

RELATIONSHIP BETWEEN PARENTS' PARENTING STYLES AND THE SOCIAL ADJUSTMENT OF ADOLESCENTS OF UP BOARD SCHOOLS PRYAGRAJ DISTRICT, UTTAR PRADESH

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ABSTRACT: This study focused on adolescent parenting styles, then looked at adolescent social adaptations, and finally identified the relationship between adolescent parenting styles and adolescent social adaptations. Two different roles of parents include both maternity and paternity. Children assign the joint or independent responsibilities of parents and fathers to their upbringing. These perceptions can be associated with seemingly direct and immediate knowledge associated with their conscious or unconscious experience, through which they tremendously initiate and control their actions. It is important to note that most children have a fairly clear idea of a "father" that is quite different from that of a "mother".

Key Words: Parents, student, school, girls paternity.

Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture (Veenes, 1973a) which provides ample opportunity to a child to find roots, continuity and a sense of belonging (Sirohi and Chauhan, 1991) and also serves as an effective agent of socialization. Though parenting, as a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behaviour for social-psychological researches, but how child perceives his/her parenting always remains a neglected phase of researches and should be deemed most important as he is the one whose process of socialization stands for furtherance (Bharadwaj, 1996). Individual experiences not only help in making the sense of self identity and self-ideal but may also lead him to perceive, think and act in a self-directed manner. So, it appears that child's perception of parental attitude towards himself should be of great concern in the dynamics of behaviour and may open new avenues of research for deeper probe in the domain of parent-child relationship. The two distinctive roles of parents include both mothering and fathering. A child bestows on both mother and father together or independently, the responsibility of upbringing him/her. These perceptions may be referred to apparently direct and immediate knowledge associated to their conscious or unconscious experiences by which they initiate and control behaviour enormously. It is important to note that most

of the children have a fairly definite clear-cuts concept of 'father' which differs markedly from their concept of 'mother' (Meltzer, 1943). Therefore, it appears to be of utmost importance to study the perceptions regarding their fathering and mothering separately as well as parenting as a whole on different dichotomous modes of parenting.

Operational Definition of the term used

Parenting style: Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture which provides ample opportunity to a child to find roots, continuity and a sense of belonging and also serves as an effective agent of socialization.

Interpretation Of Eight Parenting Model

The interpretation of the parenting model was done using the percentage analysis which revealed the following results. It is observed from the table that most of the habits like acceptance, discipline and martial adjustment were found higher percentage whereas the rest are found less than of these.

Table-1: Parenting Style detail of the students

A	Rejection = 0%	Acceptance= 100%
B	Carelessness= 7%	Protection= 93%
C	Neglect= 5%	Indulgence= 95%
D	Utopion expectation= 6%	Realism= 94%
E	Lenient standard= 5%	Moralism= 95%
F	Freedom= 0%	Discipline= 100%
G	Faulty role expectation= 9%	Realistic role expectation= 91%
H	Marital conflict= 0%	Marital adjustment= 100%

RESEARCH METHODOLOGY

A list of students was obtained from district education office Prayagraj. The name of students were arranged in ascending order of the total 10 per cent students were selected randomly for the study. Research methodology defines what the activity of research is, how to proceed, how to measure progress, and what constitutes success The present chapter is the description of various tool and techniques used in the research with a view of

collection of data, which is the base of analysis for drawing conclusion in the light of aims formulated for the study, tools used by **R.L.Bharadwaj , H.Sharma, A.Garg.** In this research Descriptive survey Method was used for data collection from 800 students. The population for this study comprises of UP Board Prayagraj district. Purposive sampling was used for data collection.

RESULT AND DISCUSSION

TABLE-2: Parenting style of adolescents of male and female of up board school

STUDENTS	TOTAL NO	MEAN	SD	t-value
BOYS	100	142.79	19.64	0.184
GIRLS	100	142.13	22.04	

(At 0.05 level)

On the basis of observation depicted in the table above, it is revealed that mean and standard deviation of parenting style of adolescent male are 142.79, 19.64 and that of adolescent female are 142.13, 22.04 and the t-value at .05 level is 0.184 .This value is lower than the table value of 1.96 degree of freedom at 0.05 levels. This indicates that parenting style of adolescent male and female studying in UP Board school is similar at 0.05 level. It is evident from the above cited table that parenting style of adolescent male and female are not significantly different from each other.

Therefore, the null hypothesis H_0 , i.e. “there is no significant difference in parenting style of adolescents male and female of UP BOARD schools”, is accepted. The finding was contradicted by a study done by Odongo and Raburu, entitled “influence of parenting style on adolescent students’ academic achievement in Kenyan day secondary school, found out that parenting styles significantly predicts academic performance of the students.

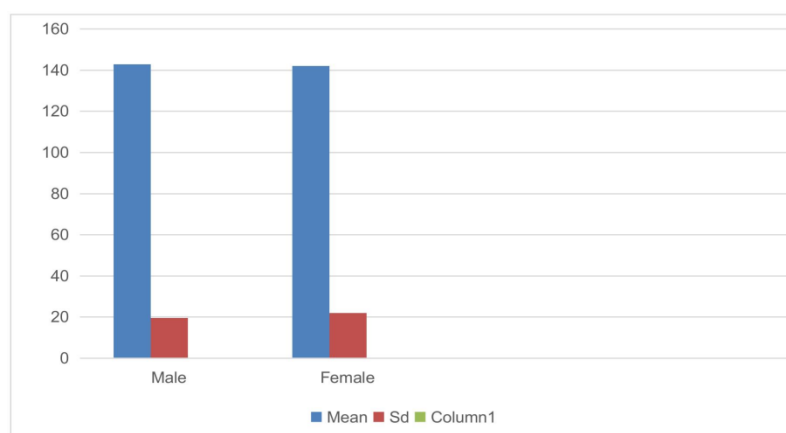


Figure: Graphical presentation of Parenting style of adolescent male and female.

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