

AN ANALYSIS ON DIFFERENT PARENTING STYLE AND PSYCHO-SOCIAL CHARACTERISTICS AMONG ADOLESCENTS OF PASCHIM MEDINIPUR DISTRICT, WEST BENGAL

Kalipada Jana, Dr. Divya Vijayvargiya

Department of Education, Dr. A.P.J. Abdul Kalam University, Indore (M.P.), India

ABSTRACT:

Parenting style refers to the attitudes and behaviours a parent displays towards their children as well as the emotional environment in which such behaviours are presented. Adolescence is a crucial developmental stage that necessitates a review of connections between parents and children on the part of both parties. The concept of "psychosocial characteristics" refers to how social influences on behaviour and mental health. The relationship between intrapersonal and interpersonal psychological factors and environmental factors is part of a psychosocial approach to explaining human behaviour. The psychological growth of a person in connection to their social and cultural surroundings is the conventional definition of psychosocial traits. In this article, different parenting style and psychosocial characteristics among adolescents of Paschim Medinipur District, West Bengal has been analyzed.

Keywords: Parenting Style, Psycho-Social, Adolescents

INTRODUCTION:

The attitudes and behaviors a parent exhibits towards their children, along with the emotional context in which those behaviors are displayed, are collectively referred to as their parenting style. The essential developmental stage of adolescence requires that both parents and children reexamine their relationships with one another. The term "psychosocial characteristics" describes how a person's behavior and mental health are impacted by social factors. A psychosocial approach to understanding human behavior includes the link between intrapersonal psychological elements and environmental ones. The typical definition of psychosocial characteristics is the psychological development of a person in relation to their social and cultural context. [1-5] The objectives of the research are hereunder with special reference to Paschim Medinipur district, West Bengal were to find out the prevalence of different parenting styles among adolescents; to examine adolescents subject to different parenting styles with respect to their achievement motivation and social maturity; to evaluate adolescents subject to different parenting styles with respect to their adjustment, to elucidate adolescents subject to different parenting styles with respect to their moral judgment and their activities.

RESEARCH METHODOLOGY, ANALYSIS OF DATA AND INTERPRETATION:

Framework of Hypothesis:

The following hypotheses pertaining to objectives required for the study:

H_{OG}: Parenting does not depend on the gender of the child.

H_{OA}: Parenting does not depend on the age group of the child.

These hypotheses have been elaborated according to the different styles of parenting, gender and age group.

The following are the variables of the study along with their short operational definitions:

- Parenting: Nurturance by parents.

It consists of the following:

❖ Mothering (ma.ring): Nurturance by mother

❖ Fathering (fa.ring): Nurturance by father

❖ Combined fathering and mothering (fm.ring): combined nurturance by father and mother. This is also referred to as *combined parenting*.

Here, parenting refers to nurturance as perceived by the child. Likewise, mothering, fathering and combined fathering and mothering refer to their respective nurturance as perceived by the child.

Style of parenting:

It consists of the following:

- Authoritative (AV)- Marked by parental warmth and clear standards for children's conduct.
 AV parents: Parents who carry out authoritative parenting. AV children: Children subjected to authoritative parenting.
- Authoritarian (AN)- Emphasis on power and use of physical punishment for transgressions.
 AN parents: Parents who carry out authoritarian parenting. AN children: Children subjected to authoritarian parenting.
- Permissive (PER)- Non-monitoring of children's activities and lack of firm control over their behavior (Baumrind, 1991).
 PER parents: Parents who carry out permissive parenting. PER: Children subjected to permissive parenting.
- Uninvolved/ negligent (UN)- Characterized by laxity, disregard, and un-controlling approach (Maccoby & Martin, 1983).

UN parents: Parents who carry out uninvolved parenting.

UN: Children subjected to uninvolved parenting (Sultana and Ghose, 2013).

Age Group

The age wise groups are shown in the following table:

Table 1. Age groups

Age Group	Age
AG13	12 to 13 years
AG15	14 to 15 years
AG17	16 to 17 years
AG19	18 to 19 years

Gender

This consists of

- Boy Girl

The following variables were used:

Intelligence Group:

- High intelligence (HI): Group consisting of those with intelligence in the fourth quartile
- Medium intelligence (MI): Group consisting of those with intelligence in the third quartile
- Low intelligence (LI): Group consisting of those with intelligence in the second quartile

Achievement motivation:

Achievement motivation has been defined as learned motive to compete and strive for success when everyone's behavior can be evaluated against a standard of excellence (McClelland et al., 1953).

Social maturity:

Social maturity involves learning to properly relate to acquaintances, family, neighbors, friends, and intimate relationships (Hira, 2013).

This consists of -

- Personal adequacy
- Interpersonal adequacy
- Social adequacy

Adjustment:

“Adjustment is the process by which living organism maintain a balance between his needs and the

circumstances that influence the satisfactions of these needs (Shaffer, 2009).

It consists of–

- Emotional adjustment
- Social adjustment
- Educational adjustment

Moral judgment:

Moral judgment is “a psychological construct that characterizes the process by which people determine that one course of action in a particular situation is morally right and another course of action is wrong. Moral judgment involves defining what the moral issues are, how conflicts among parties are to be settled, and the rationale for deciding on a course of action” (Thoma and Ladewig, 1991).

Types of variables:

Parenting Style, Age Group, Gender and Intelligence Group are categorical variables.

Achievement motivation, social maturity, adjustment, and moral judgment are quantitative variables.

Method of the Study:

The investigation was based on both quantitative and qualitative data taken in Paschim Medinipur District and the results were generalized to arrive at conclusions regarding adolescents of sub-urban West Bengal.

Sample:

Population: Secondary and Higher Secondary school going students of Paschim Medinipur District, West Bengal were the target population.

Sample Stage 1

For the quantitative phase:

The sample was purposive in nature.

Students from schools in Paschim Medinipur District were chosen till the following sample size was attained:

Table 2: Initial Sample

Age Group	Age	Girl	Boy
AG13	12 to 13 years	70	70
AG15	14 to 15 years	70	70
AG17	16 to 17 years	70	70
AG19	18 to 19 years	70	70
Total		350	350
Grand Total		700	

This sample was administered the following scales:

- Personal data sheet
- Culture fair intelligence scale
- Perceived parenting style scale

Those participants who did not belong to two parent families, and those with intelligence below the first quartile were omitted from the sample. The resultant sample was as follows:

Table 3: Final sample

AgeGroup	Age	Girl	Boy
AG13	12to13years	51	61
AG15	14to15years	59	56
AG17	16to17years	57	52
AG19	18to19years	51	51
Total		218	220
GrandTotal		438	

Sample Stage2

For the qualitative phase:

The above sample (Table 3) was administered perceived parenting style scale and each participant's dominant style of parenting was identified. The following sample was chosen for the Case Studies on the basis of the dominant style of parenting, gender and intelligence.

Table4: Sample for case studies

Agegroup	No.ofparticipants
AG13	24
AG15	24
AG17	24
AG19	24
Total	96

Tools Used for the Study:

1. S. Sultana and A. Ghose (2013). Construction of a Scale on Perceived Parenting Style. The scale will hence forth be referred to as „*Perceived Parenting StyleScale*“. The scale assessed the extent of Authoritative; Authoritarian; Permissive and Uninvolved parenting experienced by the participants. It also identified the particular style of parenting as perceived by the participants and referred to as “maturity based descriptions of the child” [Baumrind (1971); Maccoby & Martin (1983)]. The latter has been referred to as “self-perception” in this investigation.
 2. R.B. Cattell and A.K.S. Cattell (1949). Culture fair intelligence scale, scale II, Form A.
 3. A.K.P. Sinha and R.P. Singh (1995). Adjustment Inventory For School Students (AISS). The scale assessed the social, educational and emotional adjustment of the participants.
 4. N. Rao (1986). Social Maturity Scale, (RSMS). The scale assessed the personal adequacy, inter-personal adequacy and social adequacy of the participants.
 5. P. Deo and A. Mohan (1985). Achievement Motivation Scale.
 6. A. Ghose and R. Goenka. Moral Judgment Scale.
 7. Personal data sheet: Constructed by investigator.
 8. Interview schedule: Constructed by investigator.
- Tool number 2,3,4,5 and 6 were selected following perusal of several scales on the respective topics and found to be most appropriate for the present study.

Procedure for the Quantitative Enquiry:

- Appropriate schools for the whole sample were approached for permission to collect data.
- In each school the appropriate sample was identified.
- Rapport was established and the personal data sheet was administered.
- Participants belonging to two parent families were retained for the sample.
- Culture fair Intelligence scale was administered. Participants with intelligence scores above the first quartile were retained for the final sample
- Perceived Parenting Style scale was administered (Sultana and Ghose, 2013).
- Responses were tabulated and scored, subjected to appropriate statistical analysis and interpreted.

Procedure for conducting Case Studies:

1. Each participant was approached
2. Separately and rapport was established.
3. The participant was administered the following standardized scales and the responses were scored:
 - I. Adjustment Inventory For School Students (AISS)
 - II. Social Maturity Scale (RSMS).
 - III. Moral Judgment Scale
 - IV. Achievement Motivation Scale.
4. The participant was interviewed with the help of the Interview Schedule. The latter acted as a guide and was not adhered to strictly. Rather, the interview was conducted as an informal conversation, so that the participant was at ease. Some of the responses in the interview were noted on the spot by an observer and the rest of the responses were noted down immediately after the interview was over. Any particular body language of the interviewee and other tacit observations were noted as well.
5. The responses to the Personal Data Sheet also served as a guideline to the interviewer during the interview. Further, the participant's academic results in school also served as a guideline for the interview and subsequent interpretation.

FINDINGS, RESULTS AND CONCLUSION:

Family is an institution of socialization. It is an anchor that supports the adolescent in coping with challenges of transition to adulthood. The family has a crucial role in shaping the adolescent's behavior. Parents and adults in the family must ensure a safe, secure and supportive environment for adolescents during their years of growth. A positive and encouraging attitude among the parents and family members to interact with the adolescent, to give clarification and correct information on their doubts will facilitate better relationship of trust and confidence.

This study has attempted to reveal the styles of parenting that prevail in a sub-urban area of West Bengal. Adolescence being a crucial time of life, the study has been conducted on adolescents in the Age Group 13 to 19 years of age, spanning early to late adolescence.

Eisenberg et al. (1999) and Maccoby and Martin's (1983) identification of styles of parenting were focused on Authoritative, Authoritarian, Permissive and Uninvolved parents. The study was conducted in two stages, the first being a quantitative analysis and the second being a qualitative investigation based on intimate observation of a section of the participants with presentation of the activities and observation thereon of the participants.

The findings are as follows:

Authoritarian parenting was found to be more prevalent as compared to other parenting styles. Authoritarian parenting increases from Age Group 13 to Age Group 15. This is probably because parents often concentrate on disciplining their children when they are about 13 to 15 years of age.

Gender wise discrimination in parenting is not significant in all age groups when fathering and mothering are considered separately. However, it is significant when father and mother are considered together for Age Group 13 and Age Group 15. Age Group 13 boys are subjected to more authoritative parenting than girls. But for Age Group 15 more boys are subjected to authoritarian parenting than girls.

Authoritative children are open with their parents and do not keep back their activities from their

parents when they are younger i.e., in the Age Group 13 and Age Group 15. However, as they grow older (Age Group 17 and Age Group 19) they tend to hide some of their activities from their parents.

Some of the characteristics of *authoritative* parents as observed by the adolescents are as follows:

- ❖ Authoritative parents are friendly, helpful and encourage their children to share their experiences and ideas with them. They are encouraged in co-curricular activities.
- ❖ Authoritative parent's children are good in achievement motivation.
- ❖ Authoritative parent's children are socially mature.
- ❖ Authoritative parent's children are well adjusted.
- ❖ Authoritative parent's children are good in moral judgment.

Authoritarian parent's children are well behaved, obedient and less confident, because their parents take decision on their behalf. Authoritarian parent's children follow parental rules when they are younger, but at Age Group 17 and Age Group 19, they do not follow parental rules in the absence of their parents.

Some of the characteristics of *authoritarian* parents as observed by the adolescents are as follows:

- ❖ Authoritarian parents' children are afraid of their parents and fear physical punishment for their mistakes.
- ❖ Authoritarian parents' children are good in achievement motivation.
- ❖ Authoritarian parents' children are socially immature.
- ❖ Authoritarian parents' children are well educationally adjusted but socially and emotionally not adjusted.
- ❖ Authoritarian parents' children are good in moral judgment.

Permissive parent's children's natures are unpredictable and they display lack of self-discipline. Age Group 17 and Age Group 19 permissive parents' children engage in some nefarious activities like smoking, meeting with objectionable friends and consuming alcohol at festive seasons. Permissive parents' children increase their demands as they grow older.

Some of the characteristics of *permissive* parents as observed by the adolescents are as follows:

- ❖ Permissive parents do not make any demands on children's activities or studies. Children of permissive parents believe that they will get anything they want.
- ❖ Permissive parents' children are average in achievement motivation.
- ❖ Permissive parents' children are socially immature.
- ❖ Permissive parents' children are not well adjusted.
- ❖ Permissive parents' children are not very good in moral judgment.

Uninvolved parents' children often feel lonely and depressed, because their parents are physically and emotionally detached from them. Age Group 17 and Age Group 19 uninvolved parents engage in some nefarious activities like smoking, meeting with objectionable friends and consuming alcohol with friends at festive seasons.

Some of the characteristics of *uninvolved* parents observed by the adolescents are as follows:

- ❖ The uninvolved parents' children make up for their neglect at home by preferring the teachers who give attention and care to them.
- ❖ Uninvolved parents' children are average in achievement motivation.
- ❖ Uninvolved parents' children are socially immature.
- ❖ Uninvolved parents' children are not well adjusted.
- ❖ Uninvolved parents' children are not very good in moral judgment.

The study thus clearly indicates that authoritative parenting of adolescents reaps benefits, both in terms of academics and personal, social and cognitive well-being of adolescents. However, the closeness between parents and child, so customary with this style of parenting, is sometimes belied by older adolescents. Authoritarian parenting contributes to academic achievement, but does not benefit psychosocial aspects of adolescents as much as authoritative parenting does. Moreover, older adolescents tend not to concede to parental dictats. Permissive parents nurture adolescents who often demand more than they can give. This can lead to privations among the parents, and more significantly, tempt the adolescent to satiate the demands in improper ways. Uninvolved parents have children who are lonely, and on the lookout for attachment. But this desire sometimes lures them into conceding to evil associations. The study also found that, in spite of the sub-urban set up of the

study, genderwise discrimination is prevalent in the treatment of adolescents by parents.

The study therefore is a platform for initiation of education for parenting. As the traditional authoritarian parenting is not always conformable with contemporary mores, ways and means of inducing authoritative parenting have to be gained in society. However, sagacious parents have to go about their duties with their eyes open, to detect any anomalies in their adolescents' behavior, and take pains to rectify these. Teachers, being in loco parentis are also requiring being sensitive. The lonely adolescent, coming from an uninvolved home, has to be identified, and his/her needs supplemented as far as possible.

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