

ATTITUDE TOWARDS LIFE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PARENTING STYLES

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Abstract

In this study the attitude towards life has been studied in relation to Parenting Styles. In order to conduct the study, six schools have been selected randomly from Kapurthala Distt. Further the study have been conducted on 250 students of 9th class randomly selected from private and government schools. The selected group have been categorized according to their parenting styles viz-a-viz- (authoritarian, authoritative and permissive parenting). Further the data have been analyzed and statistical treatment have been given. The findings of the study reflect that parental styles effects significantly the attitude towards life. Parenting is complex activity that includes many specific behaviors that work individually and together to influence childs attitude towards life.

Keywords: Attitude towards life, Parenting styles (authoritarian, authoritative, permissive)



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Introduction

Parents play a major role in development of child as successful citizen and good human being.

Good Parenting leads child to development as a whole and effects his intellectual, emotional and social functioning. Parental encouragement at home and parental involvement in school provide support for learning activities of a child. Parenting styles has implications on child's future success. Suitable attitude towards life pave the way to successful life. According to Allport (1935) attitude is mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related"

According to Allport, "Attitude is a mental or neural set of readiness exerting directive dynamic influence upon the individual's response to all the objects and situations with which it is related".

Attitude is composed from various forms of judgments. Attitude develops on the ABC model (affect, behavior and cognition). The affective response is an emotional response that

expresses an individual's degree of preference for an entity. The behavioural intention is a verbal indication or typical behavior tendency of an individual's beliefs about the object. Most attitudes are the results of either direct experiences or observational learning from the environment. Attitude may also be seen as a form or appearance that an individual assumes to gain or achieve an egoistic preference, whether it is acceptance, manifestation of power or other self-centered needs.

An attitude can be as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in your environment, but there is a debate about precise definitions. Eagly and Chaken (1993) define an attitude as a "psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor".

Attitudes are composed from various forms of judgements. Attitudes develop on the ABC model (affect, behavioral change and cognition). The affective response is a physiological response that express individual's preference for an entity. The behavioral intention is a verbal indication of the intention of an individual. The cognitive response is a cognitive evaluation of entity to form an attitude.

Parenting is a complex activity that includes many specific behaviour that work individually and together to include child outcomes. The child relationships goes long way in giving desirable and become successful are always from such homes where parental attitude towards them are favorable. Many writers have noted that specific parenting practices are less important in predicting child wellbeing than is the broad pattern of parenting.

The construct of parenting style is used to capture moral variations in parent's attempts to control and socialize their children. Two points are critical in understanding this definition. First parenting style is meant to describe normal variations in parenting. In other words, the parenting style typology by Baumrind (1989) developed should not be understood to include deviant parenting, and such as might be observed in abusive or neglectful homes. Second Baumrind assumes that normal parenting revolves around issues of control. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is assumed that the primary role of all parents is to influence, teach and control their children.

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. There are many differing theories and opinions on the best ways to rear children, as well differing levels of time and efforts that parents are willing to invest. Parental investment starts soon after birth, this includes the process of birth, breast-feeding, affirming the value of the baby's cry as the parent.

Parenting is what structures children teaches them respect, obedience, discipline, and self-love and provides nurturing support and loving. Because parenting is crucial to a child's development it is very important to carefully choose a style of parenting that will provide discipline, love, support and guidance to create a healthy and happy child. There are three common parenting styles, giving in, giving orders and giving choices and there is only one parenting style that is truly appropriate and effective. Find out where your parenting style fits in and whether it will prove as a detriment or a benefit to your child.

Developmental psychologists have long been interested in how parents impact child development. However, finding the actual cause and effect links between specific actions of parents and later behaviour of children is very difficult. Some children raised in dramatically different environment can grow up to have remarkably similar personalities. Conversely, children who share a home and are raised in same environment can grow up to have astonishingly different personalities than one another.

Mckay and Malanie (2006) conducted a study to examine whether or not authoritative, authoritarian, permissive, uninvolved parenting style could be identified in parents of emerging adults. On the basis of the study he concluded that in the parenting scale, it appears that authoritative, authoritarian, permissive and uninvolved parenting can be identified as distance and separate parenting style in parents of emerging adults.

Susan (2008) reported that parents are vitally important throughout a child's life as sources of love and security, as teachers and as role models but they are important in the earliest year.

Objectives of the Study

To study the attitude towards life of secondary school students in relation to different parentingstyles viz-a-viz-(authoritarian parenting, authoritative parenting and permissive parenting).

Hypothesis Of The Study

There exit no significant difference in the attitude of children in relation to three different parenting styles viz-a-viz-(authoritarian parenting, authoritative parenting and permissive parenting).

Method of Study

In order to conduct the Attitude towards life scale (developed by the investigator) had been administered to the selected group. The selected group had been categorized according to their parenting styles viz-a-viz-(authoritarian, authoritative and permissive parenting). Further the data had been analysed and statistical treatment had been given.

Sample

In order to conduct the study, 250 students of 9th class were randomly selected from six private and government schools of Kapurthala district.

Tools

- Attitude towards life scale (developed by the investigator).
- Parenting behaviour style – questionnaire (Adapted from PBSQ prepared by Dr Deepa SikandKauts

Statistical Techniques Employed

The following statistical techniques were employed to analyze the data:

- Means and standard deviation had employed to understand the nature of data.
- One way analysis of variance (ANOVA) .

Results and Discussions

In order to analyze the data, means and standard deviation have been computed on the obtained scores and were further subjected to ANOVA. The result has been presented in the Table 1 below:

Table- 1 Summary of Mean and Sd's Of Attitude Score Of Children In Relation To Different Parenting Styles

Group	M	SD	N
Permissive	47.38	1.29	80
Authoritarian	46.64	1.69	83
Authoritative	47	1.45	87

In order to analyze the variance, the obtained scores are subjected to ANOVA, The result has been presented in the Table 2 below:

Table- 2 Summary Of One Way Anova Of Attitude Of The Children Belonging To Different Parenting Styles

Source of variance	df	SS	MSS	F-ratio
Among the group	2	16.51	8.25	3.90*
Within the group	239	504.44	2.11	

*** Significant at the 0.05 level of confidence.**

It may be observed from the Table 2 That F-ratio for the difference between the means of attitude score of students was found to be significant 0.05 level of confidence. This indicates that the attitude scores differs significantly on different parenting styles. Thus, the data provide sufficient evidence to reject hypothesis (1) namely, "there exist no significant difference in the attitude of students in relation to different parenting styles".

Further from the Table 1 it is revealed that mean value of the students with permissive parenting is higher than mean value of students with authoritarian and authoritative parenting styles. Therefore we can interpret that the students brought up with permissive parenting have positive attitude towards life than students brought up with authoritarian parenting and authoritative parenting styles.

Findings

It has been found that there is significant difference in Attitude towards life in relation to different parenting styles. Students brought up with permissive parenting had positive attitude towards life than students brought up with authoritarian parenting and authoritative parenting styles.

Limitations

The study is delimited to class 9thClass students of schools of Kaputhala district only. Moreover it is delimited to three parenting styles viz-a-viz-authoritarian, authoritative and permissive parenting.

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