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A STUDY ON PARENTAL BEHAVIOUR OF HIGHER SECONDARY STUDENTS IN CUDDALORE DISTRICT



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Abstract: In this study, an attempt has been made to study the parental behaviour of higher secondary students in cuddalore district. Parental behaviour scale developed and validated by the researcher has been used for the present study. This tool was administered to a stratified random sample of 836 higher secondary students in cuddalore district of Tamil Nadu. The normative survey method has been followed for the present study. The result of the study reveals that the level of parental behaviour of first year higher secondary students for entire sample is average. Among the four dimensions of behaviour, parent's authoritative behaviour of the first year higher secondary students is high and the parent's permissive behaviour of higher secondary students is low.

Key words: Parental behaviour, higher secondary students and 't' test

INTRODUCTION:

Parental behaviour is a characteristic of a parent. The rearing of a child or children, especially the care, love and guidance given by parent is called parental behaviour. The parental rearing style is mainly classified into four categories. They are authoritative, authoritarian, permissive and uninvolved parenting. Authoritative parents are firm, setting limits for their children as children get older, and these parents try to reason and explain things to them. Authoritarian parents demand obedience from their children. They have very strict standards and discourage expressions of disagreement. Permissive parents give their children relaxed or inconsistent direction and although warm, require little of them. They have no control over their children at all. Uninvolved parents show little interest in their children. They are emotionally detached, they view parenting as nothing more than providing food, clothing and shelter for their child. Parental behaviour is shaped by the parent's developmental history, education and personality and broader context of the parent's life.

In recent years there has been a greater interest in the role of family in the development of children's behaviour. For instance, family interactions, processes and parenting are recognized as significant influences on adolescent's developments. Once children enter into school, they get involved in various activities which are beyond the direct supervision of parents. In such activities there is a need for more active parental monitoring to get information about the child. Monitoring practices can include a variety of information gathering strategies, involving parents' awareness of their child's activities and also their interests outside the home, and getting information about to know their child's friends. Monitoring can be associated with elements of parental control like imposing rules and

restrictions on children's activities. But if there is good parent-child communication, monitoring can have greater impact than parental surveillance and control on decreasing delinquency and improving academic performance. Given the above background, it is the intention of this study to explore some relevant parental behaviour of higher secondary students.

OBJECTIVES OF THE STUDY

1. To find out the level of parental behaviour of first year higher secondary students.
2. To find out whether there is any significant difference between boys and girls of first year higher secondary students in their parental behaviour and its dimensions.
3. To find out whether there is any significant difference between rural and urban school students in their parental behaviour and its dimensions.
4. To find out whether there is any significant difference between government and government aided school students in their parental behaviour and its dimensions.

HYPOTHESES OF THE STUDY

1. Parental behaviour of first year higher secondary students is high.
2. There is no significant difference between boys and girls of first year higher secondary students in their parental behaviour and its dimensions.
3. There is no significant difference between rural and urban school students in their parental behaviour and its dimensions.
4. There is no significant difference between government and government aided school students in their parental behaviour and its dimensions.

METHODOLOGY

The normative survey method has been followed to find out the parental behaviour of higher secondary students. Parental behaviour scale developed and validated by the investigator has been used for the present study. The scale includes various parental behaviours such as authoritative, authoritarian, permissive and uninvolved behaviour. It is a Likert's type, five point scale. It consists of 44 statements. Each dimension is having 11 items. The above mentioned tool is administered to a stratified random sample of 836 first year higher secondary students in cuddalore district. The data collected from the sample has been subjected to descriptive and differential analysis.

**ANALYSIS AND INTERPRETATION
DESCRIPTIVE ANALYSIS OF PARENTAL BEHAVIOUR**

To find out the level of parental behaviour of entire sample and its dimensions, mean and standard deviation were calculated and it was given in Table 1.

**Table 1
Mean and standard deviation of parental behaviour of entire sample and its dimensions**

Variable	N	Mean	Standard deviation
Parental behaviour (Entire sample)	836	149.98	27.328
Authoritative	836	44.78	13.267
Authoritarian	836	35.77	10.295
Permissive	836	31.68	7.475
uninvolved	836	35.24	11.254

Table 1 indicates that the level of parental behaviour of first year higher secondary students for entire sample is average. It also clear that among the four dimensions of behaviour, parent's authoritative behaviour of the first year higher secondary students is high (M=44.78) and the parent's permissive behaviour of higher secondary students is low (M=31.68).

DIFFERENTIAL ANALYSIS

In order to find out the significant difference between the parental behaviour scores of boys and girls, 't' test was applied and the results are given in Table 2

**Table 2
't' value of boys and girls in their parental behaviour and its dimensions**

Variable	Sub sample	N	Mean	SD	t- value	Report
Parental behaviour (Entire sample)	Boys	425	146.87	26.812	3.370	S at 0.01
	Girls	411	153.20	27.515		
Authoritative	Boys	425	43.82	13.919	2.129	S at 0.05
	Girls	411	45.77	12.497		
Authoritarian	Boys	425	35.42	10.402	1.014	NS at 0.05
	Girls	411	36.14	10.182		
Permissive	Boys	425	31.72	7.643	0.183	NS at 0.05
	Girls	411	31.63	7.305		
uninvolved	Boys	425	33.47	11.308	4.675	S at 0.01
	Girls	411	37.07	10.914		

It is cleared from the Table 2 that there is significant difference between boys and girls in their total parental behaviour. The boys and girls differ significantly in their authoritative and uninvolved parental behaviour. The authoritative and uninvolved behaviour of parents are more for girls students. Also it reveals that boys and girls do not differ significantly in their authoritarian and permissive parental behaviour.

In order to find out the significant difference between the parental behaviour scores of rural and urban school students, 't' test was applied and the results are given in Table 3

**Table 3
't' value of rural and urban school students in their parental behaviour and its dimensions**

Variable	Sub sample	N	Mean	SD	t- value	Report
Parental behaviour (Entire sample)	Rural	404	150.95	26.771	0.987	NS at 0.05
	Urban	432	149.08	27.839		
Authoritative	Rural	404	46.21	11.417	3.024	S at 0.01
	Urban	432	43.65	14.677		
Authoritarian	Rural	404	35.95	10.104	0.472	NS at 0.05
	Urban	432	35.61	10.479		
Permissive	Rural	404	31.15	7.829	1.976	S at 0.05
	Urban	432	32.17	7.101		
Uninvolved	Rural	404	34.97	11.122	0.677	NS at 0.05
	Urban	432	35.49	11.384		

It is shown from the Table 3 that there is no significant difference between rural and urban school students in their parental behaviour. The rural and urban school students differ significantly in their authoritative and permissive parental behaviour. The authoritative behaviour of parents is high for rural school students. Permissive behaviour of parents are high for urban school students. Also it reveals that rural and urban school students do not differ significantly in their authoritarian and uninvolved parental behaviour.

In order to find out the significant difference between the parental behaviour scores of government and aided, 't' test was applied and the results are given in Table 4

Table 4
't' value of government and aided school students in their parental behaviour and its dimensions

Variable	Sub sample	N	Mean	SD	t- value	Report
Parental behaviour (Entire sample)	Govt	493	149.06	28.425	1.165	NS at 0.05
	Aided	343	151.30	25.652		
Authoritative	Govt	493	44.30	13.625	1.249	NS at 0.05
	Aided	343	45.47	12.74		
Authoritarian	Govt	493	35.97	9.902	0.653	NS at 0.05
	Aided	343	35.49	10.843		
Permissive	Govt	493	31.61	7.842	0.314	NS at 0.05
	Aided	343	31.78	6.923		
uninvolved	Govt	493	34.67	11.753	1.747	NS at 0.05
	Aided	343	36.05	10.459		

From the Table 4, it indicates that government and aided school students do not differ significantly in their parental behaviour and its dimensions namely authoritative, authoritarian, permissive and uninvolved behaviour.

FINDINGS

- 1.The level of parental behaviour of first year higher secondary students for entire sample is average. Among the four dimensions of behaviour, parent's authoritative behaviour of the first year higher secondary students is high (M=44.78) and the parent's permissive behaviour of higher secondary students is low (M=31.68).
- 2.There is significant difference between boys and girls in their parental behaviour. Boys and girls differ significantly in their authoritative and uninvolved parental behaviour mean score. The authoritative and uninvolved behaviour of parents are more for girls students. Boys and girls do not differ significantly in their authoritarian and permissive parental behaviour.
- 3.There is no significant difference between rural and urban school students in their parental behaviour. The rural and urban school students differ significantly in their authoritative and permissive parental behaviour. The authoritative behaviour of parents is high for rural school students. Permissive behaviour of parents is high for urban school students. Rural and urban school students do not differ significantly in their authoritarian and uninvolved parental behaviour.
- 4.Government and aided school students do not differ significantly in their parental behaviour and its dimensions namely authoritative, authoritarian, permissive and uninvolved behaviour..

CONCLUSION

The present study indicates that the level of parental behaviour of first year higher secondary students for entire sample is average. Among the four dimensions of behaviour,

parent's authoritative behaviour of the first year higher secondary students is high and the parent's permissive behaviour of higher secondary students is low. As higher secondary school students contemplate college and attempt to navigate the challenges of higher secondary school life, parents must be clear about their role. The primary role of parent is to consistently offer love, encouragement, support and guidance. Parents should encourage their children to broaden their experiences by participating in school clubs, sports and activities. These personal experiences frequently motivate students to do better in school and can help them identify a potential direction.

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