

## **Pattern of Parent - Child Relationship among High and Low Adjusted Higher Secondary Class (IX Class) Pupils as Perceived by Them**

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### **Abstract**

Perception of parental - behaviour by a child contributes in his socialization. The Childs adjustment status remains also effected by the perception of parental behaviour. In this study the parental behaviour of high and low adjusted pupils have been examined. The study has been conducted on Class - IX pupils. The parent-child relationship has been assessed by using "PCR Questionnaire" of Dr. R.A. Singh (1981) and adjustment status by using "Adjustment Inventory" of Dr. V.K. Mittal (1965). It has been reported that normally, the high adjusted pupils have their better perception of parental behaviour than to those low adjusted. However, the protecting, punishing and disciplining behaviour of parents significantly effect to the degree of adjustments of the pupils.

**Keywords:** Perception of Parental-Behaviour, Adjustment Status, Secondary Class (IX) Pupils.

### **Introduction**

Parenting aim at providing the best type of family climate for the congenial socialization of the Child as well as for the development of personality and real self. It is in the family that the child first experience of love and affection of his parents. He makes his efforts in acquiring the emotions social and cultural ethos which he feels necessary for his of sense belonging in the family. It leads him to socialization. Parenting plays a role of up- bringing and caring of the Child. Parenting includes both mothering and fathering. Parents have to transform the social norms and cultural patterns into his child. In this process, the child tries to fulfill his personal and socialneeds. As such the Child behaves happily to his family members and the classmates in the school. His this state of living leads him to adjustment. The degree of a child's adjustment is normally determined by the Parent- Child relationship enjoyed by the child. In this Concern, the constituents of Parent-Child relationship may play a remarkable role. This situation can only be resolved by conducting an empirical research dealing with perception of child to his Parent-Child relationship with reference to adjustment status. Thinking in this view the present investigation has been carriedout.

### **Review Of Related Research Studies**

- Nuttal and Nuttel (1976) Conducted a study on parent- child relationship and effective academic motivation on the sample of teenage boys and girls.

- Singh (1986) Studied the influence of socio-economic status on the behaviour of parents towards their children as perceived by the secondary school pupils.
- Pande (1991) In her study explored the effect of the parent- child relationship perception upon the academic achievement of delta class pupils.
- Rama (1993) Carried out a study dealing with effect of the parent-child perception on socially accepted and socially rejected pupils of primary class.

### Objectives

1. To study the perception of Parent-Child Relationship of the class X pupils.
2. To find out the adjustment level of the class – X pupils.
3. To compare the pattern of Parent – Child Relationship of high and low adjusted pupils.
4. To analyze the pattern of dimension of Parent – Child Relationship of high and low adjusted pupils.

### Hypotheses

1. There exists no significant difference between the perceived Parent – Child Relationship among high and low adjusted boys pupils.
2. There exists no significant difference between the perceived Parent – Child Relationship among high and low adjusted girls pupils.
3. There exists no significant difference between the perceived Parent – Child Relationship among high and low adjusted pupils (both boys and girls).

### Methodology

As in this study the present status of perceived parent-child relationship and adjustment have been explored so the Normative Survey Research Method has been adopted.

**Population and Sample:** The higher secondary school pupils (studying in Class IX) in the Intermediate colleges Uttarkashi district of Uttarakhand state in the 2020-21 session. The present researcher found the IX - Class pupils cooperative and easily available so he decided to take them as sample.

The investigator applied random technique in selecting the Four Inter Colleges and while selecting the IX -Class pupils studying there in the sample structure remained as under -

Boys	Girls	Total
121	56	177

These pupils belonged to 12-14 years of age-group with average age as 13 years and were of Urban locality.

**Date Gathering Tools:** Parent-Child Relationship Questionnaire developed by Dr. R. A. Singh (1981) was employed for estimating the perception of pupils towards parent-child relationship. It consists of six dimensions: loving, dominating, rejecting, protecting, punishing and

disciplining. Each dimension has to items scale with Yes / No response. It possess reliability from 0.59 to 0.82.

Adjustment Inventory was used for determining adjustment scores of the pupils. This Adjustment Inventory has been constructed and standardized by D. K. Mittal (1965) covering adjustment on four areas: Home, Social, Health and Emotional, and School Adjustment.

**Data Gathering Process:** The present researcher made visits to those identified Inter Colleges and therein with the help of teachers administered the research tools on there available IX -Class pupils on certain date. These responses sheets were scored and tabularised.

**Date Analysis and Interpretation:** For categorization by pupils into adjustment status, the mean scores and SD scores were calculated and then Mean  $\pm$  1SD technique was applied.

	Mean	SD	High Adjusted Score	Low Adjusted Score
Boys	101.13	16.70	$101.13 + 16.60 = 117.83$ and above	$101.13 - 16.70 = 84.43$ and below
Girls	106.03	17.01	$106.03 + 17.01 = 123.01$ and above	$106.03 - 17.01 = 89.02$ and below

As such the pupils description was found as under -

	High Adjusted	Low Adjusted	Average Adjusted	Total
Boys	42	29	50	121
Girls	21	16	19	56

### Testing of Hypotheses No. 1

There exists no significant difference between the perception of high and low adjusted boys towards their parents behaviour.

**Table No. 1 Comparison of the perception of boys high and low adjusted boys towards their parental behaviour**

Dimension PCR	High Adjusted Boys N1=		Low Adjusted Boys N2 =		M1 = M2	t- Value
	Mean(M1)	SD	Mean(M2)	SD		
Loving	9.3	1.2	7.02	2	2.01	5.48**
Dominating	5.44	1.77	4.86	1.67	0.58	1.49
Rejecting	6.23	1.97	5.18	1.29	1.05	2.76**

<b>Protecting</b>	<b>8.12</b>	<b>1.55</b>	<b>6.05</b>	<b>1.71</b>	<b>2.07</b>	<b>5.62**</b>
<b>Punishing</b>	<b>6.95</b>	<b>1.58</b>	<b>5.76</b>	<b>1</b>	<b>1.19</b>	<b>3.96**</b>
<b>Discipling</b>	<b>6.86</b>	<b>1.72</b>	<b>5.92</b>	<b>1.49</b>	<b>0.94</b>	<b>2.41*</b>
<b>Total</b>	<b>7.1</b>	<b>2.01</b>	<b>5.8</b>	<b>2.14</b>	<b>1.3</b>	<b>2.76**</b>

**t-value significant at 0.05 level \***

**0.01 level \*\***

It appears from the above table that high adjusted boys have perceived their parental behaviour much affective then those of how adjusted boys on the Loving, Dominating, Rejecting, Protecting, Punishing and Disciplining Dimensions in terms of mean-values. The difference between the perception of high and low adjusted boys towards their parental behaviour was estimated in terms of t-values to be significantat 0.01 level in the Loving, Rejecting, Protecting, Punishing Dimensions but at 0.05 level in Disciplining Dimensions whereas on Dominating Dimension the high and how adjusted boys could not be significantly differentiated. It denotes that more than 99% high adjusted boys perceived better degree of Loving, Rejecting, Protecting and Punishing parented behaviour than to those low adjusted boys. But ondiscipling dimension only upto 95% high adjusted boys perceived better parental behaviour then to those low adjusted boys.However on Dominating parental behaviour.The perception of high and low adjusted boys are mildly differentiated.

In this way, Thehypothesis No. 1 was observed to be rejected.

The pattern of dimensions of parent-child relationship appearsas under –

<u><b>Category</b></u>	<u><b>In order of Mean – Values</b></u>
In case High Adjusted Boys:	Loving, protecting, punishing, disciplining, rejecting, dominating.
In case Low adjusted Boys:	Loving, protecting, disciplining, punishing, rejecting, dominating.

### **Testing of Hypothesis No.2**

There exists no significant difference between the perceptionof high and low adjusted girls towards their parental behaviour.

**Table No. 2**  
**Comparision of the perception of high and low adjusted girlstowards their parental behaviour.**

Dimension  PCR	High Girls N1=	Adjusted	Low Girls N2 =	Adjusted	M1 = M2	t- Value
	Mean(M1)	SD	Mean(M2)	SD		
Loving	8.41	1.25	8.62	0.94		0.42
Dominating	4.58	1.07	4.25	1.11		0.66
Rejecting	5.33	0.52	4.62	1.09		1.33
Protecting	7.74	0.92	7	1.29		1.42
Punishing	5.66	1.46	5.74	1.3		0.13
Discipling	6.5	1.41	7.5	0.58		2.22*
Total	6.37	1.76	6.29	1.89		0.08

t-value significant at 0.05 level \*  
0.01 level \*\*

It is evident from above table that high adjusted girls perceived more Dominating, Rejecting, Protecting Dimensions of their parental behaviour than to these low adjusted girls in terms of mean values. On the otherhand, the perception of high adjusted girls was found less Loving, Punishing and Disciplining Dimensions of parental behaviour than to those low adjusted girls in terms of mean - values. The difference between the perception of high and low adjusted girls was estimated upto significant level only on the Disciplining Dimension at 0.05 level of their parental behaviour. It leads us to deduce that though apparently. The difference between the high and low adjusted girls was observed but not upto a significant level except for Disciplining Dimension. As such, the Hypothesis No. 2 remains accepted on the Loving, Dominating, Rejecting, Protecting and Punishing Dimensions of PCR but the hypotheses exists rejected for the Disciplining Dimension.

The pattern of Dimensions of PCR appears as under-

Category	In order of Mean – Values
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In case High Adjusted Girls: Loving, protecting, disciplining, punishing, rejecting, dominating.

In case Low adjusted Girls: Loving, disciplining, protecting, punishing, rejecting, dominating.

However, the perception of high adjusted girls was estimated to be more in terms of mean - values than to the low adjusted girls towards their parental behaviour but it could not be observed upto 0.05 level of significance. As such, the Hypothesis No. 2 stands accepted.

### Testing of Hypotheses No.3

There exists no significant difference between the perception of high and low adjusted pupils towards their parental behaviour.

**Table No. 3**  
**Comparison of the perception of high and low adjusted pupils towards their parental behaviour.**

Dimension  PCR	High Adjusted Pupils (Boys + Girls) N1=		Low Adjusted Pupils (Boys + Girls) N2 =		M1 = M2	t- Value
	Mean(M1)	SD	Mean(M2)	SD		
Loving	8.72	1.23	7.81	1.47		3.37**
Dominating	5.01	1.42	4.55	1.39		1.64
Rejecting	5.78	1.25	4.99	1.18		2.93**
Protecting	7.93	1.23	6.52	1.49		5.03**
Punishing	6.3	1.52	5.75	1.15		2.03*
Disciplining	6.67	1.56	6.71	1.03		0.15
Total	6.73	1.86	6.04	1.74		1.91

**t-value significant at 0.05 level \***  
**0.01 level \*\***

It is revealed from the above table that the high adjusted pupils perceived the Loving, Dominating, Rejecting, Protecting and Punishing Dimension of their parental behaviour more in terms of mean - values than to those low adjusted pupils. But this difference was estimated upto significant level on Loving, Rejecting, Protecting and Punishing Dimensions except on Dominating. It indicates

that among more than 95% cases the high adjusted pupils perceived better on Loving, Rejecting, Protecting and Punishing dimensions of parental behaviour than to those low adjusted pupils. As such, the hypothesis stands rejected on these dimensions on disciplining dimension of PCR, the high adjusted pupils' perception is low in terms of mean - value than to the low adjusted pupils but it could not be estimated upto a significant level. Thus, Hypotheses No. 2 stands accepted for Dominating and Disciplining dimensions of PCR.

The pattern of dimensions of Parent-Child Relationship emerges as under-

<b><u>Category</u></b>	<b><u>In order of Mean – Values</u></b>
In case High Adjusted Pupils:	Loving, protecting, disciplining, punishing, rejecting, dominating.
In case Low adjusted Pupils:	Loving, disciplining, protecting, punishing, rejecting, dominating.

### **Conclusion**

1. The high adjusted boys perceived better loving, protecting, punishing, disciplining, rejecting dimensions of their parental behaviour than to those low adjusted pupils upto a significant level.
2. The high adjusted girls perceived better dominating, rejecting, projected dimensions of parental behaviour upto a significant level than to those low adjusted girls.
3. The high adjusted pupils perceived better loving, rejecting, protecting and punishing dimensions of their parental behaviour upto a significant level than to those low adjusted pupils.
4. The pattern of dimensions of PCR perceived appears as under-

<b><u>Category</u></b>	<b><u>In order of Mean – Values</u></b>
High Adjusted Boys:	Loving, protecting, punishing, disciplining, rejecting, dominating.
Low adjusted Boys	Loving, protecting, disciplining, punishing, rejecting, dominating.
High Adjusted Girls:	Loving, protecting, disciplining, punishing, rejecting, dominating.
Low Adjusted Girls:	Loving, disciplining, protecting, punishing, rejecting, dominating.
High Adjusted Pupils:	Loving, protecting, disciplining, punishing, rejecting, dominating.
Low Adjusted Pupils:	Loving, disciplining, protecting, punishing, rejecting, dominating.

It is exhibits that protecting, punishing and disciplining behaviour of parents significantly affect the degree of adjustment of the pupils in making than high or low adjusted. If the parents are taking

care of their boys and girls on these dimensions of Parental - Behaviour then it helps the boys and girls in becoming more adjusted.

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