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A STUDY ON PERSPECTIVE OF SCHOOL STUDENTS TOWARDS PARENTING STYLES

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Abstract:

Parenting styles are strongly correlated with a variety of characteristics of parent-adolescent relationships, hence it is a well-known research issue. Adolescence is a crucial developmental stage during which parents and children must reevaluate their interactions. The present study took into consideration the attitude of male and female school students towards parenting style. Both genders had the same perspective towards parenting style adopted by their parents. Parenting methods and parent-child relationships have many different functions. Among these goals are the development of children's abilities and skills, identification of those talents and skills, and parental familiarization with social standards and norms..

Keywords: *Parenting Styles, Higher Secondary Students, Permissive, Authoritarian, Authoritative/ Flexible*

Introduction:

According to Collins, Maccoby, Steinberg, Hetherington & Bornstein 2000 believes that most parents with adolescents feel adolescent years are the most challenging years of child growing as they are in their development phase that individual, cognitive,emotional, social and contextual changes together and also children try to enhance their skills necessary for social behavior, develop their own identity, experience heightened emotionality and feel emotions in a good stronger and more persistent manner. According to Baumrind, 1991 Astone & Mclanahan, 1991; Steinberg,Lamborn, Darling, Mounts & Dornsbusch, 1994) research has shown that on children the influence of parents does not decline during their adolescents period. Shek, 2008 shows that his style could change during each different developmental stages, and he/she has grow older there is a decrease in outcome expression of warmth and affection and rise in verbal communication, therefore providing opportunities for autonomy and self regulation (Maccoby, 2007). For an adolescent to be occupied by the ability to perceive accurately the emotions in self, others, and also coping up to manage their own emotions and also dealing with others, family and family environment plays a major role. According to Goleman (1995) the family teaches the first emotional lesson .Whenthere is close emotional bonding between parents and children with clear communication about behavior children become more responsible, independent,socially and emotionally competent if there is clear up or say openly discussion held among parents and children about their behaviour. This emphasizes the role of family and specifically that of parents in bringing up emotionally intelligence in their children.Especially during the adolescent phase parents are mainly confused about what formand to what extent they need to involve themselves with the phase their child is going through..Each parenting style creates and need to create an appropriate an emotional climate for their children that contributes or hinders their development of emotional intelligence. Parents here plays the role of socializing agents for their children to provide the

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first context for recognizing and communicating emotional messages to their children with the expectation that their children will be able to interpret and respond to them accordingly. According (Veenes, 1973)Parenting as a style of child upbringing is the only responsibility of father and mother, jointly or independently to prepare the child to face the real society and culture.(Sirohi & Chauhan, 1991) introduce parenting style as important as it provides the right opportunity to the child to find roots, continuity and a sense of belonging to the society and culture . The goal of parenting is to bring up emotionally, academically and socially competent in children and make them independent or develop the feeling of communication with parents. Therefore parents play important roles in managing, monitoring and initiating the children 's opportunities and social relationships stated by(Park & Buriel, 1998). Parenting style is the standard strategies used by parents in bringing up children effectively. A whole lot of changes have produced shifts in family relationships as it play's an important role in up bringinga child. Family size has decreased, number of women entering the workforce has increased, divorce rate has gone up and the number of single parent let it be mother parent or father as parent families has increased (Amato, 2000, Hetherington& Kelly,2001). In the light of this change it is important to note that as with any other role, the role of parents would also be responsive to such fluctuations. The Baumrind's Typological categories parenting styles as Authoritarian, Authoritative and permissive style. Authoritative parenting is operationally defined as the parenting style in which the parent provides clear and firm direction for the child to open up and keep their views, is warm, reasonable, flexible and open for a dialogue. Authoritarian parenting is defined as the parenting style in which the parent is highly directive and expects unquestioning obedience from the child. The style is characterized by parental detachment, lack of parental warmth and parental use of effective measures of control over the child. Permissive parenting is defined as the parenting style characterized by few parental demands of the child and the belief the child can regulate his or her own activities with their parents. Permissive parents are warm and loving but low on control and tend to use a minimum of punishment for the children.In India, mother is considered to be the primary caregiver who emotionally bonds and nurtures the child and father is perceived to be dominant and feared (Kakar, 1978) this is the reason children feel free to communicate more deeply with mother incompare to father. In Indian culture an individual's life centers around one's family that is nuclear family and that includes extended family or joined family as well (Seymour, 1999; Sinha, 1994). Due to upgrade in technology and change in industrial growth Indian families have undergone major social and structural changes in the last two decades by (Chandra, 2010) with more women entering the workforce and stepping into business world and decline in extended families (Desai, Dubey, Joshi, Sen, Shariff, & Vannenman, 2010; Singh, Thind & Jaswal, 2007). These changes could potentially and effectively affect the parental roles.

Review of Related Literature:

Parenting style is one of the variables that have been studied extensively in human development (Baldwin, Mclntyre, & Hardaway, 2007). It is considered an important determinant of several aspects of children's outcome (Gadeyne, Ghesquiere, & Onghena, 2004). The notion have been related to children and adolescent academic achievement (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), optimism (Baldwin, Mclntyre, &Hardaway, 2007), confidence (Strage & Brandt, 1999), motivation (Gonzalez & Wolters,2006), externalizing problem behaviour and attention problems (Gadeyne, Ghesquiere, & Onghena, 2004). Parenting style depends on the behaviour and attitude of parents. Parenting style is a psychological construct which represented standard strategies parents use in raising their children. The term is a complex activity that includes many specific behaviors that work individually and collectively to influence the child. Two major variables identified byBaumrind (1971) centered on parenting styles and

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child outcomes. One of them was the responsiveness of parents to their child's needs in a reasonable, nurturing and supportive way. Parenting style captures two important elements of parenting: parental responsiveness and parental demand (Maccoby & Martin, 1983). In spite of the agreement on the effects of parenting practices on child's development, many questions about the construct parenting style remain unanswered. Particular pressing issues were the variability in the effects of parenting style as a function of a child cultural background and the processes through which parenting style influences a child development, and operationalization of parenting. Drawing on historical review, the authors presented a model that integrated two traditions in socialization research. The study of specific parenting practices coupled with that of global parental characteristics. Many authors proposed that parenting style was best conceptualized as a context that moderates the influence of specific parenting practices on the child. It was argued that only by maintaining the distinction between parenting style and parenting practice can researchers address questions and concerns on socialization. A strong relationship between parental involvement and children's school achievements has been reported in the literature. Research has shown that the relationship between parenting style and academic achievement found that psychosocial maturity (expansion of social knowledge and wellbeing) mediated this relationship. In other words, authoritative parenting impacts psychosocial maturity, which in turn, influences how students perform in school. Conversely, psychosocial maturity was measured by self-reliance (control over life), work orientation (students work skills & work goals), and self identity (self esteem & life goals). Each of these variables, both separately and collectively correlated with higher grades. Parental involvement has emergedas one of today's most important topics in educational circles. Today, researchers have shown the impact of parental involvement and its effects on specific aspects of parenting (Jeynes, 2000). In a meta-analysis containing 21 studies, the impact of parental involvement on the academic achievement of minority children was significant for all marginal groups. For all the groups, parental involvement as a whole, affected all the academic variables by at least two tenths of a standard deviation unit. However, the results indicated that parental involvement affected the academic achievement of minority students (Jeynes, 2003).

Methodology and Sample of the Study:

A descriptive study was carried out in order to study the attitude of school students towards their perceived parenting style. Convenient sampling technique was used for data collection. For the purpose of this study data was collected from 99 students belonging to State Board schools. The PAQ is designed to measure parental authority, or disciplinary practices, from the point of view of the child (of any age). The PAQ has three subscales: permissive (P: 1, 6, 10, 13,14, 17, 19, 21, 24 and 28), authoritarian (A: items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and authoritative/flexible (F: items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30). Mother and father forms of assessment are identical except for references to gender. (Buri , 1991).The PAQ is scored easily by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50. Out of total students 53 were females and 46 were boys. The following table depicts the sample size.

Table 1.1: Sample Size for present study

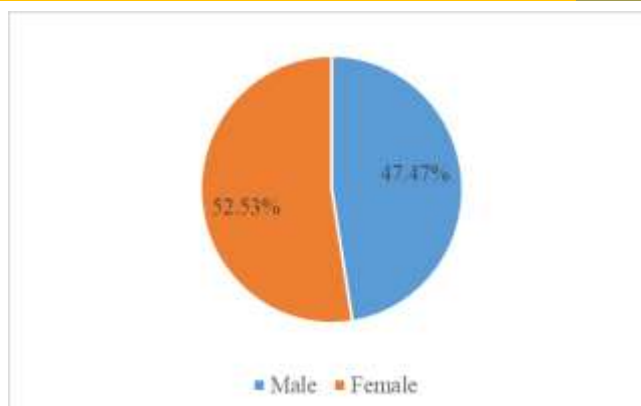|	Number	Percentage
Number of Students	99	100%
Females	52	52.53%
Males	47	47.47%

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Figure 1.1: Pie-Chart Representing Sample Size of the Present Study

Out of the total sample, 47.47% students were male and 52.53% students were female.

Scope and Limitations of the Study:

The proposed study was conducted and the data was collected from IX and X standard students. Other standards were not taken into considerations. The data was collected from private schools only. Students from government and aided schools were not included in the survey. A descriptive survey method of study was adopted other methodology was of research like observation, case study, interview was not followed. The survey was taken from English medium schools and those located in the urban areas were included, vernacular schools and rural areas schools were not considered.

Hypothesis Testing and Interpretation of Data:

1. There is no significant difference in the attitude of the Higher Secondary School Students towards parenting authority

2. There is no significant difference in the attitude of the Higher Secondary School Students towards parenting authority based on the following dimensions

   • Permissive
   • Authoritarian
   • Authoritative/ Flexible

3. There is no significant difference in the attitude of the Higher Secondary School Students towards parenting authority based on Gender.

4. There is no significant difference in the attitude of the Male and Female Higher Secondary School Students towards parenting authority based on the following dimensions

   • Permissive
   • Authoritarian
   • Authoritative/ Flexible

The below Table 1.2 shows relevant descriptive statistical measures that were used to test Hypothesis 1 and 2

Table 1.2: Relevant Descriptive Statistics

	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Parenting Style	84.80	84	82	9.02	0.43	0.03
Permissive	28.30	28	27	4.54	0.20	-0.03
Authoritarian	28.11	28	30	4.60	0.90	1.22
Authoritative/Flexible	28.38	28	28	5.02	0.76	0.12

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Hypothesis 1: The Mean for higher secondary school students was found to be 84.80, Median was found to be 84, Mode was found to be 82 and Standard Deviation was found to be 9.02. The distribution is positively skewed. The skewness was found to be 0.43. Kurtosis was found to be 0.03 which is positive, thus the distribution is Leptokurtic.

Hypothesis 2: For Permissive Parenting Authority among higher secondary school students, the Mean was found to be 28.30, Median was found to be 28, Mode was found to be 27 and Standard Deviation was found to be 4.54. The distribution is positively skewed. The skewness was found to be 0.20. Kurtosis was found to be -0.03 which is negative thus the distribution is Platykurtic.

For Authoritarian Parenting Authority among higher secondary school students, the Mean was found to be 28.11, Median was found to be 28, Mode was found to be 30 and Standard Deviation was found to be 4.60. The distribution is positively skewed. The skewness was found to be 0.90. Kurtosis was found to be 1.22 which is positive thus the distribution is Leptokurtic.

For Authoritative/Flexible Parenting Authority among higher secondary school students, the Mean was found to be 28.38, Median was found to be 28, Mode was found to be 28 and Standard Deviation was found to be 5.02. The distribution is positively skewed. The skewness was found to be 0.76. Kurtosis was found to be 0.12 which is positive thus the distribution is Leptokurtic.

The Table 1.3 below shows relevant Inferential statistics for Male and Female students used to test Hypothesis 2 and 3.

Table 1.3: Inferential Data Analysis

		N	Mean	t value	p value	LoS
Parenting Authority	Female	52	83.86	1.08	0.28	NS
	Male	47	85.82			
Permissive	Female	52	27.63	1.55	0.12	NS
	Male	47	29.04			
Authoritarian	Female	52	27.60	1.17	0.24	NS
	Male	47	28.68			
Authoritative/ Flexible	Female	52	28.64	0.52	0.60	NS
	Male	47	28.11			

Hypothesis 3: The t value of all Male and Female students was found to be 1.08 and the p value was found to be 0.23 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the attitude of the Higher Secondary School Students towards Parenting Authority based on Gender.

Hypothesis 4: The t value of Permissive, Authoritarian and Authoritative/Flexible Parenting Authority among male and female Higher Secondary Students was found to be 1.55, 1.17, 0.52. respectively and the p value was found to be 0.12, 0.24, 0.60 respectively which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the attitude of the Male and Female Higher Secondary School Students towards parenting authority based on gender on Permissive, Authoritarian and Authoritative/Flexible Parenting Authority

Discussion and Conclusion:

The present study sought to understand the presence of Baumrind's (1968) and Martin and Maccoby's (1983) authoritarian, authoritative, permissive, and uninvolved parenting styles in a sample of students of standard 9th and 10th

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English medium from private schools of females and males. Modern families are giving more freedom and relaxed discipline practices to their children irrespective of their income. Parenting styles overlap depending upon a number of factor's such as the number of children, the unique personalities of the parents and child, parents attitude and the structure of family (Schwartz and Scott,1994). The parenting styles needs to change according to the societal changes. Parenting styles is an important factor in child development. Socio-emotional development of the child is influenced by the type of parenting style used in families. Parents have a crucial role in recognising and developing children's talents. It is advised that parents and kids have a close relationship and share common ground. Therefore, it is advised that parents respect the right ways to engage with their kids more, that they teach their kids about the importance of working for a genuine company, and that the media and family education programmes place greater emphasis on this crucial issue.

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