

Relationship between Perceived Parenting Style and Social Adjustment: A Study of Secondary School Students of Haryana

Dr. Sushila Jaglan ¹

¹ Assistant Professor, Department of Education, BPSMV, Khanpur Kalan (Sonipat) - 131305

Abstract:

The upbringing of a child is the most delicate, crucial responsibility of a parent. While routine parental responsibilities like feeding, providing for and educating a child can somewhat be taken for granted, the molding of personality and character is truly the prime duty of any parent. People often say that a child is a reflection of the effort and dedication of the parents. Student in the age group of 12-16 years stepped into the new world wherein social acceptable behavior is the desired norm of the home, neighborhood and the society. In other words, students have to be socially adjusted in the prevailing society. Those, who are not always, bear the brunt of the members of the society. They are generally called maladjusted, delinquent, not fit for society, not one among us. Therefore, it is very important for the students to know from this age what acceptable behaviour is and how one has to harmoniously adjust to the surroundings. Parents once again has the key role in making the child more socially adjusted to his surrounding by shaping and reinforcing the behavior which are acceptable. Therefore, in this study the researcher tries to investigate what kind of relationship parenting style shares with social adjustment of the students.

Keywords: Parenting style, Social adjustment, Parents.

INTRODUCTION

Family plays an important role in socialization of a child. Family plays the important role in rearing of child. A child gets an opportunity to learn culture and values from families so that he can coordinate with all. The process of socialization generally depends on new values, targets and recognition setup by their parents that are generally transferred from one generation to next generation. Parents try to develop values, targets, abilities and approach in their children. Baumrind works on the children and hence got a change in process of socialization. They divide the parenting

style in three categories that are authoritative, authoritarian and permissive. He suggested that authoritative parents are warm and responsible who provide love and support in observation and interest of their children. When a child enters adolescent then many factors affect him. In this age School, family and community takes a lot of risk. This is the situation when physical, mental, social and cultural level of a child is very high. Though adolescent is a stage where peer influence is far more than family influence but one cannot ignore the importance of family or parents. Parents play a crucial role in social adjustment of the adolescent as warmth and supportive parents led to good social adjustment of child whereas controlled and demandingness parents makes the child maladjusted. Arnolds (2002) theorized that a child tends to behave in the society as they were brought up or reared by their parents. Thus parenting plays an important role in social adjustment of children

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OBJECTIVES OF THE STUDY

- ✓ To study the level of perceived parenting style among secondary school students.
- ✓ To study the level of social adjustment among secondary school students.
- ✓ To study the relationship between perceived parenting style and social adjustment of Secondary school students.

RESEARCH METHODOLOGY

Research Methodology of the study in hand was based on the Descriptive Survey Method of research. Descriptive research study is designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered.

POPULATION AND SAMPLE

The population for the present study consisted of 9th level students of Haryana. It would be impracticable to study the whole population. Population are so large that they are vastly distributed. It was a very difficult exercise to collect the data from the whole population, when only a small but representative sample could furnish the details.

The next step in conducting the study was selection of samples. As it is not economical, feasible and possible to collect data from whole population, the researcher had decided to select a representative sample.

For the present study the investigator has used Multistage Random sampling Technique to select the sample as shown in figure 1.

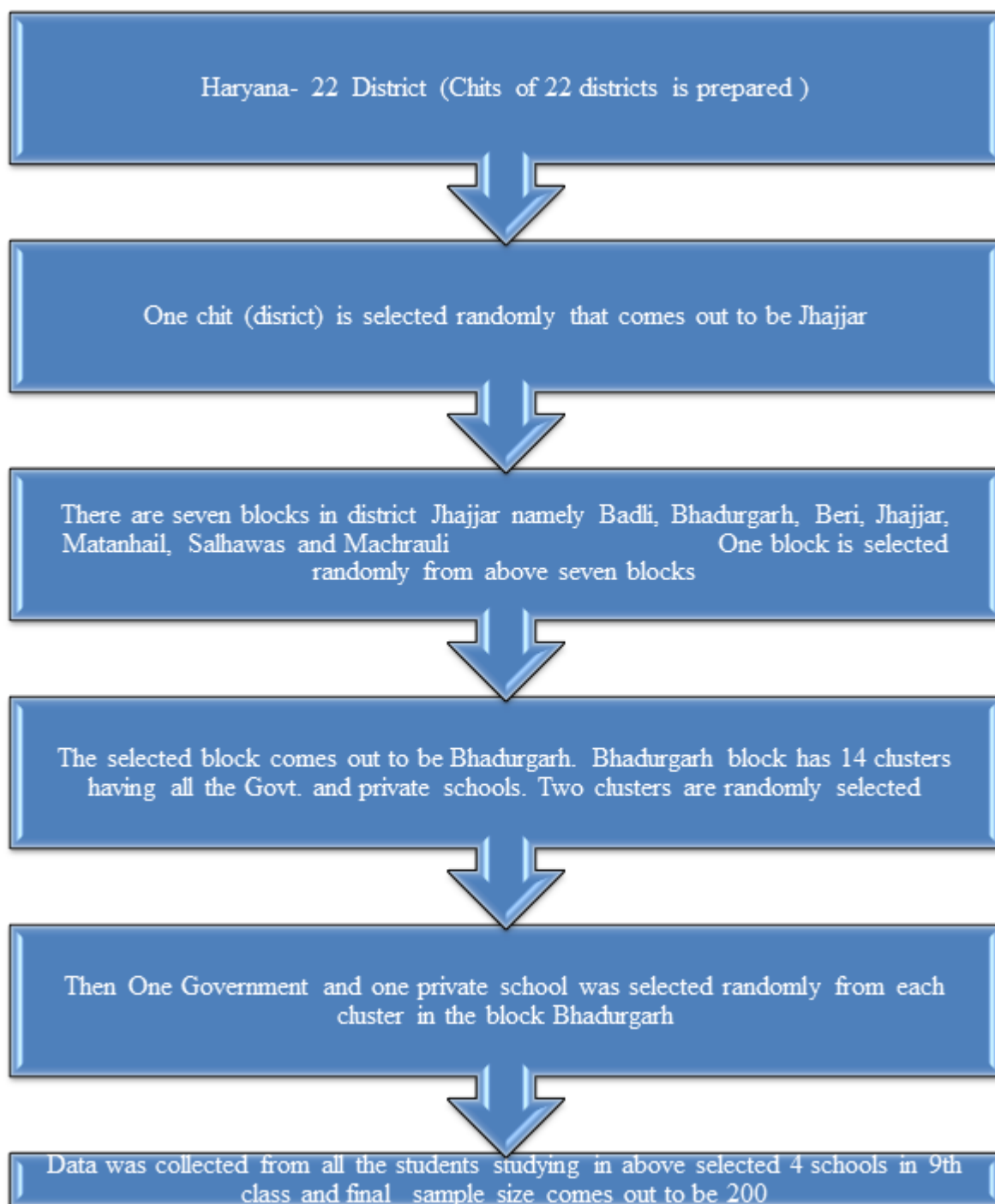


Figure 1 : Multistage Random Sampling used

Details of schools selected and number of students included in sample are shown in the table1.

Table 1: Details of Schools selected and number of Students included in the sample

Name of the Cluster	Name of the School	No. of Students Selected		Total
		Boys	Girls	
Asaudha Todran Cluster	Govt. Sr. Sec. School, Asaudha Todran	55	12	67
	Adarsh High School, Asaudha	17	18	35
Chhara Cluster	Govt. Sr. Sec. School, Chhara	38	15	53
	Shiksha Bharti High School,	26	19	45

	Bhaproda			
Total		136	64	200

TOOLS USED FOR DATA COLLECTION

Every descriptive type of research employed some of the major tools of the research. Although there are various tools for the parenting style of students, the investigator has used following standardised tools for data collection.

- ✓ Social Adjustment Scale (SAS-KA) developed and standardised by Kumar (2016)
- ✓ Parenting Style Scale (PSS-GMMD) developed and standardised by Gupta & Mehtani (2017)

ANALYSIS AND INTERPRETATION

Objective 1. To Study the level of Perceived Parenting Style among Secondary School Students.

Data was collected from secondary school students to know about their perceived parenting style. Table 2 shows the level of perceived parenting style among secondary school students.

Table 2: Level of Perceived Parenting Style among Secondary School Students

	N	Mean	Grade	Level of Parenting Style
Democratic Parenting Style	200	31.31	B	High
Autocratic Parenting Style	200	25.20	C	Above Average
Permissive Parenting Style	200	23.98	D	Average
Uninvolved Parenting Style	200	19.83	C	Above Average

Interpretation: As it is clear from the table 2 that democratic parenting style is high having mean score of 31.31 as perceived by secondary school students of district Jhajjar, which means that parents involves children in decision making and gives them enough freedom for making choices. Autocratic and Uninvolved parenting styles are above average having mean scores of 25.20 and 19.83 respectively. But Permissive parenting style is average having mean score of 23.98.

Objective 2. To Study the Level of Social Adjustment among Secondary School Students.

Norms for interpretation of level of Social Adjustment are shown in table 3.

Table 3: Norms for Interpretation of Level of Social Adjustment

Sr. No.	Raw scores	Level of social adjustment
1.	Above 75	Extremely high
2.	63 to 75	High
3.	46 to 62	Above average
4.	31 to 45	Average
5.	26 to 30	Below average
6.	19 to 25	Low
7.	18 and below	Extremely low

In the present study standardised scale of social adjustment is used. The interpretation of raw scores according to the scale is shown in above table. Table 3 shows the level of social adjustment among secondary school students.

Table 4: Level of Social adjustment among Secondary School Students

	N	Mean	Level of Social Adjustment
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Social Adjustment	200	53.34	Above Average
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Interpretation: As it is shown in table 4 secondary school students have mean scores 53.34. Score 53.34 is between 46 to 62. So, it can be concluded that secondary school students have average level of social adjustment having mean score of 53.34.

Objective 3: To Study the relationship between Perceived Parenting Style and social adjustment of Secondary School Students.

To achieve the above objective following hypothesis is developed.

H₀: There is no any significant relationship between perceived parenting style and social adjustment of secondary school students

On the basis of above hypothesis following sub-hypotheses are developed:

H_{0a}: There is no any significant relationship between democratic parenting style and social adjustment of secondary school students

H_{0b}: There is no any significant relationship between autocratic parenting style and social adjustment of secondary school students

H_{0c}: There is no any significant relationship between permissive parenting style and social adjustment of secondary school students

H_{0d}: There is no any significant relationship between uninvolved parenting style and social adjustment of secondary school students

Above hypothesis are tested using Product Movement Correlation.

Table 5: Correlation between Parenting Style and Social adjustment of Secondary School Students

Parenting Style		Social Adjustment
Democratic Parenting style	Pearson Correlation	0.009
	Sig. (2-tailed)	0.894
	N	200
Autocratic Parenting style	Pearson Correlation	-0.160*
	Sig. (2-tailed)	0.024
	N	200
Permissive Parenting style	Pearson Correlation	-0.143*
	Sig. (2-tailed)	0.044
	N	200
Uninvolved Parenting style	Pearson Correlation	0.271**
	Sig. (2-tailed)	0.000
	N	200

Interpretation: Product Movement Correlation coefficient was calculated using SPSS to find out the relationship between parenting style and social adjustment. As it is shown in table 5 that correlation coefficient between democratic parenting style and social adjustment is 0.009, which means that there is a very low level of positive correlation between democratic parenting style and social adjustment, but $p=0.894$, which is not significant even at 5% of level of significance. So the null hypothesis ‘there is no any significant relationship between democratic parenting style and social adjustment of secondary school students’ is accepted.

Correlation coefficient between autocratic parenting style and social adjustment is -0.160, which means that there is a low level of negative correlation between autocratic parenting style and social

adjustment, moreover $p=0.024$, which is significant at 5% of level of significance. So the null hypothesis 'there is no any significant relationship between autocratic parenting style and social adjustment of secondary school students' is rejected. Hence, It can be concluded that students having high autocratic parenting style have low level of social adjustment.

Correlation coefficient between permissive parenting style and social adjustment is -0.143, which means that there is a low level of negative correlation between permissive parenting style and social adjustment, moreover $p=0.044$, which is significant at 5% of level of significance. So the null hypothesis 'there is no any significant relationship between permissive parenting style and social adjustment of secondary school students' is rejected. Hence, It can be concluded that students having high permissive parenting style have low level of social adjustment.

Correlation coefficient between uninvolved parenting style and social adjustment is 0.271, which means that there is a moderate level of positive correlation between uninvolved parenting style and social adjustment, moreover $p=0.000$, which is significant at 1% of level of significance. So the null hypothesis 'There is no any significant relationship between uninvolved parenting style and social adjustment of secondary school students' is rejected. Hence, It can be concluded that students having high uninvolved parenting style have high level of social adjustment.

MAJOR FINDINGS

- Democratic parenting style is as perceived by secondary school students of district Jhajjar, which means that parents involves children in decision making and gives them enough freedom for making choices.
- Autocratic and Uninvolved parenting styles are above average, But Permissive parenting style is average.
- Secondary school students have above average level of social adjustment.
- There is a low level of negative significant correlation between autocratic and permissive parenting styles and social adjustment. It can be concluded that students having high autocratic and permissive parenting styles have low level of social adjustment.
- There is a moderate level of positive correlation between uninvolved parenting style and social adjustment. It can be concluded that students having high uninvolved parenting style have high level of social adjustment.

CONCLUSION

It was found that there is a low level of negative significant correlation between autocratic and permissive parenting styles and social adjustment, so parents should these parenting styles to improve social adjustment of students. Parents should encourage their children to participate in co-curricular and extracurricular activities. They should also encourage them to take part in different activities such as games, music, dance, computer classes etc. to enhance their social development.

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