



EFFECT OF PARENTING STYLE ON ADJUSTMENT SKILLS OF SCHOOL GOING STUDENTS

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ABSTRACT:

Parenting, is the process of raising children and providing them with protection and care in order to ensure their healthy development into adulthood. The present study aims at examining the role of parenting styles on the prediction of adjustment levels among school going students. Parental Authority Questionnaire (Buri, 1991) and Adjustment Inventory for School Going Students (A.K.P Sinha and Dr R.P Singh). The school going children in the sample (N=40) ranged in age from 14 to 18 years old. T-test was applied to test the hypotheses. The findings revealed that perceived parenting styles is a measuring factor that can predict the level of adjustment among school going students. School going students with a reported authoritarian parenting style had more level of adjustment, whereas those with a perceived authoritative parenting style had less adjustment level. The results have been discussed in the light of operational definition of the variables. Suggestions for future research are offered.

KEYWORDS:

PARENTING STYLE, ADJUSTMENT.

INTRODUCTION

Parenting, is the process of raising children and providing them with protection and care in order to ensure their healthy development into adulthood (*Encyclopaedia Britannica*, 2017). Adolescence is an exciting and dynamic period for young people. It is transition from dependence to independent relationships with parents, the style of parenting can play an important role in helping the adolescents to face this great challenge (McKinney and Renk, 2008). Bandura's theory suggests that adolescents observe, interpret, and imitate the actions and emotional reactions of their parents. If parents are harsh, controlling and emotionally cold, children may imitate these patterns in their own interactions, increasing the likelihood of behavioural problems.

Diana Baumrind delineated various parenting styles which can be classified along two dimensions: responsiveness (warmth) and demandingness (control). She defined parental responsiveness as "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1996, p. 410, cited in Grolnick, 2003, p. 6). Parental demandingness she referred to as "the claims parents make on children to become integrated into the family whole by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, 1996, p. 411, cited in Grolnick, 2003, p. 6). [showmyads]

In Baumrind's classification system, three distinct

parenting styles are identified. These are the authoritative, authoritarian and permissive parenting styles. Authoritative parenting style (high warmth/ high control), the authoritarian parenting style (low warmth/ high control), Permissive parenting style (low warmth/low control). According to studies, all parenting styles (authoritarian, authoritative, and permissive) contribute to self-adjustment (Muarifah). Adjustment is that condition of a person who is able to adapt to changes in their physical, occupational, and social environment. In other words, adjustment refers to the behavioural process of balancing conflicting needs, or needs challenged by obstacles in the environment (Wikipedia).

Parental involvement in school has been demonstrated to be a key factor for children's academic outcomes (Lara and Saracostti). Empirical findings show a positive relationship between parental involvement in education and academic achievement (Pérez Sánchez et al., 2013; Tárraga et al., 2017), as well as improving children's self-esteem and academic performance (Garbacz et al., 2017) (Ross, 2016). Parent-school collaboration allows for the conceptualization of roles and relationships, as well as the impact on children's development in general (Christenson and Reschly, 2010).

International research also strongly supports the positive influence of parental involvement on academic achievement, as demonstrated in a variety of meta-analyses across different populations and educational levels (Castro et al., 2015; Jaynes, 2016; Ma et al., 2016). Positive parenting practices delay risky behaviour in at-risk youth, moderate risky behaviour in

at-risk youth, and promote optimal youth development. Muhammad Ebrahim (2012) discovered that an authoritative parenting style contributes to positive characteristics such as agreeableness, extraversion, and openness, and he also recommended parent training. According to one study, authoritative and authoritarian parenting styles have a positive relationship with children's personalities and a negative relationship with permissive parenting styles (Maddahi and Samadzadeh).

The purpose of this study is to examine the impact of parenting style on the adjustment skills of school-age students aged 14 to 18 years.

AIM AND OBJECTIVE:

- To find out the effect of Authoritative and Authoritarian parenting style on adjustment skills of school-going students.

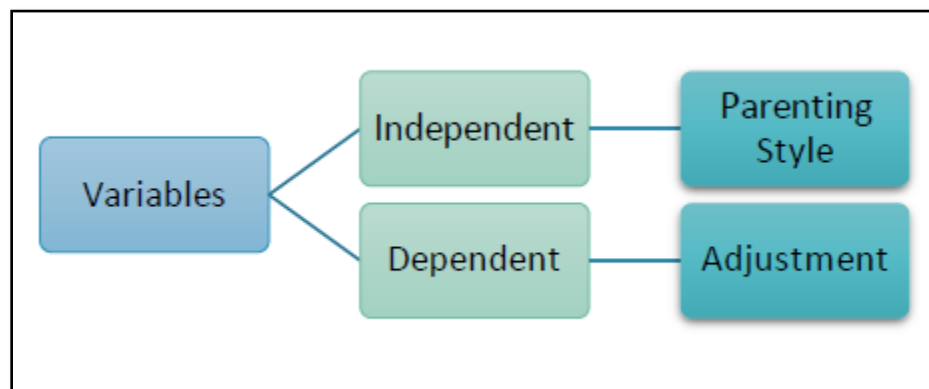
HYPOTHESIS:

- There will be no significant difference between Authoritative and Authoritarian parenting style on level of adjustment.

SAMPLE AND SAMPLING:

A total sample of 40 boys and girls were selected through purposive sampling technique from private schools of district Raipur in Chhattisgarh. The age group ranged from 14-18 years and Ex-post facto research design was used in the present research.

VARIABLES:



INCLUSION CRITERIA:

Subjects of age group 14 to 18 years, both male and female will be included in this research.

EXCLUSION CRITERIA:

Students who are living in the hostels will be excluded in this research as they are living away from their family and they have to adjust a lot as compared to the day scholars.

TOOLS:

- **Parental Authority Questionnaire:** Parental Authority Questionnaire (PAQ) was created by Buri in 1991. It has 30 items in it that are designed to determine the parents' disciplinary practices perceived by their adult children. PAQ has three subscales namely permissive, authoritative and authoritarian. Each subscale has 10 items for which the scoring goes from Strongly Disagree to Strongly Agree through five stages (1, 2, 3, 4, 5). Highest score in a category is 50. A high score on the subscale reveals the parent's inclined approach toward that particular parenting method.
- **Adjustment Inventory for School Going Students:** Adjustment Inventory for School-going students was created by A.K.P Sinha and Dr R.P Singh. It has 60 items with the scoring of 0 and 1

and raw score ranging from 0 to 60. It is a self-administrative questionnaire that measures the level of adjustment in school going children.

STATISTICAL ANALYSIS:

In this, the researcher did a study over the variables i.e., parenting style and adjustment. Researcher applied t-test for testing the hypotheses.

PROCEDURE OF DATA COLLECTION:

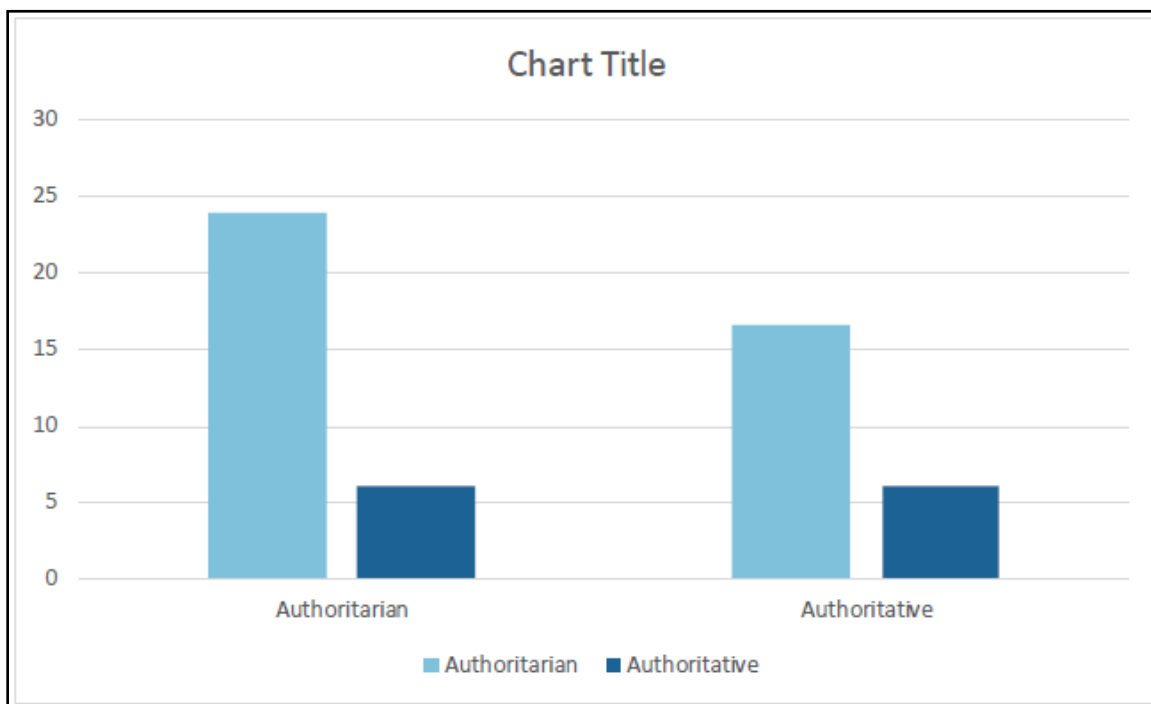
The two tools, AISS and PAQ, were distributed through various social media platforms in the form of Google forms. Before the links to these two forms were delivered, a formal guideline was sent in which subjects were humbly asked to complete the questionnaires all at once. To ensure that the collected data could be included in the study, subjects were also requested to fill both the forms. For PAQ, according to the scores, subjects were assigned to the related category of perceived parenting style. For AISS, the sum of the obtained scores guided us to place them under the relevant category. The obtained data was then processed statistically.

RESULT AND INTERPRETATION:

Collected data through above mentioned inventories were analysed in terms of mean, standard deviation and t-test method. The results have been presented in the tables.

COMPARING THE LEVEL OF ADJUSTMENT AMONG AUTHORITATIVE AND AUTHORITARIAN PARENTING STYLES:

Groups	N	Adjustment Scores			SE _D	t-test	Significance Level
		Mean	SD	SE _M			
Authoritarian	20	23.9	6.11	1.36	1.91	3.79	At 0.01 level
Authoritative	20	16.65	6.06	1.35			

**DISCUSSIONS:**

From the above result and graphical representation, it is interpreted that there is significant difference between the level of adjustment in school students who have authoritarian parenting style and authoritative parenting style. The null hypothesis has been rejected at level of confidence and the alternate hypothesis has been accepted. The result indicates that the level of adjustment of the school students who have perceived authoritarian parenting style is more as compared to authoritative parenting style.

The authoritarian parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set of standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority (Baumrind, 1991, p-890). If a child is raised in an environment where his or her opinions or suggestions are not valued and he is expected to behave in accordance with his or her parents' expectations, his or her self-esteem suffers. Children who have authoritarian parents have no choice but to do what their parents want them to do, and as a result, they become accustomed to it. Even if they grow up and start living on their own, they choose to adapt because they know their opinion will be

ignored.

This result shows that children of authoritarian parents are more likely to develop self-esteem issues because their opinions are not valued and that might be the reason that they choose to adjust in every situation.

CONCLUSION:

The study concluded that the adjustment levels in school going students was affected by the parenting style. The study includes 40 school-age students ranging in age from 14 to 18 years. Following data collection, analysis was performed, and the hypotheses were rejected. According to the findings, school-age students who perceive an authoritarian parenting style have a higher level of adjustment than students who perceive an authoritative parenting style.

LIMITATIONS AND SUGGESTIONS:

- The sample size of the study was small.
- Permissive Parenting style was not considered in this research.
- Other independent variables can be included in the future studies.

- Other dependent variables can be included in the future studies.
- In future research the researcher can use other Adjustment inventories as well.

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