



RELATIONSHIP OF COGNITIVE ABILITIES OF SCHOOL STUDENTS WITH PARENTING

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ABSTRACT

The concept of cognitive abilities is associated with overall development of the school students and today it is widely recognized through the support of parents. The present study was designed to find out the relationship of cognitive abilities of school students with parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation; and marital conflict vs marital adjustment). While employing descriptive survey method, the present study was conducted on a sample of 400 school students. The sample was selected by using random sampling techniques. Cognitive Ability Test by Gupta and Lakhani and Parenting Scale by Bhardwaj, Sharma and Garg was used for data collection. Product moment correlation (r) was used to find out the relationship among variables under study. The findings of the study revealed significant relationship of cognitive abilities of school students with parenting and its modes. Significant relationships of cognitive abilities of school students with mothering, fathering and their modes were also found. The findings have special implications for parents as parents can think to the ways and means to encourage and foster abilities among students.

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INTRODUCTION

Cognition is an essential psychological process which depicts to the inner process and products of the mind that escorts to “knowing”. It is composed of different kinds of processes such as perception, memory, symbolizing, categorizing, planning, reasoning, problem solving, relating of one piece of information to another, ability to perceive bits and pieces in association, ability to categorize the objects into assorted categories, ability to judge and ability to make moral judgment etc. In other words, it is the activity of knowing, acquisition, organization, attention, memory, coding, retention, recall, decision making, reasoning, problem solving, imagination and planning. All these intellectual abilities are called cognitive abilities. Cognitive abilities are privileged intellectual abilities which are concerned with cognitive task related to the mechanism of how to learn, pay attention, remember and solve the problem. These abilities make the way to of human activities. Simonton (2003)⁽¹⁷⁾ explained cognitive abilities as certain set of cognitive capacities that facilitate an individual to adjust and flourish in certain surroundings and those cognitive abilities include abilities like memory, retrieval and problem solving and so forth.

The development of cognitive abilities begins at the birth and continuous till early adulthood. These abilities increase with age. It was found that there was significant difference in the cognitive development of boys and girls. At certain age boys are more developed in some cognitive abilities than girls (Joshi and Sharma, 2003)⁽⁸⁾.

The development of an individual in enriched and engaging environment leads to high cognitive abilities. Such type of individual learns quickly, deeply, broadly and demonstrates high reasoning ability, creativity, curiosity, developed vocabulary, excellent memory and persistent behaviour. Some children can think, reason, analyze, synthesize, discriminate and generalize better than the others of their same age and grade. Some are quick in grasping and understanding the things taught to them in their class while some found to be struggling for keeping the pace with other students of the class. In an individual, fully conscious, self-regulated and self-directed mind is the indicator of developed cognitive abilities. Anjum and Rani (2003)⁽¹⁾ found that child rearing practice has significant impact on cognitive abilities. Garkar and Asheenna (2004)⁽⁵⁾ concluded that rural students have higher cognitive abilities than urban students. Ravi (2004)⁽¹⁵⁾ indicated that development of cognitive abilities affect the reading practice and receptive skills in students. Manjula, Saraswati and Prakash (2009)⁽¹¹⁾ investigated that cognitive abilities significantly affect the writing skills of students. Gulsum et al. (2010)⁽⁶⁾ revealed that parental education was significantly

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related with cognitive development of the children. Kumar (2013)⁽¹⁰⁾ explored that socio-economic status of the family also related with cognitive development of the children. Kaur (2014)⁽⁹⁾ found that cognitive factors (cognitive intelligence test, anxiety, achievement motivation, home environment, adjustment, study habits) intelligence test, anxiety and adjustment have high correlation with academic performance in mathematics.

Parenthood is the ultimate universal pathway to care giving, development stature and adjustment, success and childhood oversights. It is a process of upbringing of the child by parents. Parenting has its own pleasure, privileges. Parents are children's primary advocates and their front line guard. The prime and abiding duty of parents in each generation is to provide environment for the physical, economic and psychosocial development in which children must survive and thrive. It can have various affects on students, both academically and behaviourilay. The two distinguishing roles of parents comprise both mothering and fathering. The responsibility of upbringing of child is of mother and father together or independently. Their perceptions may be referred to apparently direct and instantaneous knowledge related to their conscious or unconscious initiate and experiences by which they instigate and regulate behaviour enormously. Sanghamitra, (1997)⁽¹⁶⁾ found that maternal employment also affects the cognitive abilities of children. It was seen that children of non working mothers have higher cognitive abilities than children with working mothers. Parimalavalli & Gayathri (2007)⁽¹³⁾ revealed that there exist positive relationships between increased duration of breast feeding and cognitive development of children. Maternal stimulation in learning process raises the level of cognitive abilities of children (Punia and Singh, 2010)⁽¹⁴⁾. Mittal & Bhardwaj (2012)⁽¹²⁾ found positive relationship between parental warmth and general self-efficacy. Singh and Singh (2016)⁽¹⁸⁾ showed that there was positive relationship between parental warmth and control.

Thus it is clear that parenting is an essential factor in development of cognitive abilities of school students. But there are a few researches who studied the relationship of cognitive abilities of school students with parenting including mothering and fathering. Therefore, to fill the gap of literature, the investigators examined the relationship of cognitive abilities of school students with parenting including mothering and fathering.

Objectives of the Study

- To find out the relationship of cognitive abilities of school students with parenting and its modes (rejection vs acceptance, carelessness vs protection neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation; and marital conflict vs marital adjustment).
- To find out the relationship of cognitive abilities of school students with mothering and its modes (rejection vs acceptance, carelessness vs protection neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation).
- To find out the relationship of cognitive abilities of school with fathering and its modes (rejection vs

acceptance, carelessness vs protection neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation).

Hypotheses of the Study

H₀ There exists no significant relationship of cognitive abilities of school students with (i) parenting as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline (viii) faculty role expectation vs realistic role expectation; and (ix) marital conflict vs marital adjustment.

H₀₂ There exists no significant relationship of cognitive abilities of school students with (i) mothering as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline; and (viii) faculty role expectation vs realistic role expectation.

H₀₃ There exists no significant relationship of cognitive abilities of school students with (i) fathering as a whole (ii) rejection vs acceptance (iii) carelessness vs protection (iv) neglect vs indulgence (v) utopian expectation vs realism (vi) lenient standard vs moralism (vii) freedom vs discipline; and (viii) faculty role expectation vs realistic role expectation.

Design of the Study

In the present study, descriptive survey method was used.

Sample

For the present study, 400 students (who have both the parents-mother and father) studying in secondary schools of Faridabad district affiliated to CBSE Board were randomly selected for data collection.

Tools Used

- **Cognitive Ability Test** developed by the Gupta and Lakhani (2018)⁽⁷⁾ was used to assess the level of cognitive abilities among secondary and senior secondary school students. The test has 40 items under five dimensions (memory, awareness, understanding, reasoning ability and problem solving ability). The reliability of the test was 0.701. Inter-correlations among different dimensions of the test has indicate high construct validity of the scale which ranging from 0.604 to 0.899.
- **Parenting Scale** developed by Bhardwaj, Sharma and Garg (1995)⁽³⁾ was used in the study. The scale includes the perceptions of children regarding fathering and mothering separately as well as parenting as a whole in form of 40 statements on different dichotomous modes of parenting. The eighth mode of parenting (marital conflict vs marital adjustment) has been studied only in parenting as a whole. The same has not been studied in mothering and fathering as well. The reliability of the different modes of parenting determined by Test- retest method ranged from 0.54 to 0.79. The co-efficient of correlation among different modes of the parenting scale range between 0.36 to 0.62, which shows scale has construct validity.

Statistical Techniques Used

Product Moment Correlation (r) was used in the present study.

Analysis and Interpretation

The objective of the study was to find out the relationship of cognitive abilities of school students with parenting and its modes. For the purpose, the relationship of cognitive abilities of school students parenting as a whole, mothering and fathering as well was studied.

Relationship of Cognitive abilities of School Students with Parenting and its Modes

An attempt has been made to find out the relationship of cognitive abilities of school students with parenting and its modes (rejection vs acceptance, carelessness vs protection, neglect against indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment). The correlations of cognitive abilities of school students with parenting and its modes have been presented in table 1 and figure 1.

Table 1 Correlations of Cognitive Abilities of School Students with Parenting & its Modes

Parenting and its Modes		r-values
Parenting –as a whole		0.615**
1	Rejection vs Acceptance	0.299**
2	Carelessness vs Protection	0.255**
3	Neglect vs Indulgence	.034(NS)
4	Utopian Expectation vs Realism	0.169**
5	Lenient Standard vs Moralism	0.350**
6	Freedom vs Discipline	0.249(NS)
7	Faculty Role Expectation vs Realistic Role Expectation	0.272**
8	Marital Conflict vs Marital Adjustment	0.324**

**Significant at 0.01 level
NS- Not Significant

It is clear from the table 1 that the correlation (0.604) of cognitive abilities of school students with parenting as a whole is significant at 0.01 level. Therefore the null hypothesis $H_{01(i)}$ “There exists no significant relationship of cognitive abilities of School Students with parenting as a whole” is rejected. Therefore, it can be concluded that cognitive abilities of school students has positive and significant relationship with parenting as a whole.

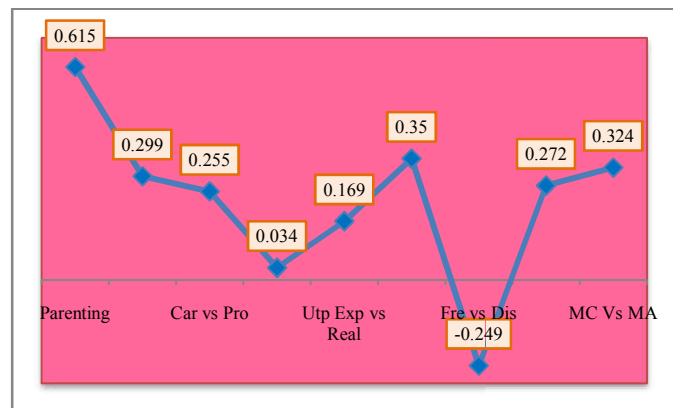


Fig 1 Correlations of Cognitive abilities of School Students with Parenting and its Modes

Table 1 also depicts that cognitive abilities of school students has also positive and significant relationship with modes of

parenting (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment). Therefore the null hypotheses $H_{01(ii)}$, $H_{01(iii)}$, $H_{01(iv)}$, $H_{01(v)}$, $H_{01(vi)}$, $H_{01(vii)}$ and $H_{01(viii)}$ are not retained. Bhardwaj (1996)⁽²⁾ has found similar result and concluded that parents acceptance has been associated with cognitive competence of their children. Erickson (1974)⁽⁴⁾ also concluded that faculty parent child relationship promote mental retardation among children.

Relationship of Cognitive abilities of School Students with Mothering and its Modes

In this section, an attempt has been made to find out the relationship of cognitive abilities of school students with mothering and its modes (rejection vs acceptance, carelessness vs protection, neglect against indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation).

Table 2 Correlations of Cognitive Abilities of School Students with Mothering & its Modes

Mothering and its Modes		r-values
Mothering –as a whole		0.504**
1	Rejection vs Acceptance	0.604**
2	Carelessness vs Protection	0.577**
3	Neglect vs Indulgence	-0.380(NS)
4	Utopian Expectation vs Realism	-0.530(NS)
5	Lenient Standard vs Moralism	0.615**
6	Freedom vs Discipline	0.576**
7	Faculty Role Expectation vs Realistic Role Expectation	0.237**

** Significant at 0.01 level
NS-Not Significant



Fig 2 Correlations of Cognitive Abilities of School Students with Mothering & its Modes

An examination of the table 2 shows that the correlation (0.504) of cognitive abilities of school students with mothering as a whole is significant at 0.01 level. Therefore the null hypothesis $H_{02(i)}$ “There exists no significant relationship of cognitive abilities of school students with mothering as a whole” is rejected. Therefore, it can be concluded that of cognitive abilities of school students with mothering as a whole has positive and significant relationship. Table 2 further shows that cognitive abilities of school students have also positive and significant relationship with modes of mothering (rejection vs acceptance, carelessness vs protection, neglect vs. indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital

adjustment). Therefore the null hypotheses $H_{02(i)}$, $H_{02(ii)}$, $H_{02(iii)}$, $H_{02(vi)}$, $H_{02(vii)}$ and $H_{02(viii)}$ are rejected.

Relationship of Cognitive Abilities of School Students with Fathering and its Modes

In this section, relationship of cognitive abilities of school students with fathering and its modes (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation) has been found.

Table 3 Correlations of Cognitive Abilities of School Students with Fathering and its Modes

Fathering and its Modes		r-values
Fathering—as a whole		0.604**
1	Rejection vs Acceptance	0.577**
2	Carelessness vs Protection	-0.38(NS)
3	Neglect vs Indulgence	0.53**
4	Utopian Expectation vs Realism	0.338**
5	Lenient Standard vs Moralism	0.576**
6	Freedom vs Discipline	0.237**
7	Faculty Role Expectation vs Realistic Role Expectation	0.604**

** Significant at 0.01 level
NS-Not Significant

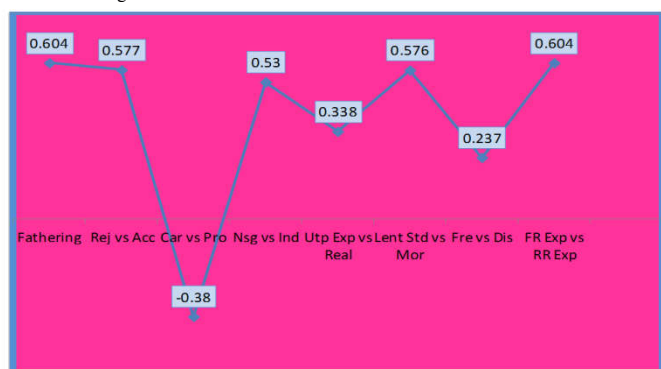


Fig 3 Correlations of Cognitive Abilities of School Students with Fathering & its Modes

An examination of the table 3 shows that the correlation (0.604) of cognitive abilities of school students with fathering as a whole is significant at 0.01 level. Therefore null hypothesis $H_{03(i)}$ “There exists no significant relationship of cognitive abilities of school students with fathering as a whole” is rejected. Therefore, it can be concluded that cognitive abilities of school students have also positive and significant relationship with fathering as a whole. Table 3 further shows that modes of fathering (rejection vs acceptance, carelessness vs protection, neglect vs indulgence, utopian expectation vs realism, lenient standard vs moralism, freedom vs discipline, faculty role expectation vs realistic role expectation and marital conflict vs marital adjustment) have also positive and significant relationship with cognitive abilities. Therefore, the null hypotheses $H_{03(ii)}$, $H_{03(iv)}$, $H_{03(v)}$, $H_{03(vi)}$, $H_{03(vii)}$ and $H_{03(viii)}$ are rejected.

CONCLUSION

It was found that there was positive and significant relationship of cognitive abilities of school students with parenting, mothering and fathering as a whole. It may be due to the reason that if the parents accept the child, indulge in day today activities of child, consider child capabilities and outside world in their performance; it affect the cognitive abilities of

the child. Thus, it’s clear that parenting has significant impact on development of the child. The ambitions and wishes that parents have about the child’s carrier prospect should be realistic otherwise children would be unable to fulfill the expectations of parents. Parents should bear in mind that all the children are not endowed with the same abilities. Providing a happy home environment, encouraging a child to follow fixed time table for studies, planning of family activities, assignment of responsibilities in the family are all the essential components of structuring a conducive home environment which enhance the cognitive development of the child.

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