0.125$ ) which is not significant 0.05 level of significance indicating that increase (decrease) in value of rejecting by parents is followed by decrease (increase) in value of achievement, but this

relationship is not significant even at 0.05 level of significance.

(iv) The correlation coefficient between object punishment and achievement ( $r= -0.271$ ) was found to be negative and significant at 0.01 level of significance meaning thereby that increase (decrease) in object punishment by parents is followed by (decrease) increase in achievement. Also, 99% of the values of  $r$  between these two variables in the population lie within the range from -0.5099 to -0.0321 and about 1% of these values may lie outside this range.

(v) The correlation coefficient between demanding and achievement ( $r= -0.268$ ) was found to be negative and significant at 0.01 level of significance indicating that increase (decrease) in demanding by parents is followed by decrease (increase) in achievement of students. Also, 99% of the values of  $r$  between these two variables in the population lie within the range from -0.5074 to -0.0286 and about 1% of these values may lie outside this interval.

(vi) The two variables indifference and achievement were negatively and significantly correlated with each other at 0.01 level of significance ( $r= -0.285$ ) meaning thereby that increase (decrease) in indifference is followed by decrease (increase) in achievement of students. Also, 99% of the values of  $r$  between these two variables in the population lie within the range from -0.5216 to -0.0484 and about 1% of these values may lie outside this interval.

(vii) The two variables symbolic reward of parents and achievement of students were positively correlated ( $r= 0.098$ ) but the correlation was not significant at 0.05 level of significance. It means that increase (decrease) in value of symbolic reward is followed by increase (decrease) in achievement of students but this relationship is not significant even at 0.05 level of significance.

(viii) The correlation coefficient between loving by parents and achievement ( $r= 0.184$ ) was found to be positive but not significant meaning thereby that achievement of students increase (decrease) with increase (decrease) in loving by parents but it is not significant even at 0.05 level of significance.

(ix) The correlation coefficient between object reward of parents and achievement of students

( $r=0.203$ ) was found to be positive but not significant at 0.05 level of significance indicating that increase (decrease) in object reward of parents is followed by (decrease) increase in achievement. Also, 95% of the values of  $r$  between these two variables in the population lie within the range from 0.0152 to 0.3908 and about 1% of these values  $r$  lie beyond this range.

(x) The correlation coefficient between neglecting by parents and achievement of students ( $r= -0.221$ ) was found to be negative but not significant at 0.05 level of significance meaning thereby that achievement of students increase (decrease) with decrease (increase) is neglecting by parents. Also, 95% of the values of  $r$  between these two variables in the population lie within the range from -0.4074 to -0.0346 and about 1% of these values  $r$  lie outside this range.

3. The value of correlation coefficient between emotion stability and achievement was found to be negative ( $r= -0.173$ ) but not significant at 0.05 level of significance, indicating the one variable increase (decrease) with decrease (increase) in the other variable but it is not significant.

4. Multiple correlation coefficient ( $R=0.530$ ) among emotional stability and the ten dimension of parenting taken together was found to be significant at 0.05 level of significance which means that the value of emotional stability of students can be predicted on the basis of ten dimension of parenting techniques. It was also found that about 28% of the variation in the value of emotional stability is explained by all the ten dimension of parenting techniques and that rest of the variation in the value of emotional stability of students may be due to the factors other than the ten dimension of parenting techniques.

5. The value of multiple correlation coefficient ( $R=0.498$ ) of achievement of students on ten dimension of parenting techniques was found to be significant at 0.05 level of significance, indicating that the value of students can be predicted on the basis of ten dimension of parenting techniques. It

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was further observed that about 24.8% of the variation in the value of achievement is due to these ten dimensions of parenting techniques and that rest of the variation in the value of achievement may be explained by factor other than these ten dimensions of parenting techniques.

#### Educational Implications:-

These finding can be of immense utility to the parents, teachers, psychologists and all those who are concerned with the welfare of the students and uplift of the nation, in locating the potential fields of the students to chalk out plan and provide means for the encouragement of young children and stimulate children to higher pursuit of mind and contribute for their growth and development.

#### Scope for Further Research:-

The following studies can be conducted on the patterns of the present study by including more variables, changing the variables or the experimental material or population and comparing the objective to some extent in related field as given below.

1. Studies can be conducted by considering all the students of Uttar Pradesh studying in junior high schools classes.
2. Studies can be conducted on boys and girls separately and comparing the results.
3. Studies can be conducted to compare effect of parenting techniques on emotional intelligence and creativity of junior high schools students.
4. Studies can be conducted in areas other than that U.P.
5. Comparative studies can be conducted on primary, junior high schools, secondary schools and senior secondary students with respect to the effect of parenting techniques on emotional stability and academic achievement.
6. Studies can be conducted to determine effect of factors like age, sex and socio-economic status on parent-child relationship.
7. Studies evaluating effect of income and educational qualification of parents on achievement of students can also be conducted.