



Parenting Behavior And Academic Achievement Among Adolescents Of Parents With Schizophrenia

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Abstract

Adolescence vital period in life due to its significance in the area of developmental psychology. This is the period of heightened sensibility for rapid learning and of critical acquisitions which determine the general style of adult life. The scope of parenting influence on the adolescence will be wider. The parents attitude, have powerful influences upon adolescence. Parents' mental illness can impact on parenting capacity as well as parent-child relations. Parenting Behaviour is one of the mechanisms by which parental mental illness may translate into problematic outcomes in children. Schizophrenia Psychosis is a term used to cover a range of devastating severe mental illnesses where psychotic symptoms typically occur. Children of schizophrenic parents have a number of unique challenges to overcome, it impact on a person's ability to carry out normal daily activities. The study examine the influence of parenting behavior on academic Performance among adolescents of parents with schizophrenia. 400 adolescent students were the sample. schizophrenia characteristics inventory, parent-child relationship questionnaire and behaviour disorder schedule were employed.

The study reveals a low-level parenting behaviour among the adolescents of schizophrenic parents, Parenting Behaviour related to academic achievement, and significantly differ with respect to Educational Qualification of parents, Socio Economic Status, and Parents Employment. Significant difference in academic achievement is seen with respect to Gender, Educational Qualification, Socio Economic status, and Parents Employment. There is a significant relationship between total and different dimensions of Parenting Behaviour and Academic Achievement and the joint and individual contribution of the dimensions of parenting behaviour is significant in predicting Academic Achievement.. A healthy and nourishing parent child relationship is an indication of advancement. So innovative programs are improvised and incorporated along with the present educational system Parent Training (Parent-Effectiveness Training), Family therapy,

The social skill training:, Confidence building and Balanced emotional attachment with parents: The academic achievement of adolescents having parents with schizophrenia should be improved. The positively motivating Parent child relationship contributes children's success in the academic tasks and something beyond.

Key words: Parenting Behavior, Academic Performance, Adolescents, Parents and Schizophrenia

INTRODUCTION

In Shakespeare's 'The Merchant of Venice' Lancelot declares that "the sins of the parents are to be laid upon the children" (Penuel, 2004). The view of parents' being responsible for their children's offences is one that has also found favour throughout history. For example Aristotle asserted that in order to be virtuous "We ought to have been brought up in a particular way from our very youth". From the above description it is evidenced that the parent child relationship has been identified as a significant factor accounting for variation in children's normal and abnormal development. Parental influence in the development of children are widely determined and explained by the type of home environment obtained by a child. Adolescence period is subjected to many researches mainly due to its significance in the area of developmental psychology. The scope of parenting influence on the adolescence will be wider. The parents attitude, have powerful influences upon adolescence,

Schizophrenic Parenting Behaviour

Schizophrenia Psychosis is a term used to cover a range of mental illnesses where psychotic symptoms typically occur (Cordle, 2011). Schizophrenia is a devastating mental disease that is defined as "A severe mental illness or disorder involving a loss of contact with reality, frequently with hallucinations, delusions, or altered thought processes, with or without a known organic origin" (APA, 2013). Parents' mental illness can impact on parenting capacity and behaviour, as well as parent-child relations, by contributing to discord or violence within families (Beardslee et al. 2011). Studies have indicated that various psychiatric illnesses can increase marital hostility or conflict which in turn can spillover into problematic parenting behaviours and parent-child relations (Krishnakumar & Ponnet, 2013). Similarly, paternal mental illness has been associated with poorer co-parenting relations

Parenting Behaviour is one of the mechanisms by which parental mental illness may translate into problematic outcomes in children. Compared to most other mechanisms by which parental mental illness affects children, considerable research attention has been paid to parenting behaviour and parent child relations. Children of schizophrenic parents have a number of unique challenges to overcome, it impact on a person's ability to carry out normal daily activities. Person with untreated or inadequately managed schizophrenia may not always be able to provide the structure and care which children needed.

Methods Adopted for the Study

The present study was undertaken to find out the influence of parenting behavior on executive functions and academic achievement among adolescents of parents with schizophrenia. The data for the study were collected from 400 adolescent students from various secondary and higher secondary schools.

For the collection of data, schizophrenia characteristics inventory, parent-child relationship questionnaire and behaviour disorder schedule were employed.

Parenting behaviour based on overall Parent Child Relationship (PCR)

To study the overall parenting behaviour of adolescents having parents with schizophrenia, the whole sample were divided into six levels. They are extremely cordial relationship, very cordial relationship, above average relationship, moderate relationship, below average relationship and unfavorable relationship. The preliminary analysis of parenting behaviour of adolescents for the total sample were calculated and presented in table below.

Table 5.1. *Distribution of the sample based on overall Parent Child Relationship (PCR)*

Overall Parent Child Relationship	Count	Percent
Extremely cordial relationship	0	0
Very cordial relationship	0	0
Above average relationship	3	1.5%
Moderate relationship	116	58.0%
Below average relationship	72	36.0%
Unfavourable relationship	9	4.5%

The total 200 adolescent students having parents with schizophrenia, majority of adolescent student, that is 58% (116) belongs to moderate level of parenting behaviour, and 36% (72) adolescents belongs to below average level of relationship. A very minority number of student that is 1.5% (3) belongs to above average relationship. 4.5% have unfavorable level relationship. A very minority of students have above average parent child relationship. Some adolescents recorded as unfavorable relationship, indicate that the parenting behaviour of adolescents having parents with schizophrenia is not up to the expected level. The above data is very clear from the figure 5.1

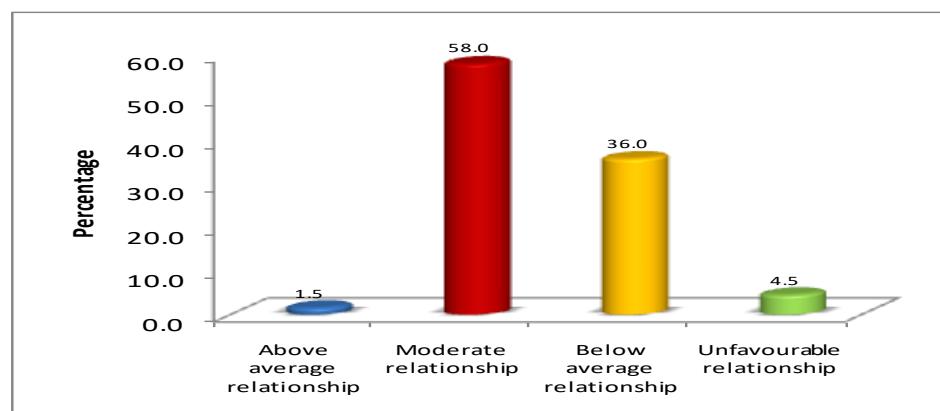


Figure. 5.1 Distribution of the adolescents having parents with schizophrenia according to overall Parent Child Relationship Score

Parenting behaviour positive dimensions of Parenting Behaviour

To study with respect to the ten dimensions of parenting behaviour of adolescents having parents with schizophrenia, such as Protecting, Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting are analyzed as follows. Among these ten dimensions Protecting, Indifferent, Symbolic Reward, Loving, and Object Reward are positive areas. And Symbolic Punishment, Rejecting, Object Punishment, Demanding and Neglecting are negative areas. The total sample was divided into different levels according to the scores in each dimension.

Parenting behaviour with respect to the positive dimensions

Table 5. 2. *Distribution of sample according to parent child relationship with respect to the positive dimensions of parenting behaviour*

	Extremely cordial relationship	Very cordial relationship	Above average relationship	Moderate relationship	Below average relationship	Unfavourable relationship
Protecting	0 (0)	0 (0)	7 (3.5%)	150 (75%)	42 (21%)	1 (0.5%)
Indifferent	0 (0)	2 (1%)	15 (7.5%)	138 (69%)	44 (22%)	1 (0.5%)
Symbolic Reward	1 (0.5%)	1 (0.5%)	29 (14.5%)	140 (70%)	25 (12.5%)	4 (2%)
Loving	0 (0)	0 (0)	0 (0)	158 (79%)	40 (20%)	2 (1%)
Object Reward	2 (1%)	0 (0)	10 (5%)	148 (74%)	26 (13%)	14 (7%)

The distribution of adolescents having parents with schizophrenia as in six levels that are Extremely cordial relationship, Very cordial relationship, Above average relationship, Moderate relationship, Below average relationship and Unfavourable relationship.

Protecting: For the dimension protecting out of the total sample (200) a majority of adolescents 75% (150) belongs to moderate favourable level of relationship, below average favourable 21% (42) adolescents. 3.5% (7) belong to above average favourable relationship. 0.5% unfavorable level of relationship. It is inferred that the parent child relationship with respect to the dimension Protecting is not extremely favourable or highly favourable level.

Indifferent: For the dimension indifferent majority number of adolescent student that is 69% (138) belongs to moderate level of relationship, and 22% (44) adolescents belongs to below average relationship 7.5 (15) adolescents belongs to above average relationship. No number of students are represented to extremely cordial relationship level. The number of students are belongs to the very cordial relationship level, and unfavourable relationship level of parenting behaviour are 1% (2), 0.5% (1) respectively. It is inferred that the parent child relationship with respect to the dimension Indifferent is not extremely favourable or highly favourable level.

Symbolic Reward: For the dimension Symbolic Reward, majority number of adolescent student that is 70% (140) belongs to moderate relationship, 12.5% (25) adolescents belongs to below average relationship. 14.5 (29) adolescents students belongs to above average relationship and The number of students represented to the level of extremely cordial relationship, very cordial relationship level, and unfavourable relationship level of parenting behaviour are 0.5% (1), 0.5% (1), and 4% (2) respectively.

Loving : For the dimension loving majority number of adolescent student 79% (158) belongs to average/moderate level of relationship, 20% (40) adolescents belongs to below average favourable relationship. No students are placed in above average relationship, extremely cordial relationship level and very cordial relationship level of parenting behaviour. The number of students are belongs to unfavourable relationship level of parenting behaviour are 1% (2).

Object Reward: For the dimension Object Reward, out of the total sample (200) a majority number of adolescent student that is 74% (148) belongs to moderate level of relationship, 13% (26) adolescents belongs to below average relationship. 5% (10) adolescents students belongs to above average relationship and No students are represented to very cordial relationship level, The number of students belongs to the level of extremely cordial relationship, and unfavourable relationship level of object reward are 1% (2), 7% (14) respectively.

Negative Dimensions of Parenting Behaviour

To study with respect to the dimensions of parenting behaviour of adolescents having parents with schizophrenia such as Symbolic Punishment, Rejecting, Object Punishment, Demanding and Neglecting (Negative dimensions) are analyzed as follows.

Table 5. 3. *Distribution of sample according to parent child relationship with respect to the negative dimensions of parenting behaviour*

	Extremely cordial relationship p	Very cordial relationship	Above average relationship	Moderate relationship	Below average relationship	Unfavourable relationship
Symbolic punishment	0 (0)	0 (0)	22 (11%)	172 (86%)	6 (3%)	0 (0)
Rejecting	1 (0.5%)	1 (0.5%)	27 (13.5%)	139 (69.5%)	28 (14%)	4 (2%)
Object punishment	0 (0)	1 (0.5%)	24 (12%)	157 (78.5%)	17 (8.5%)	1 (0.5%)
Demanding	0 (0)	3 (1.5%)	18 (9%)	174 (87%)	5 (2.5%)	0 (0)
Neglecting	1 (0.5%)	3 (1.5%)	19 (9.5%)	157 (78.5%)	19 (9.5%)	1 (0.5%)

The distribution of total sample according to these levels with respect to the negative dimensions of parenting behaviour is analyzed below

Symbolic Punishment (Negative Area): For the dimension Symbolic Punishment out of the total sample 86% (172) belongs to neutral relationship. The next major group is adolescents belong to above average negative 11% (22). 3% (6) adolescents belong to above average positive.

Rejecting (Negative Area): For the dimension rejecting out of the total sample majority number of adolescent 69.5% (139) belongs to moderate/neutral relationship. 14% (28) belongs to the below average Parenting Behaviour and 13.5% (27) belongs to above average. 2% (4) belongs to highly negative/unfavourable relationship. The number of students represented to highly favourable and extremely favourable relationship level in rejecting are 0.5% (1), 0.5% (1), and respectively.

Object Punishment (Negative Area): For the dimension object punishment majority number of adolescent student 78.5% (157) belongs to moderate/neutral level of relationship, 8.5% (17) are belongs to below average relationship 12% (24) adolescent students are belongs to above average relationship and The number of students are represented to very cordial relationship is 0.5% (1), and 0.5% (1) unfavourable relationship level.

Demanding (Negative Area): For the dimension Demanding majority number of adolescent student 87% (174) belongs to moderate/neutral level of relationship, 2.5% (5) adolescents are belongs to below average relationship. 9% (18) adolescent students are belong to above average relationship 1.5% (3) students represented in the highly positive relationship level of parenting behaviour with respect to the dimension demanding. No students are come under extremely cordial relationship and unfavourable relationship level.

Neglecting (Negative Area): For the dimension neglecting majority number of adolescent student that is 78.5% (157) belongs to moderate/neutral level of relationship, and 9.5% (19) adolescents are in below average relationship. 9.5% (19) adolescent students belong to above average relationship. The number of students represented to the level of extremely cordial relationship, very cordial relationship level, and unfavourable relationship level of parenting behaviour are 0.5% (1), 1.5% (3), and 1.5% (1) respectively.

Academic Achievement Of Adolescents Having Parents With Schizophrenia

Descriptive analysis of the academic achievement of adolescents of were calculated and presented in the following heads. A preliminary analysis was carried out by estimating the basic statistics of the whole sample. Descriptive analysis of the academic achievement of adolescents of were calculated and presented in the following table 5.8.

Table 5.8. *Descriptive statistics for Academic Achievement of Adolescents having parents with schizophrenia*

Statistical Parameters	Academic Achievement
Mean	52.7
SD	9.9
Median	54.0
Mode	51
Skewness	-0.40
Kurtosis	0.30
Minimum	30.0
Maximum	80.0
Percentage	52.7

The value of the arithmetic mean of the total sample is 52.7 and the standard deviation 9.9 and the percentage is 52.7, this shows that the academic achievement scores of adolescents students of schizophrenic parents is just above average. As the measure of central tendencies (mean, median, and mode) cluster around nearer scores, it can be seen that the distribution of academic achievement scores for the whole sample is almost normal. The median value is 54.0 which mean that fifty percent of adolescents scored above 54.0 and fifty percent of adolescents scored below 54.0 in the case of their academic achievement. The minimum score in academic achievement of adolescents is 30.0 and maximum is 80.0. The Skewness value for Executive Function is -0.40 showing that the distribution is slightly negatively skewed. It can be interpreted that relatively more scores lie on the right side of the distribution in the case of Executive Function. The value of Kurtosis is greater than the 0.263 mean the distribution is Leptokurtic.

Distribution of the total sample according to Academic Achievement

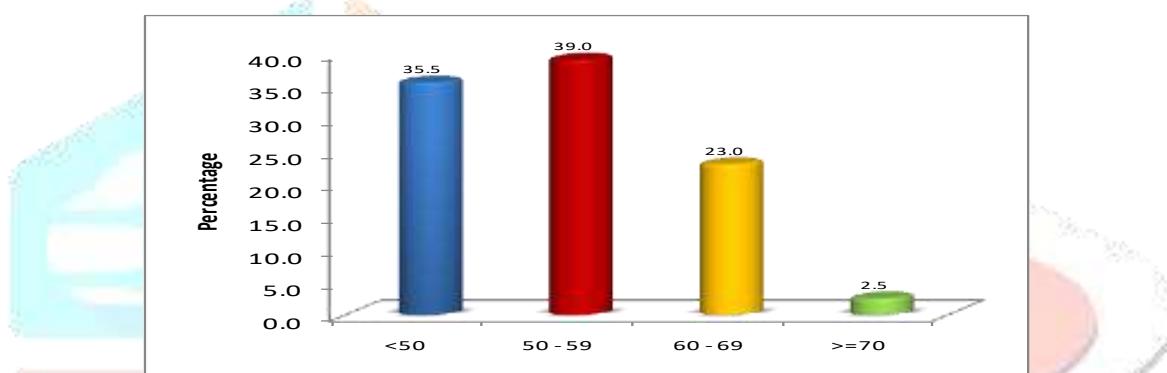
The extent of academic achievement of adolescent students of were found out by classifying them into three group namely high achievers, above average, average, and below average based on their scores in academic performance. The frequency of different categories of responses of adolescent students for academic performance was computed. The details of frequencies and percentages of adolescents with respect to the level of academic performance for the total sample is given in table 5.9

Table 5.9

Distribution of the sample according to Academic Achievement

Levels of Academic Achievement	Frequencies	Number	Percentage
Below average	(<50)	71	35.5
Average	(50 – 59)	78	39.0
Above Average	(60 – 69)	46	23.0
Very High	(>=70)	5	2.5

The table 5.9 shows that for the whole sample Majority of adolescents that is 39.0% (78) have Moderate/Average (between 50 to 59) level of academic performance, 35.5% (71) is below average (below 50%) academic performance is the next major group. Only 23.0 % (46) have above average (60 to 69) academic achievement and 2.5 % have very high (above 70), academic performance.

*Figure. 5.2.: Distribution of the sample according to Academic Achievement***Discussion**

The academic achievement of adolescents is average. Majority of adolescent student (39.0) have moderate level of Academic Achievement it follows below average achievers (35.5%) and above average Academic Achievement (23.0%). Only a very minority (2.5%) adolescent have very high level of Academic Achievement. The investigator while reviewing the studies related the academic achievement of children having parents with mental illness found a low level academic achievement and school success among adolescents of parents having mental illness. The results of the study conducted by Jiang Jundong (2012), revealed that children with parents suffering from mental illness have lower school competence as rated by peers and teachers lower motivation and more behaviour problems and poorer mathematical reasoning. This is also supported by the studies of Hara & Burke, (1996), Worland (1984), Hultman, (2012) which revealed that children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree.

Majority of adolescents of schizophrenic parents (58.0%) have moderate level in Parenting Behaviour and also a major group of adolescents (36%) have below average relationship. 4.5% of adolescents of schizophrenic parents have unfavourable parenting behaviour. Only a very few numbers (1.5%) have above

average level of parenting behaviour. This is clearly shows that the parent child relationship among adolescents of schizophrenic parents is not in a satisfactory level.

Parenting behaviour with respect to all the positive and negative dimensions of parenting behaviour among adolescents of schizophrenic parents is not a satisfactory level. Majority of adolescents are average/moderate. But more number of students has below average relationship in all the five positive as well as negative dimensions. Unlike other dimensions no student responded as they are having higher than average level relationship with respect to Loving dimension. Some students have maintained above average favourable relationship in the Protecting, Indifferent, Symbolic Reward and Object Reward dimensions. In four negative dimensions (symbolic punishment, objects punishment, demanding and neglecting) some students have above average relationship and few students have below average relationship. In the dimension rejecting more numbers are in below average relationship.

IMPLICATIONS OF THE STUDY

The findings of the present study point out some important facts that require the attention of the educational practitioners. The implications of the study are outlined below. Parenting Behavior of adolescents of schizophrenic parent significantly differ with respect to Educational Qualification of parents, Socio Economic Status, and Parents Employment. Executive Functions of adolescents significantly differ with respect to Gender, Locale, Educational Qualification, and Parents Employment. A significant difference in academic achievement is seen with respect to Gender, Educational Qualification, Socio Economic status, and Parents Employment. There is a significant relationship between total and different dimensions of Parenting Behaviour, Parenting Behaviour and Academic Achievement and Executive Function and Academic Achievement. The joint and individual contribution of the dimensions of parenting behaviour is significant in predicting Academic Progress and Academic Achievement.

The academic achievement of adolescents having parents with schizophrenia should be improved. The overall development of all sections of children is a primary goal of a educational system. So fundamental policies and programmes should improvised for this purpose. Various activities can be utilized for this purpose. The following tips give a guideline by educational institutions in this regard. The ultimate remedy of the inappropriateness of the Parenting behaviour of the schizophrenics is to remove the schizophrenic symptoms completely and a complete transformation of the person as a normal individual. Multi-modality treatment was required to cure schizophrenia. It included anti-psychotic medical treatment, psychotherapy, family counseling and behaviour modification therapy. It is a long standing solution.

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