

EFFECT OF PARENTS' BEHAVIOUR ON THE ADJUSTMENT STATUS OF STUDENTS

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ABSTRACT

In the present study an attempt has been made to investigate the effect of parent's-behaviour on the adjustment status of students as perceived by them. The study was conducted on a sample of 143 Boys of class-8th . The data were collected by employing (i) Parent-Child Relationship Questionnaire of Dr. R. A. Singh (1981) and (ii) Adjustment Inventory of Dr. V. K. Mittal (1965). The t-test was applied for analyzing the data. The findings revealed that

(a) The high and low adjusted pupils perceived their parents' loving behaviour as maximum and dominating behaviour as minimum.

(b) Parents' loving, rejecting, protecting, punishing, disciplining and in-toto behaviour with boys significantly affect their adjustment status.

INTRODUCTION

The family consists of parents and children living together under a roof. It is within the family that children are taught many of the things they ought to do within the family as well as outside. The family helps the child by providing such experiences to him who enables him to acquire the social status and learn various social roles. That is why, it has been taken granted that none social group other than family has equal power which influences a child's behavior.

It is well known that the physical necessities of the child are taken care of within the family. In the family, the parents play a tremendous role towards the child. They feed him, provide him with clothing and shelter and look after him when he is sick. The loving and accepting parents provide healthy medium for the child to grow his energy into proper channels and exercise his potential to the maximum so that the child becomes a productive member of the society in which he lives (kiran and singh 1982).

The parent child relationships also act as a motivational factor to the child in his academic achievement (morrow and Wilson, 1961). Parental acceptance is characterized by a keen interest in love for child. Symonds (1949) has pointed out that accepted child is generally well socialized, co-operative, friendly, loyal, emotionally stable and careful.

It is evident from the above studies that parental behavior plays a major role in determining the attitude and shaping behavior of the child. As such, parental behavior with the child may be deemed as a central factor in the socialization of the child.

The child, often, varies his behavior to produce a harmonious relationship between himself and the environment. It leads him in making adjustment in the society. If the experiences of the parental behavior are favorable to him, the child may become social person otherwise an unsocial or even antisocial person. Singh (1977) has noticed that dominating behavior of parents enhances child-maladjustments.

Rationale of the Study: Adjustment has been defined as a "satisfactory relation of an organism to its environment" (Symonds, 1933). It is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfaction of these needs. Since, home is that social institution which has the most far reaching influence on the behavior continuum of the child. Parental behaviour plays a remarkable role in the process of adjustment of the child. But in this regard, what type of picture exists? To explore on it, the present study has been conducted.

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The study was conducted to fulfill the following objectives.

1. There is no significant difference between the perception of high and low adjusted boys towards their parent's behaviour.

Determination of High and Low Adjusted Pupils: The scores of each pupil were obtained in toto on the adjustment-inventory. Their Mean and SD values were calculated and by employing the statistical technique of $\pm 1SD$, the pupils were

Gender	Mean-Values	SD-Values	score and number for		Medium adjustment	Total
			High adjustment	Low adjustment		
Boys	101.13	16.70	117.83(38)	84.43(34)	71	143

Dimension of PCR	High Adjusted Boys N ₁ =38		Low adjusted Boys N ₂ =38		Mean-difference	t-value
	Mean	SD	Mean	SD		
Loving	9.03	1.20	7.00	2.00	2.03	5.48**
Dominating	5.44	1.77	4.86	1.67	0.58	1.48
Rejecting	6.23	1.97	5.18	1.29	1.05	2.76**
Protecting	8.13	1.55	6.05	1.71	2.08	5.62**
Punishment	6.95	1.58	5.76	1.01	1.19	3.96**
Discipline	6.86	1.72	5.92	1.49	0.94	2.61*
Total PCR	7.10	2.01	5.80	2.14	1.30	2.75**

It is evident from the above table that high adjusted boys perceived their parents' behaviour more effective (in terms of Mean-Values) than those of low adjusted boys on all the above dimensions of PCR and in toto too. The degree of difference between the respective Mean-Values was reported to be significant (in terms of t-value) at .05 or .01 level except on dominating relationship. It indicates that boys' perception on relationship with their parents puts a significant difference (except dominance) on their adjustment status. As such, the hypothesis no.1 stands to be rejected.

MAJOR FINDINGS

1. The high and low adjusted (boys, pupils in genius) perceived their parents' loving behaviour as maximum and dominating behaviour as minimum.
2. All of the high adjusted pupils perceived their parents' behaviour on loving, protecting, rejecting, and dominating in decreasing order.

CONCLUSION

In general, the parental behaviour remarkably makes effect on their children's degree of adjustment.

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