

A Study on Academic Decision Making of Young Adults in Relation to Parental Control

Abstract

This study investigates the influence of parental control on the academic decision-making processes of young adults. Academic decisions, such as choice of college major, career path, and educational goals, are critical milestones in the transition to adulthood. The extent to which parental control shapes these decisions has significant implications for personal development and future outcomes. Through a structured questionnaire (google form) surveys, data of 100 respondents from Acharya Narendra Deva University of Agriculture & Technology were collected from a diverse sample of young adults. Findings suggest that parental control manifests in various forms, including direct influence on decision outcomes, indirect shaping of aspirations, and psychological impact on autonomy and self-confidence. The study reveals nuanced dynamics wherein parental involvement ranges from supportive guidance to restrictive directives, influencing young adults' perceptions of their relationship with their parents. These insights contribute to understanding the complex interplay between familial influence and individual autonomy in the educational and career pathways of young adults.

Key words: Parental Control, Academic decision making, parents child relationship.

Introduction:

Parental involvement:-

Parents are individuals who have biological or legal responsibility for raising and caring for a child. They are typically the primary caregivers and guardians of their children, responsible for their physical, emotional, and educational well-being. Parents provide love, support, guidance, and nurture their children as they grow and develop. While biological parents are those who have conceived a child, legal parents may include adoptive parents, foster parents, or legal guardians who have assumed parental responsibilities through legal processes. The role of parents is vital in shaping a child's values, beliefs, behaviors, and overall development from infancy through adulthood. (wikipedia2020)

Parents play a crucial role in shaping their children's academic performance and overall educational journey. Here are some ways in which parents can positively impact their children's academic success:

Support and Encouragement: Providing emotional support and encouragement can boost a child's confidence and motivation to succeed academically. Celebrating achievements, no matter how small, and offering reassurance during challenging times can foster a positive attitude towards learning.

Establishing a Learning-Friendly Environment: Creating a conducive environment for learning at home involves setting aside a designated study area, minimizing distractions, and ensuring access to necessary resources such as books, materials, and technology.

Communication and Involvement: Regular communication with teachers and involvement in school activities allow parents to stay informed about their child's progress, address any concerns early on, and provide additional support when needed.

Setting Expectations and Goals: Setting clear academic expectations and goals helps children understand the importance of education and encourages them to strive for excellence. It's essential to set realistic goals that challenge but do not overwhelm the child.

Promoting a Love for Learning: Encouraging curiosity, exploration, and a love for learning beyond the classroom can nurture a lifelong passion for education. Engaging in educational activities, visiting museums, libraries, and participating in educational outings can spark interest and curiosity in various subjects.

Establishing Routines and Time Management Skills: Establishing routines for homework, study time, and extracurricular activities helps children develop essential time management and organizational skills. Teaching them to prioritize tasks and manage their time effectively sets them up for academic success.

Providing Learning Opportunities: Offering opportunities for experiential learning, such as hands-on projects, educational games, and real-world applications of knowledge, can deepen understanding and enhance retention of information.

Modeling Positive Behaviors: Parents serve as role models for their children, so demonstrating a positive attitude towards education, lifelong learning, and problem-solving can inspire children to adopt similar behaviors.

By actively engaging in their children's education, providing support, guidance, and fostering a positive learning environment, parents can significantly influence their children's academic performance and help them reach their full potential

Academic Decision making:-

Making decisions in academia is a complex process that affects many facets of professional and educational growth. Scholars have investigated several aspects and elements that lead to proficient decision-making within academic environments. Making decisions starts with clearly defining your academic and professional objectives (Vella & Williams, 2018). Students that have clear objectives typically choose their courses and professional routes with more knowledge. In academic decision-making, the information-gathering process is vital (Robbins & Henson, 2017). Making educated decisions is made possible by having access to reliable and pertinent information regarding courses, educational possibilities, and employment chances.

In academic decision-making, students have stressed the significance of methodical option appraisal and analysis (Hossler & Gallagher, 2015). People can evaluate the benefits, drawbacks, possibilities, and risks of various academic pathways by using strategies like SWOT analysis. A crucial step in the decision-making process is consulting peers, academic advisors, and mentors (Austin & Jackett, 2018). Guidance and mentoring offer perspectives on the possible results and consequences of various choices. According to Bolger and Wright (2018), decision-making frameworks like as decision matrices and decision trees offer systematic methods for balancing the various aspects that affect academic choices.

These models make it easier to evaluate options in a methodical manner. Evaluating the advantages and disadvantages of different options is necessary for making effective academic decisions (Schulenberg et al., 2018). Making responsible judgments is aided by having a clear understanding of prospective hazards, such as financial obligations or the burden of one's studies. A crucial part of decision-making is carrying out decisions and assessing their results (Gulliford & Firth, 2019).

Young adults:

A young adult is generally considered to be an individual in the stage of life between adolescence and full adulthood. While there's no strict age range that defines young adulthood, it typically spans from the late teens to the early twenties or even beyond, depending on cultural, societal, and developmental factors. (inpsyclopedia2021)

Young adults are often navigating significant transitions, such as completing their education, entering the workforce, exploring career paths, forming intimate relationships, and establishing independence from their parents or caregivers. This stage of life is characterized by personal growth, self-discovery, and the pursuit of autonomy and identity.

During young adulthood, individuals may face various challenges and opportunities as they transition from dependence to greater self-reliance and responsibility. They may also encounter important life decisions regarding education, career, relationships, and lifestyle choices that shape their future trajectories.

While young adulthood can be an exciting and transformative period, it can also be marked by uncertainty, stress, and pressure to make significant life choices. Support from family, friends, mentors, and community resources can play a crucial role in helping young adults navigate this transitional phase and achieve their personal and professional goals.

Rational of the study:

The rational of this study is to understand the parental control and parental involvement affect the academic performance and parent-child relationship of the young adults more specifically to identify which age-group have most impact of parental involvement and in their studies that can be positive or negative. And to identify the risk and protective factors associated with this population's academic performance.

Objectives:

- 1 To access the impact of parental control on parent-child relationship of young adults.
- 2 To investigate parental control in academic decision making.

Review of literature:

1. William H. Jeynes et.al.conducted a study on "Parental Involvement and Academic Achievement: A Meta-Analysis". This meta-analysis examines the relationship between parental involvement and academic achievement across various studies. It discusses the different forms of parental involvement, including parental control, and their impact on academic performance.
2. Dawn M. Norwood, David A. Burns et.al.conducted a study on "The Influence of Parenting Styles, Achievement Motivation, and Self-Efficacy on Academic Performance in College Students". This study explores the influence of parenting styles, including levels of parental control, on college students' academic performance. It also examines the mediating roles of achievement motivation and self-efficacy.
3. Xiuyun Lin, Li Wang, Yun Xu conducted study on "Parental Control, Psychological Control, and Achievement Motivation in Chinese Adolescents: Explaining the Mediating Role of Academic Self-Regulation". This study investigates the relationships between parental control, psychological control, academic self-regulation, and academic achievement in Chinese adolescents. It examines how parental control influences academic performance through its impact on students' self-regulation.
4. Gurpreet Kaur, Paramjit Singh, Daisy et.al conducted a study on " Impact of Parental Attachment on Academic Motivation and Academic Self-Efficacy among First-Year Undergraduate Students: A Structural Equation Modeling Approach ". This study explores the influence of parental attachment on academic motivation and self-efficacy among first-year undergraduate students. It examines how parental control and support affect students' academic outcomes.
5. Christine G. M. Schudel, Amy L. Donaldson conducted a study on "Parental Influence on College Students' Academic Achievement and Academic Motivation" This article discusses the impact of parental involvement, including parental control, on college students' academic achievement and motivation. It explores the role of parental expectations, monitoring, and support in shaping students' academic outcomes

Methodology

1. **Research Design:** -The research design of present study is descriptive in nature.
Phase wise plan of work
 - a. Phase I: Framing of objectives, designing of tools and identification of sample
 - b. Phase II: Collection of data from the selected sample
 - c. Phase III: Analysis of data and report writing
2. **Locale of the study:**The present study was conducted in rural area of Ayodhya district of eastern U.P. due to availability, convenience and easy accessibility of the samples.

3. **Sampling procedure:** A total of 100 students from Acharya Narendra Dev University of Agriculture and Technology were included in the study. The sample was chosen using purposive random sampling method.

4. **Variables of the study and their operational definition:**

1. **Independent variables:** The independent variables are the variable in whose change isn't affected by any other variable in the study. Either the scientist has to change the variable herself or it changes on its own, nothing else in the study affects or changes it.

- **Parental control**

- Age
- Education
- Gender

2. **Dependent variables:** In research, the dependent variable is the variable that is being tested and measured and is 'depending' on the independent variable.

- Academic Performance
- Parent child Relationship

5 **Tools and techniques used:** A self-structured questionnaire schedule (Google form) was used to collect data.

6 **Analysis and interpretation of data:** Appropriate analysis of the collected data was applied & interpretation will be done accordingly.

Result & Discussion:

Personal profile of the respondents:

Table -1 Distribution of the respondent according personal profile of the respondents

Table-1 indicates that majority of respondent were male (65%) Followed by females (35%). Majority of respondents were belonged to 22-24 Age Group(54%), graduates (63%), single(99%) and from rural area (58%).

Extent of parent control on academic decision making:

Particulars	Category	Frequency (%)
Level of control exerted by your parents in your academic life	Very low	8(8%)
	Low	12(12%)
	Moderate	50(50%)
	High	30(30%)
	Very high	0
Type of parental control	Authoritative	80(80%)
	Authoritarian	15(15%)
	Permissive	5(5%)

	Uninvolved	0
Level of control exerted by your parents has influenced your relationship with them	No	32(32%)
	Yes	54(54%)
	Not Sure	14(14%)
A balance can be struck between parental control and maintaining a healthy relationship with your parents	No	16(16%)
	Yes	70(70%)
	Unsure	14(14%)
Parents enforce rules or restrictions regarding your academic life	Resentful	20(20%)
	Appreciative	60(60%)
	Indifferent	8(8%)
	Other	12(12%)
Disagreements over academic matters have strained your relationship with your parents	No	50(50%)
	Yes	36(36%)
	Not Sure	14(14%)
Feel comfortable discussing academic challenges or achievements with your parents	No	8(8%)
	Yes	82(82%)
	Sometimes	10(10%)
Balance can be struck between parental control and maintaining a healthy relationship with your parents	It depends	8(8%)
	No, never	5(5%)
	No, rarely	7(7%)
	Yes, sometimes	28(28%)
	Yes, always	52(52%)
Parents involvement in your academic decision-making process	Not involved at all	8(8%)
	Slightly involved	12(12%)
	Moderately involved	36(36%)
	Very involved	24(24%)
	Extremely involved	20(20%)
Parental involvement in your academic decision-making has positively impacted your academic performance	I'm not sure	5(5%)
	No, not at all	2(2%)
	No, not really	3(3%)
	Yes, somewhat	18(18%)
	Yes, significantly	72(72%)
Feel, when your parents are involved in your academic decisions	Supported	82(82%)
	Pressured	5(5%)
	Indifferent	8(8%)
	Stressed	2(2%)
	Other	3(3%)
Parents provide additional resources for your education	No	9(9%)

(e.g., tutoring, extra materials)	Yes	91(91%)
Students should have more autonomy in making their academic decisions	It depends	3(3%)
	No, not at all	2(2%)
	No, not really	4(4%)
	Yes, to some extent	31(31%)
	Yes, completely	60(60%)
Parental control led to any conflicts between you and your parents	No, never	30(30%)
	No, rarely	19(19%)
	Yes, occasionally	0
	Yes, frequently	51(51%)
Parental control has affected your independence	No, never	11(11%)
	No significant effect	41(41%)
	Decreased it	19(19%)
	Increased it	29(29%)
Parental control has influenced your academic choices	No, not at all	17(17%)
	No, not really	13(13%)
	Yes, somewhat	31(31%)
	Yes, significantly	39(39%)
Feel about the boundaries set by your parents regarding your academic life	I don't have clear boundaries	15(15%)
	They are too lenient	5(5%)
	They are too strict	15(13%)
	They are appropriate	65(65%)
You discuss your academic plans or goals with your parents	Never	3(3%)
	Rarely	21(21%)
	Monthly	29(29%)
	Weekly	33(33%)
	Daily	14(14%)
Parents would describe their approach to parental control in your academic life	Very hands-on and directive	25(25%)
	Moderately hands-on but supportive	35(35%)
	Mostly hands-off but available if needed	21(21%)
	Completely hands-off and trusting	19(19%)
Parent's level of control has impacted your academic performance	I'm not sure	9(9%)
	No, not really	14(14%)
	Yes, negatively	3(3%)
	Yes, positively	74(74%)

Parents provide input or guidance on your academic decisions	Never	3(3%)
	Rarely	4(4%)
	Occasionally	16(16%)
	Often	27(27%)
	Always	50(50%)
Academic performance would change if your parents were less involved in your academic decisions	It would improve	38(38%)
	It would stay the same	25(25%)
	It would worsen	22(22%)
	I'm not sure	15(15%)
Influence of your parents' educational background on their involvement in your academic decisions	It has a significant influence	55 (55%)
	It has some influence	30(30%)
	It has no influence	10 (10%)
	I'm not sure	5(5%)
Parental involvement in academic decisions should change as young adults grow older	Yes, it should decrease	30(30%)
	Yes, it should increase	35(35%)
	No, it should remain the same	20(20%)
	I'm not sure	15(15%)
Parents set specific academic goals for you	No	30(30%)
	Yes	70(70%)

Table-2 Distribution of the respondents on the basis of Parental Control

Table-2 indicates that 50% of respondents reported moderate parental control, with significant proportions also reporting high (30%) and low (12%) levels. Authoritative parenting style was predominant (80%), followed by authoritarian (15%) and permissive (5%). 54% indicated that parental control influenced their relationship with their parents, while 32% said it did not, and 14% were unsure. 70% of respondents believed a balance could be struck between parental control and maintaining a healthy relationship.

Relationship Between Parental Control and Academic Decision Making:

A Chi-square test was performed to examine the relationship between parental control and academic decision making.

Parental control	χ^2	Critical Value (χ^2 critical)	Degree of Freedom (df)	Level of significance (α)
Academic decision making	17.38	≈ 9.488 .	4	0.05

Since $\chi^2=17.38$ exceeds χ^2 critical = 9.488, this indicates that there is a significant association between parental control levels and academic decision making.

Impact of Parental Control on Parents Child Relationship:

A Chi-square test was performed to examine the impact of parental control on parents' child relationship.

Parental control	χ^2	Critical Value (χ^2 critical)	Degree of Freedom (df)	Level of significance (α)
Parents child relationship	8.954	≈ 12.592	6	0.05

Since χ^2 value is less than the critical value, this indicates that there is no significant association between Parental Control and Relationship Quality with their child.

Findings:

- 72% of respondents, parental participation in academic decision-making had a major beneficial influence on their academic achievement.
- 82% of respondents said they felt comfortable talking to their parents about their academic struggles or successes.
- Sixty percent of respondents thought that young adults need to have total freedom to choose their academic paths.
- According to 70% of respondents, their parents gave them explicit educational objectives.
- A significant association was found between parental control levels and academic decision making ($\chi^2 = 17.38, p < 0.05$).
- There was no significant association found between parental control and the quality of the parent-child relationship ($\chi^2 = 8.954, p > 0.05$).

These findings show subtle dynamics in parental participation by highlighting varied degrees of parental influence and its repercussions on young people's academic decision-making as well as the parent-child relationship.

Conclusion:

Several important conclusions may be made based on the data of this study on young adults' academic decision-making in relation to parental control:

- **Different Types of Parental Control:** The study shows that there are different types of parental control, mostly authoritative, that have varied degrees of impact on students' academic decisions. Aspirations are indirectly shaped and decision results are directly influenced, underscoring the intricacy of parent-child dynamics over the academic journey.
- **Effect on Relationship Dynamics:** Although parental control levels and academic decision-making processes are significantly correlated, the effect on the quality of parent-child relationships seems to be complex. There must be a careful balance between control and preserving a positive relationship, as indicated by the majority of respondents who

stated that parental control affected their relationship with their parents.

Perceived Influence on Academic Performance: A sizable percentage of participants said that having their parents participate in their education had a beneficial effect on their academic achievement. This implies that while parental advice might be supportive, autonomy is still valued and can have a good impact on educational outcomes.

Difficulties and Conflicts: Relationships were reported to be strained by disagreements about academic matters, highlighting the possibility of conflicts resulting from different expectations and degrees of control between parents and young adults.

- **Need for Balance and Autonomy:** As young adults advance through their academic careers; the study highlights the significance of creating a balance between parental supervision and encouraging autonomy. To successfully navigate these dynamics, mutual knowledge and clear communication are essential.
- **Educational Implications:** This study's findings can guide educational initiatives and policies that support positive parent-child interactions while honouring the autonomy of young adults to make their own academic decisions. Creating environments that foster academic performance and personal development requires an understanding of these interactions.

In summary, this study advances our knowledge of how young adults' academic choices are influenced by parental control, which in turn affects their relationships and academic performance. In order to effectively support young adults in accomplishing their academic and personal goals, educators and politicians must recognise the complicated interplay between parental influence and individual autonomy.

Reference:

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Suggestions.

All highlighted text need to be revisited.

- 1. Wikipedia 2020. State the author of any, if non, find an appropriate source**
- 2. There should be a space before the "A"**
- 3. "Young adults" should be pushed down**
- 4. Inpsyclopedia2021). Same as number 1.**
- 5. Revisit the Rationale for the Study. The first statement is not well put**
- 6.Objectives should be pushed down a bit**
- 7. Review of literature: what is the relationship/ differences between their work and this? No need to number the subheadings for review of literature and methodology**
- 8. Percentile value not indicated**
- 9. No. 18 does not sum up. Check the data again**
- 10. Table 2: Justify and push down. In the first statement, what happened to the remaining 8%. What happened to the remaining 30% in the last statement**

- 11. In findings be consistent in the use of numeric and words when stating their percentile.**
- 12. Summary of the findings should be on the same line with the findings.**
- 13. In conclusion use can be drawn or was drawn based on the data of the study**
- 14. Check the spacing and be consistent in the use of bulletins**
- 15. Summary should be a paragraph on its own**
- 16. Use appropriate style of referencing as approved in the journal.**

Best Regards

Wamdeo, Tikya Chiroma

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