PARENTING STYLES AS PERCEIVED BY PARENTS AND ADOLESCENTS

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B.Sc. (Home Science)

THESIS SUBMITTED TO THE ACHARYA N. G. RANGA AGRICULTURAL UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF SCIENCE IN THE FACULTY OF HOME SCIENCE.

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NOVEMBER, 2004

CERTIFICATE

Ms. Poonam Ravi has satisfactorily prosecuted the course of research and that the thesis is entitled **" PARENTING STYLES AS PERCEIVED BY PARENTS AND ADOLESCENTS "** submitted is the result of original research work and is of sufficiently high standard to warrant its presentation to the examination. I also certify that the thesis or part thereof has not been previously submitted by her for a degree of any University.

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This is to certify that the thesis entitled **"PARENTING STYLES AS PERCEIVED BY PARENTS AND ADOLESCENTS"** submitted in partial fulfillment of the requirements for the degree of **MASTER OF SCIENCE IN HOME SCIENCE** of the Acharya N. G. Ranga Agricultural University, Hyderabad is a record of the bonafide research work carried out by Ms. Poonam Ravi under my guidance and supervision. The subject of the thesis has been approved by the Student's Advisory Committee.

No part of the thesis has been submitted for any other degree or diploma. The published part has been fully acknowledged. All the assistance and help received during the course of investigation has been duly acknowledged by the author of the thesis.

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ACKNOWLEDGEMENTS

I express my heartfelt thanks and gratitude to all those people who have helped immensely in the successful completion of my research work and for making it a rich learning experience for me.

At the outset, I consider it a proud privilege to work under the able and meticulous guidance of my Major advisor Dr. T. Romala Rayalu, Associate Professor and Head, Department of Human Development and Family Studies. I wish to express my profound gratitude to her for being a source of inspiration, constant encouragement, constructive criticism coupled with utmost patience which has contributed immensely in making this modest endeavour a reality.

I extend my gratitude towards Dr. Nasreen Banu, Assistant Professor, Department of Human Development and Family Studies for her valuable advice, apt suggestions and unstinted attention during my research.

I would like to extend my gratitude to Dr. K. Uma Devi, Associate Professor, Department of Food and Nutrition, for her keen interest, wise counsel and concrete suggestions that she has rendered in the study.

I am deeply indebted to Dr. K. Mayuri, Senior Scientist, AICRP, Rajendranagar, for her immeasurable help in developing the measurement tool, coupled with useful suggestions and valuable guidance despite her hectic academic schedule.

I deem it necessary to extend a warm thank you to all the members of the Department of Human Development and Family Studies for their timely assistance and encouragement during my research work.

I would also like to express my sincere thanks to the principals and teachers of the Junior Colleges undertaken in the present study without whose active participation this study would neither have been possible nor interesting.

I am deeply indebted to Mr. Pradeep Kumar, Senior Assistant, ANGRAU, Rajendranagar, for the keen interest, wise counsel and valuable suggestions given in the statistical analyses of the data.

On a personal note, I express my deep sense of honour, love and gratitude to my parents, Dr. Prashant K. Ravi and Dr. Padma Ravi for their blessings, moral support, constant encouragement and dedicated effort to educate me to this level. I owe my love and affection to my brother Pavan Ravi, for extending his support and help throughout my thesis work. I affectionately acknowledge the help and encouragement received from my friend and classmate M. Shivarama Lakshmi.

POONAM RAVI

DECLARATION

I, Ms. Poonam Ravi here by declare that the thesis entitled **" PARENTING STYLES AS PERCEIVED BY PARENTS AND ADOLESCENTS "** submitted to Acharya N. G. Ranga Agricultural University for the degree of **MASTER OF HOME SCIENCE IN THE FACULTY OF HOMESCIENCE** is a result of original research work done by me. It is further declared that the thesis or any part thereof has not been published earlier in any manner.

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Degree to which it is submitted	:	**MASTER OF SCIENCE**
Faculty	:	**HOME SCIENCE**
Discipline	:	**HUMAN DEVELOPMENT AND FAMILY STUDIES**
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Year of submission	:	**2004**

ABSTRACT

Parents influence their children in every aspect of their lives particularly in adolescence period, in the type of parenting approach they adopt to rear their child. Parenting style is defined as the manner in which parents treat, communicate, discipline, monitor and support their children (Slicker, *et . al,* 2003). Adolescence is the developmental stage following childhood and preceding adulthood (Kreip, 1985). A critical developmental task of adolescence is to achieve autonomy, the capacity to make decisions independently and manage tasks without being overly dependent on significant elders. The relationship between parents and adolescents goes through a crucial transition during this period as, adolescents demand autonomy while parents are ambiguous in the kind of parenting approach to be adopted particularly in issues that demand a balance between authority enforced and autonomy granted to adolescents. Parents want their adolescents to become autonomous, and adolescents want freedom to become autonomous.

The present study entitled "Parenting styles as perceived by parents and adolescents" is an attempt to explore the perceptions that parents and adolescents have with regard to parenting styles adopted during late adolescence period (16 - 18 years).

The study on parenting approaches adopted by parents were restricted to 4 areas of adolescent life that included behaviour and discipline, education, social life and interaction pattern. The study was conducted in Private Junior Colleges in the twin cities of Hyderabad - Secunderabad comprising a sample of 180 respondents (60 adolescents and 120 parents). Data was collected from the respondents through a pre - tested questionnaire. It was then coded, scored, tabulated, analysed and interpreted using appropriate statistical procedures.

Results indicated that majority of the adolescents and parents perceived authoritative approach to be the most adopted style of parenting where parents balanced their conformity demands in the authority exercised and autonomy granted to adolescents. Though adolescents and parents mostly shared similar perceptions with regard to parenting approaches of parents in all the four areas included in the study, differences in perceptions of mothers and adolescents were evident with respect to parenting styles adopted. Particularly with regard to perceptions in the domain of adolescent behaviour and discipline, where mothers perceived their approach to be authoritarian involving strict and disciplined behaviour from adolescents while, adolescents perceived their mother's approach as authoritative and permissive indicating, that mother's parenting approach was not effective enough to be perceived as authoritarian by adolescents.

Differences in perceptions of adolescent boys and girls were evident in parenting styles adopted by mothers in the areas of behaviour and discipline and education.

Independent variables such as parent's age, education, income and adolescent's age and education were found to have significant influence on

perceptions of adolescents and parents regarding parenting styles. With the increase in educational and income status of parents, a more permissive approach was perceived to be adopted by parents. Similarly, with increase in the age and education status of adolescents, parents were perceived to be more permissive in their approaches adopted for adolescent development.

Since, majority of the sample included respondents belonging to families where parents had average education and income, authoritative approach was perceived to be the most adopted parenting style by both parents and adolescents.

CHAPTER I

INTRODUCTION

In Proverbs 22 : 6, God's Word tells us to attend to our parenting styles : *"Train a child in the way he should go, and when he is old he will not turn from it."*

Parenting is the most rewarding work of adult life. Nothing brings more joy and pride than a happy, productive, and a loving child.   Parents are considered the   primary agents of socialization and they occupy the most important place in a child's life. *'Mathro devo bhava'* and *'Pithra devo bhava'* - In Indian culture,   parents are given the place next only to God - given adulation and respect. Celebrated Indian epics, such as Ramayana and the Mahabharata, provide scripts of lifelong devotion to parents; and traditional Indian values stress continuity rather than discontinuity in family ties from childhood to adulthood (Kumar, 1993). In Indian culture, parenting is a much longer process where there is prolonged dependence of child on the parents.

In the West, individuation from family is seen as a developmental task of adolescence (Havighurst 1953), and the process of distancing or "breaking away" from the family is endorsed by the cultural scripts of literature and films (Considine 1985; Kiell 1959). In contrast to India, Western culture places high priority on adolescent's development of self reliance and fulfillment of each individual's distinct potentials (Saraswathi & Ganapathy 2002). The responsibility of parenting is shared between the parents and the state.

The parent's role is to provide the child with a safe, secure, nurturing, loving, and supportive environment, one that allows the offspring to have a happy and healthy youth; this sort of experience allows the youth to develop the knowledge, values, attitudes, and behaviours necessary to become an adult making a productive contribution to self, family, community, and society (Lerner *et. al,* 1995). What a parent does to fulfill these "duties" of his or her role is termed parenting. It is both a biological and social process (Lerner, Castellino, Terry, Villarruel & Mc Kinney 1995; Tobach & Schneirla 1968). It is a complex process which involves, bi-directional relationships between members of two generations (Ford & Lerner 1992).

The period of development which boys and girls go through between childhood and adulthood is known as adolescence. The word can scarcely be mentioned without its suggesting "storm and stress", "turmoil", and other terms which imply that it is a very difficult period - both for the adolescents themselves and for the parents who strive to guide their adolescent children through these strategic years. Adolescence, is a period of challenges and opportunities, in which youth has great need for understanding and guidance. It has generally been observed that in addition to genetic factors, parenting styles adopted by parents play a vital role, in the development of the adolescent.

Parenting styles are a global assessment of the overall quality of parenting that an adolescent experiences. The influence that parents have on adolescents is great, and the parenting style may make or break a successful

child. The parenting style that a parent adopts when rearing children affects how the child behaves later in life.

Each period of a child's development is interesting in its own special way, and each offers its own distinctive challenges and opportunities to parents. During childhood stage, child is dependent on his parents for almost all the activities taking place in his life. As the child grows older, into the middle childhood period, the child's world expands further and he looks forward to parents for guidance, as he takes the initiative of taking minor decisions with regard to his personal life, for example, eating what he desires, dress selection, etc. Finally, when the child enters adolescence period, parents take on new importance as adults who begin to accept their children on an equality basis and see them as individuals with their own ideas. Thus, parenting styles inherently undergo changes with every stage of child's life.

Steinberg's (1990) research indicated that a majority of parents feel the adolescent years are the most difficult ones for child rearing. Parents generally feel ambiguous about adolescent maturity, and their movement away from the family. They are quick to notice that as children enter adolescence, their bedroom doors start to close, they often resist spending time with the family, and become more argumentative. Some of the reasons given for the difficulties of parenting an adolescent include loss of control over the adolescent and fear for the adolescent's safety due to increased independence. The primary reasons cited for parental stress include the adolescent's crave for freedom, their failure to follow parental advice and deviant behaviour. Moreover, most parents want their children to become productive and able to

cope with the world. The older methods of parenting do not work in today's society. Hence, it becomes a challenging job for parents to deal with adolescents.

In order to develop a desirable parenting style for adolescents, parents need to understand adolescents during these challenging years. Acceptance by their parents is important to adolescents, but they want to be accepted on their own terms, as persons who are becoming adults and not as children. They feel they should be consulted in all areas pertaining their life and have a voice in important decisions involving the entire family. Above all, they want to be treated with fairness and consideration. This often makes parents ambiguous, as they do not know whether, to treat their adolescent like a child or an adult.

The rearing of adolescents is not accomplished in the same way and with the same outcomes by all parents. Adults vary in their parenting styles and in the manner in which they socialize their children. This variation is linked to different individual characteristics of parents, and as well, to the features of the proximal and distal contexts within which families are embedded. This variation is associated also with differences in other contextual factors relating for instance, to parental education, family social support, parental mental health, family stability, etc. In traditional Indian values, subordinating one's own individual needs to the interests of the kinship group is perceived as a virtue (Saraswathi, 1999). Respect, trust, and deference to elders is taught to children from an early age and "behaviour that threatens the

cooperative spirit and unity of the family is discouraged from surfacing" (Bharat, 1997).

No two parents relate to their children in the same manner as noted in the case of rearing adolescent boys and girls. Due to societal pressures and demands, parenting styles adopted to rear adolescent boys and girls are different. Bahvana (1991) research indicated that adolescent girls perceived their parents to be authoritarian in their approach towards them while, boys perceived their parents to be permissive in their daily life activities.

There are a range of behaviour and associated emotions exchanged between parents and their adolescent offspring. Some of these exchanges involve positive and healthy behaviour and others involve the opposite. During adolescence, young people need to establish themselves as independent personalities. This leads to challenge parents and other adults more often and friction is likely to develop. There is thus a lack of common ground of understanding as, parents view adolescents as rebellious, while adolescents, view parents as old fashioned. Ramanjum, (1978) noted that independence is not valued in Indian families and is equated with disobedience. The pursuit of individual autonomy occurs only among older adults (Mines, 1988). The result is that many issues related to adolescent autonomy lead to sources of parent - adolescent conflict.

Adolescents report that conflicts often arise because they feel that parents are not providing emotional support they want (Fisher & Johnson

1990). Although research reports that adolescents and their parents are in conflict about the same sort of issues - chores, appearance, and politeness - there is greater conflict reported on issues relating to finances at older age levels of adolescents (Galambos & Almeida 1992). The other focal points of conflict, is the struggle on the part of adolescents for autonomy and independence. The desire of adolescents to lead their own lives - to decide what they will wear, where they will go, what activities they will engage in, what values they will adopt frequently are against the established role of authority to which parents are accustomed. Conflicts in the parent - adolescent relationships result in problems in adolescent development (Rubenstein & Feldman 1993).

Although, parent - child relationships undergo transformation during adolescence, the adjustment of adolescents depends in good measure on the quality of their relationships with their parents. Attachment to parents remain highly important during adolescence. Adolescents seem to need the security provided by supportive parents in order to become more independent and autonomous individuals (Kobak *et. al,* 1993; Kenny & Rice, 1995).

Parents need to recognize the continued importance of their relationship with their adolescents, despite the changes that occur in the nature of their interactions. All parents incorporate both love and limits in their style of parenting. It is the balance of love and limits that determine the parenting style of the parent.

RATIONALE FOR THE STUDY

Developmental psychologists have been interested in how parents influence the development of their children since at least 1920s. One of the most important approaches to this area is the study of what has been called "Parenting Style". Being a parent is one of the most difficult jobs for an individual. It is especially challenging when the child is in their adolescent years.

Many parents and educators dread adolescent period in the child's life because of the countless problems it presents. After a long period of relatively stable behaviour, the child becomes, unbalanced, unpredictable and unstable as he/she emerges into adolescence. In today's world, especially, the late adolescents are more individualistic with their definite motives, set ideas and attitudes. It is only during late adolescence, that the individual in a psychological sense leaves home to move into the larger world and develops his own ideas. This brings a common misperception in society that adolescence is a time of moving away from parents. Many parents believe that because the amount of time that adolescents spend with their families decreases dramatically (Larson 1996), parents no longer matter and have little affect on how their adolescents function.

Parents today perceive their adolescent children to be more advanced than adolescents in the past because they have a lot more information available to them. Parents also want to steer their child away from the problems that they experienced in becoming adults. On the other hand, adolescents regard themselves as old enough to make decisions and control

their behaviour without suggestions or interference from their parents (Mc Ghee, 1950). Parents thus feel threatened and demand complete obedience and submission to their whims and wishes leading to authoritarian parenting style (Michael, 1997; Jessop, 1981; Motemayor, 1983).

Parenting styles are broad categories that can overlap, shift, mix, and change over time. Most parents have a dominant style of parenting that they use throughout their child's life, but circumstances and relationship dynamics frequently produce a mix of styles. Originally, studies on parenting styles were focused on young children. But recently, studies have been conducted on adolescents and college going students. Though there have been numerous studies on parenting styles and its effects, more research needs to be done. By understanding, what adolescents and parents perceive of the parenting styles, can lead to information which can be used to counsel parents with regard to parenting styles, for parents who have difficulty in parenting adolescents in these strategic years, thus leading to better parenting style.

Parenting is a growing and continuous process. Although not every style will work in every household and every situation, some type of parenting style should be established, hopefully one with much love, warmth, support, and discipline. Adolescence is a time of growth for children as well, consequently, adolescents need their parents at this confusing time for direction and guidance in making right decisions.

OBJECTIVES

GENERAL OBJECTIVE

To study parenting styles as perceived by parents and adolescents.

SPECIFIC OBJECTIVES

1. To study parental perceptions towards their own parenting style

2. To study the perception of adolescents towards parenting style of their parents.

3. To study the differences in perceptions of parents and adolescents regarding parenting styles.

4. To find the relationship between selected variables and perception of parents and adolescents on parenting styles.

LIMITATIONS OF THE STUDY

1. The study has the usual limitations of time and resources available to a single investigator.

2. The present study is limited to a sample of 180 respondents (60 adolescents and their 120 parents). Adolescents in the age range of 16 - 18 years studying in Private Junior Colleges of Hyderabad and Secunderabad, and their parents are included in the study. Hence the findings are limited to this sample and cannot be generalized for all adolescents.

3. The findings are based on the expressed opinions of the respondents and the objectivity is limited to the honesty of the respondents.

4. The present study is limited only to the parenting styles adopted by parents of late adolescent children with regard to adolescent daily life activities.

CHAPTER II

REVIEW OF LITERATURE

A comprehensive view of literature is an integral part of any investigation, as it not only gives an idea on the work done in the past and assists in delineation of problems but also provides basis for interpretation and discussion of findings. Till today research on Parenting styles was done with regard to perception of adolescents towards their parents' parenting styles, and on parenting styles as correlated to adolescent's developmental outcome. However, an earnest effort has been made to review the available literature having direct or indirect bearing on this study. The available literature has been organized and presented under the following subheadings.

2.1 Conceptual Clarification

2.2 Theoretical Perspectives

2.3 Studies Related to Selected Variables

2.1   CONCEPTUAL CLARIFICATION

2.1.1   Parenting Style

There are almost as many ways of conceptualizing and assessing parent - child relationships as there are researchers and authors. Darling and Steinberg (1990) identified two major types of approaches in their influential review of parenting research. Some investigators think about parenting in global dimensions that are typically called *Parenting Style* - the emotional climate in which parenting behaviour are expressed. Others look at more microanalytic

Parenting Practices - specific socialization behaviours we can observe when parents interact with their children. A third related approach emphasizes the different *Parenting Roles* of mothers and fathers in their children's lives - as nurturers, disciplinarians, gatekeepers and so on.

Parenting Style :

Darling and Steinberg (1993), argued that parental style and parental practices need to be distinguished. *Parenting Style* is " a constellation of attitudes toward the child that are communicated to the child and create an emotional climate in which parent's behaviours are expressed." In contrast to style, "*Parenting Practices* are behaviours defined by specific content and socialization goals." Style is assumed to be independent of both the content of parenting behaviour and the specific socialization content.

Baumrind (1991), defined 'Parenting Style' as the construct that is used to capture normal variations in parents' 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 Baumrind developed should not be understood to include deviant parenting, such as those observed in abusive and neglectful homes. Second, Baumrind assumes that normal parenting revolves around issues of control. She created a model of parenting in 1967 in which she defined parenting styles in a three part typology : authoritarian, authoritative, and permissive.

According to Maccoby and Martin (1983), Parenting Style captures two important elements of parenting : *parental responsiveness* (also referred to as parental warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self - regulation, and self - assertion by being attuned, supportive, and acquiescent to children's special needs and demands." (Baumrind, 1991). *Parental demandingness* (also referred to as behavioural control) refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys." (Baumrind, 1991).

Research and meta - analyses over the years have emphasized that the interplay of two aspects of parents' behavior toward their children are critical. (Schaefer, 1959; Straus, 1964; Baumrind, 1971; Rollins & Thomas, 1979; Maccoby & Martin, 1983; Steinberg *et al,* 1994; Gray & Steinberg, 1999).

- *Parental responsiveness* (love, warmth, nurturance) refers to the extent to which parents respond to the child's needs in an accepting, supportive manner.
- *Parental demandingness* (discipline, control*)* refers to the extent a parent expects and demands mature, responsible behaviour from the child.

Parents vary on these dimensions. Some parents are warm and accepting while others are unresponsive or rejecting. Some parents are demanding and expect a great deal of their child, while others are permissive and demand very little. The four parenting styles created by the interface of

high and low parental responsiveness and demandingness are shown in the following graphic.

	Demandingness (control)	
Responsiveness (warmth)	**High**	**Low**
High	*Authoritative*	*Permissive*
Low	*Autocratic*	*Unengaged*

- Parents who are *responsive* but not at all *demanding* are **permissive**.
- Parents who are equally *responsive* and *demanding* are **authoritative**.
- Parents who are *demanding* but not very *responsive* are **autocratic**.
- Parents who are neither *demanding* nor *responsive* are **unengaged**.

Fig. 1   Parenting styles shown in as a grid of interface of parental responsiveness & demandingness.

In addition to differing on responsiveness and demandingness, the parenting styles also differ in the extent to which they are characterized by a third dimension : *psychological control.*

Psychological control " refers to control attempts that intrude into psychological and emotional development of the child " (Barber, 1996) through use of parenting practices such as guilt induction, withdrawal of love, or shaming.

Parenting Practices :

Darling and Steinberg (1993) argued that both the Baumrind and Maccoby and Martin approaches describe global dimensions of family context that moderate the impact of specific parenting practices on children's development. For example, parents' active involvement in the child's academics

(a "practice") has a stronger facilitative effect on adolescents' academic achievement for authoritative than for non authoritative parents (Steinberg, Lamborn, Dornbush, & Darling, 1992).

One might speculate that authoritative parents are more effective during academic related interactions with the child, such as helping the adolescent choose courses, "because their use of explanations, their encouragement of discussion, and their acknowledgement of the adolescent's perspective help the adolescent make more intelligent decisions" (Darling & Steinberg, 1993).

Parenting Roles :

A number of researchers (Ladd & Hart, 1991; Parke & Buriel, vol. 2) have suggested that parents influence their children not only by what they do but also by the role they play in structuring the physical and social environment. In their role as arrangers of child care, activities, lessons, and visits with friends, parents function as "gatekeepers" who restrict or encourage their children's access to the world outside the family.

2.1.2 Perception

The meaning understood of parenting styles by parents and adolescents is referred to as perception which helps to determine whether parenting styles are experienced as something positive, negative or neutral. Perception is the capacity for sensation (Schneirla, 1957). It is related to the cognitive ability of the individual who tries to make sense of the message

being transferred by the counterpart which in the present study refers to the parenting styles adopted by parents.

2.2   THEORETICAL PERSPECTIVES

2.2.1   Psychosocial Approach

Erikson (1963), emphasized that adolescence is the time when an individual must establish a sense of personal identity and avoid the dangers of role diffusion and identity diffusion. According to him adolescence becomes a period of standing back of analyzing and of trying various roles without the responsibility for assuming any one role. Parents who show warmth and interest help their adolescents to build a healthy ego identity while who are inconsistent in expectations and discipline, restrictive and rejecting their children, experience self - doubts, role diffusion and role confusion. He or she may indulge in self - diffusion and develop destructive withdrawal and become immature in their attitude and behaviour toward others throughout adulthood.

2.2.2   Parsons Sociological Analysis

Sociologist Parsons descriptions of parental figures focuses on the claim that all societies must work out roles of expressive and instrumental behaviours. Parsons and Bales (1955) expressive behaviour include nurturance, empathy, emotional support and meditation of personal relationship; instrumental behaviours include achievement, competence and the pursuits of society's goals. According to Parsons, females are largely responsible for expensive functions and males for instrumental functions. Mothers help maintain smooth family

interaction, guard family solidarity and provide emotional support. Fathers are more in tune to society as a whole, relate the family to societal concerns. They are expected to be disciplinarians, to introduce role prescriptions and to otherwise prepare the child for independence.

2.2.3 Social Learning Theory

Social learning theory by Bandura (1986, 1989) emphasizes that parents intentionally or unintentionally set up a system of rewards and punishment that may be directed towards shaping or modifying adolescent behaviour and personality. Through modeling or imitation, adolescents incorporate the aspects of parents and sibling behaviour into their own behaviour pattern. In many studies parents are listed as the most significant adults in the lives of adolescents. When parents punish adolescents for aggressive behaviour, they learn aggression by modeling the behaviour of the punishing parent.

2.2.4 Contextual Model of Parenting Style :

Darling and Steinberg (1993) described parenting style as a contextual model (Fig. 2). Critical to their model is the assumption that parenting style has its impact on child outcomes indirectly. First, style transforms the nature of parent - child interaction and thereby moderates the impact of specific practices. Second, they posit that style modifies the child's openness to parental influence, which in turn moderates the association between parenting practices and child outcomes.
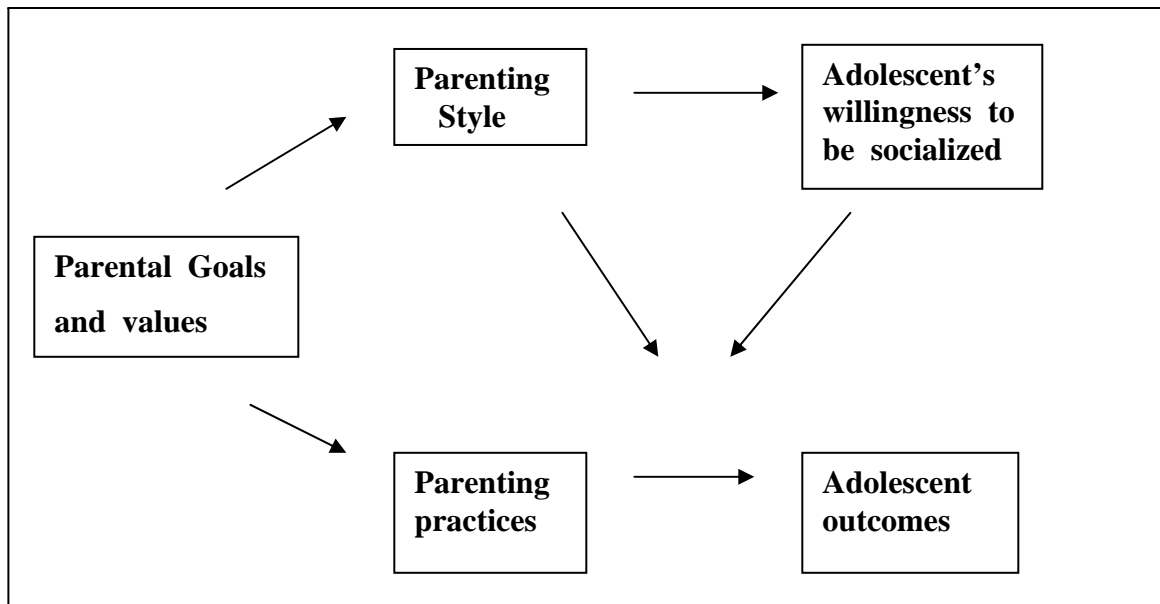
Fig. 2   Contextual model of parenting style (Darling & Steinberg, 1993).

Parenting goals for socialization influence both parenting style (Arrow 1) and parenting practices (Arrow 2). Parenting practices have a direct effect on specific child developmental outcomes (Arrow 3). In contrast, parenting style influence child development primarily through its moderating influence on the relationship between parenting practices and developmental outcomes (Arrow 4) and through its influence on the child's openness to parental socialization   (Arrow 5). The child's openness to socialization also moderates the influence to parenting practice on the child's development (Arrow 6).

2.2.5   Diana Baumrind's Theory of Parenting Styles :

Diana Baumrind, created a model of parenting in 1967 in which she defined parenting styles in a three part typology authoritarian, authoritative, and permissive (Darling & Steinberg, 1993). She premised each type on the

degree of demandingness and responsiveness with which the parent reacted to the child. This model was later embellished by Maccoby and Martin, who broke the third permissive style of parenting into two separate styles, one being indulgent and the other neglectful, sometimes referred to as indifferent (Darling & Steinberg, 1993). In addition, they relabeled Baumrind's demandingness and responsiveness into control and responsiveness.

Today parenting is most commonly broken down in to four styles, authoritative, authoritarian, indulgent and indifferent.

Authoritative parents are both demanding and responsive. "They monitor and impact clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self - regulated as well as cooperative" (Baumrind, 1991).

Authoritarian parents are highly demanding and directive, but not responsive. "They are obedience - and status - oriented, and expect their orders to be obeyed without explanation" (Baumrind, 1991). These parents provide well - ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types : non authoritarian - directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian - directive, who are highly intrusive.

Indulgent parents (also referred to as "permissive" or "non directive") "are more responsive and lenient, do not require mature behaviour, allow considerable self -regulation, and avoid confrontation" (Baumrind, 1991).

Indulgent parents may be further divided into two types : democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents.

Uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting - neglecting and neglectful parents, although most parents of this type fall within the normal range. Because parenting style is a typology, rather than a linear combination of responsiveness and demandingness, each parenting style is more than and different from the sum of its parts (Baumrind, 1991).

2.2.6   Alfred Adler's Perspective

Alfred Adler gave the following descriptions of the various parenting styles. He categorized parenting styles into 10 types.

Democratic & Encouraging parents accept child's uniqueness. They provide love, respect, and feeling of equality. They encourage children to correct mistakes and develop capacities. They guide children to find significance in contribution.

Over - Indulgent parents shower the child with presents, privileges, and services, with little regard for their child's actual needs.

Over - Submissive parents submit to child's whims, demands, temper, and impulsiveness. They make the child the boss, and become a slave or servant. They cannot say no.

Over - Coercive parents give constant directions and supervision. They give endless instructions and constant reminders. They are overly strict and tend to drill.

Perfectionist parents accept the child only when performance is exceptional. Such parents set high standards and are impossible to please.

Excessively - **Responsible** parents may heap excessive household, child care, or companionship responsibilities on child because of economic circumstances, personal problems, death or illness of a parent.

Neglecting parents are frequently absent or busily preoccupied. They may be prominent or preoccupied with work, poverty, wealth, alcoholism, divorce, or illness. No one sets limits. Neglect is usually emotional.

Rejecting parenting style is not very common. Here, the child is denied any acceptance, treated as a nuisance or a burden. Parents may have also been rejected as children. This could result from forced marriage or deformed child.

Punitive parenting style is often combined with over - coercion and perfectionism. Physical punishment is often considered necessary for disciplining or training. Parents may vent personal hostility and aggression on child.

Hypochondria cal parents are anxious and fearful about their children. They keep their child at home a lot from school or college for minor problems. Child is excused from chores and school or college work.

2.2.7   Stage Environment Fit Model

A model which suggests that the parent and adolescent can negotiate power, control, and freedom to a level that is acceptable to both the parents and the adolescent is the "Stage Environment Fit Model" (Lord, 1994). This model suggests that a variation of the freedom given for each adolescent is different. Each individual has different levels of appropriate freedom and responsibility that they can manage, and it is the parents' role to understand what is appropriate for their child. The success or failure of the parent - adolescent relationship aids or hinders the adolescent in navigating through other important relationships, such as the relationships with peers.

2.3   STUDIES RELATED TO SELECTED VARIABLES

2.3.1   Socio - economic Variables and Parenting Styles

2.3.1.1   Class and Parenting Styles

In nearly every culture, parental differences in class result in different expectations of and outcomes for children. In industrialized societies, class is most commonly measured by socioeconomic status, education, accumulated wealth, and occupation.

Parenting styles are shaped in part by socioeconomic factors. Middle - class and lower - class parents often pursue different goals and emphasize different values in raising their children. Compared to middle - and upper - class parents, lower - and working - class parents tend to (1) stress

obedience and respect for authority; (2) be more restrictive and authoritarian, more frequently using power - assertive discipline; (3) reason with their children less frequently, and (4) show less warmth and affection (Maccoby, 1980; Mc Loyd, 1990).

The association between child rearing methods like possession, domination, ignoring adopted by adolescent children's mothers from Patna and the socioeconomic status (Radhakrishna, O. R. *et. al,* 1992) revealed a significant association between socioeconomic status of the mothers and the rearing methods adopted by them.

In general, higher class, is associated with parents who encourage their children, invest more time helping them in academic activities, and hold greater academic aspirations for them (Amato & Ochiltree, 1986; Gecas, 1979; kohn, 1977; Maccoby, 1980; Lockhead *et. al,* 1989).

In a study conducted on the prevalent trend of parent - adolescent relationship in high income group service and business class families comprising of 60 boys and girls belonging to the age - group of 16 - 18 years, (Rana *et. al,* 1998) it was found that adolescents from the upper income group in general had healthy relations with their parents. However, as compared to boys, girls perceived their parents as less aggressive, less strict, and more affectionate.

Social class position created significant difference in power - assertion of parents but not in their love - withdrawal (Ojha. H, 1995). On investigating the effect of socioeconomic status on perceived parental discipline,

Ojha found that social class difference produced significant difference in father's induction but not in mother's induction. Lower class mothers and fathers were perceived as using power - assertive technique significantly more than mothers and fathers of upper and middle classes. Upper and middle class fathers were perceived as using induction technique significantly more than fathers of lower class.

2.3.1.2 Occupation of parents and Parenting Styles

Occupations of parents also play a significant role in the parenting styles and therefore success outcomes of children. Parent's attitudes toward child rearing have found to correlate with their occupations.

When both parents work outside of the home, the role of the mother may be perceived as similar to the role of the father, not only because the mother works, but also because the father participates more actively in family and child rearing tasks, often regarded as part of the maternal role (Pleck, 1979; 1984).

Working class parents participate in the labour force in positions that demand reliability, respect, and adherence to rules. In turn, they value and teach such qualities as conformity, orderliness, and obedience to their children. Because middle - class parents work in jobs that demand creativity, ambition, independence, and self - control, their parents emphasize autonomy, ambition, independence, and internalized control. Like working class parents, those qualities that enable middle - class parents to succeed at work become the

foundation for what they teach their children (Kohn, 1977; Peterson & Rollins, 1987).

Individuals in different occupations would differ significantly in their parental attitude (Pratibha Bala, 1994). She conducted a study to find the relation between father's occupation and their child rearing attitudes interviewing 200 fathers. The findings suggested that parental occupations did matter in the determination of disciplinarian and rejecting attitude but it did not significantly matter in the determination of the protective and indulgent parental attitude. The businessmen and office assistants were significantly higher in disciplinarian parental attitude than college teachers, school teachers, doctors, political social workers, engineers and advocates.

Increase in number of working mothers in recent generation has inevitably had an effect on family relationship (Dixit, 1980). Likewise the findings suggest that the employed mothers were largely perceived by their daughters as neglecting, rejecting and punishing. Whereas unemployed ones were perceived as protecting, rewarding and loving.

There is some evidence that the parenting styles of working mothers differ from those of unemployed mothers, particularly in the area of independence training. Employed mothers encourage their adolescents to become self - sufficient and independent at an early age (Hock, 1978). These children are able to care for themselves and their belongings, and as adolescents are able to participate in household tasks with more ease than are children in families with non working mothers.

Adolescents with employed mothers therefore are exposed less to stereotypical models of the father as bread winner and the mother as housekeeper and caregiver. However, it should be noted that in dual career families the mother continues to do most of the child care and housework. It is not surprising that maternal employment is associated with more egalitarian views of sex roles by their adolescents, particularly by daughters (Gold & Andres, 1978; Hoffman, 1984). In middle - class families, maternal employment is related to higher educational and occupational goals in adolescents, and is associated with fewer traditional feminine interests and characteristics in daughters (Douvan & Adelson, 1966; Stein, 1973).

2.3.1.3   Birth order and Parenting Styles

Number of research studies suggest that there is association between birth order and parenting styles adopted by parents.

Siblings within a family have different developmental outcomes (Feinberg. M *et. al,* 2001). In a study conducted on differential parenting within family variable, they found that while the quality of parenting is an important predictor of adolescent outcome, differences in the way that siblings are treated within the family contribute unique variance to adolescent adjustment. This appears to be particularly true for adolescents who experience poor parenting and are treated more harshly than a sibling.

Parents have higher expectations for, exert greater pressures toward achievement and acceptance of responsibility, and interfere more with the

activities of first born than later born children (Cushna, 1966; Hilton, 1967; Lasko, 1954; Rothbart, 1971).

First born children also have greater disciplinary friction with their parents. At any age more physical punishment is likely to be administered to a first born than to a later born child. In contrast, parents are more consistent and relaxed in disciplinary functions with later born children, perhaps as a result of self confidence gained from practice in child rearing (Lasko, 1954). In a sense, the first born is the "practice child" on which the parent, through trial and error, learns parenting skills.

2.3.1.4   Family size and Parenting Styles

A parent's attitude toward child rearing and the circumstances under which a child is reared will change as more children are added to the family. As family size increases, opportunities for extensive contact between the parents and the individual children decrease (Born *et. al,* 1995).

With a large number of children, particularly in families with over six children, family roles tend to become more precisely defined, chores are assigned, and discipline is more authoritarian and severe (Bossard & Boll, 1960).

Because the parents in large families cannot interact as closely with their children as those in smaller families, there is less opportunity for overprotection, constant harassing, or close supervision of children. The results of this relationship are reflected in the greater independence but lower academic achievement of adolescents from large families. More use of hostile,

CHAPTER III

MATERIALS AND METHODS

The present study was undertaken with an objective to study the parenting styles as perceived by parents and adolescents. The details of research design, locale of the study, sample and sampling procedures, variables and their empirical measurement, collection of data and analytical procedures used for analysis are furnished in this chapter and discussed under the following headings.

3.1   Research Design

3.2   Area of the study

3.3   Sample Selection

3.4   Variables and their empirical measurement

3.5   Conceptual Framework

3.6   Measurement Tools

3.7   Data Collection Procedure

3.8   Statistical Analysis Patterns

3.1   RESEARCH DESIGN

The present study is aimed to study parenting styles as perceived by parents and adolescents. Ex - post facto research design was used for the study as the variables chosen have already resulted. The data from the respondents was collected by carefully constructed and pre - tested questionnaire, which includes the measurement of all variables under investigation.

3.2 AREA OF THE STUDY

Twin cities of Hyderabad and Secunderabad were selected for conducting the study, because it is a cosmopolitan city with people of varied backgrounds with varied range of occupations from industry to caste based occupations, living in this place.

3.3 SAMPLE SELECTION

Selection of Colleges :

Random sampling procedure was used to collect sample for this study. To select the sample the following procedure was followed :

1. The list of Private Junior Colleges of Hyderabad - Secunderabad were obtained from the Mandal Revenue Office.

2. Of the total colleges present in the twin cities, the Private Junior Colleges for boys and Private Junior Colleges for girls were short listed separately.

3. Four colleges were randomly selected for the present study, of which two colleges belonged to girls' and the other two belonged to the boys' exclusively.

Selection of sample :

Adolescents of both intermediate first and second years from all the four colleges were selected randomly from the office records. Parents of the selected adolescents comprised the sample as well. The criteria for sample selection is as follows :

- Adolescent boys and girls of Private Junior Colleges between the age of 16 - 18 years were selected.

- Parents of the selected adolescents only were included in the sample.

- Respondents belonging only to nuclear families were included in the sample.

- Adolescents whose one or both parents were not alive or not present were excluded.

3.3.1 Sample Distribution

Equal number of respondents were selected from the colleges. The sample selected from the Private Junior Colleges of the twin cities of Hyderabad - Secunderabd were distributed and presented in Table 1.

Table 1.   Distribution of sample

S. No.	Name of college	No. of adolescents		No. of parents
		Girls	**Boys**	
1.	St. George's Junior College for boys, Abids	-	15	30
2.	St. Ann's Junior College for girls, Malkajgiri	15	-	30
3.	Narayana Junior College for boys, Narayananguda	-	15	30
4.	Villa Marie Junior College for girls, Somajiguda	15	-	30
	Total	30	30	120

3.4   VARIABLES AND THEIR EMPIRICAL MEASUREMENT

The study included both independent and dependent variables. The relationship between the independent and dependent variables were studied in the present investigation. The details of measurement of dependent and independent variables are given below.

3.4.1   INDEPENDENT VARIABLES

The independent variable is the factor that is measured, manipulated or selected by the researcher to determine its relationship with observed phenomenon.

In the present investigation, demographic variables were selected as independent variables. The demographic variables chosen for the study comprise of three sets of variables viz., parent - related factors which include age, education, occupation and income of the parent. Adolescent - related factors include age, gender, birth - order and education, and lastly the family - related factors that include religion and family size.

Operational Definitions

According to Kerlinger (1995), operational definition means giving meaning to a variable by spelling out what the investigator must do to measure it

Age : is the number of years completed by the respondent at the time of investigation.

Birth order : is the sequence of birth of the child (adolescent) in the family.

Education of adolescents : refers to adolescents studying in intermediate first, second years.

Family size : is the composition of family based on the number of members

Small Family - number of family members between 1 - 3.

Medium Family - number of family members between 4 - 6.

Large Family - number of family members > than 6.

Religion : refers to the religion followed by the family which are classified as Hindu, Muslim, Christian, and any other.

Education of parents : was taken on a quantified scale as illiterate, below matriculation, matriculation, degree, post graduate and professional degree.

Occupation of parents : is the job undertaken by parents and the jobs were classified as no occupation / housewife, working in private organizations, government employee, business, and professional jobs.

Income of parents : is the amount the father / mother is earning per month.

3.4.2 DEPENDENT VARIABLES

The dependent variable is the factor that is measured to determine the effect of independent variables. In the present investigation, perceptions on parenting styles by parents and adolescents was considered as the dependent variable.

Operational Definitions

1.   **Perception :** refers to what parents and adolescents understand and have knowledge about parenting styles

2.   **Parenting Style :** refers to the approach adopted by parents to control and socialize their adolescent child in their daily life activities, which is categorized into 3 groups :

   Authoritarian : A parenting style that is demanding but low in responsiveness to adolescent's rights and needs. Conformity and obedience are valued over open communication.

   Authoritative : A parenting style that is demanding and responsive. A rational, democratic approach in which both parent's and adolescent's rights are respected.

   Permissive : A parenting style that is responsive but undemanding. An overly tolerant approach to child rearing.

3.5   CONCEPTUAL FRAMEWORK

   A conceptual model is a diagrammatic representation outlining the dominant elements of a system and their inter - relationship with respect to a criterion variable. Conceptual model was developed for the study, which diagrammatically represents relationships among the variables. Thirteen independent variables representing parental age, education, occupation, income; adolescent age, birth order, education and lastly family related religion, family size were chosen based on review of literature and consultation with experts in the field to examine their extent of relationship with the perception on

parenting styles by adolescents and parents. The conceptual model is diagrammatically represented as follows :
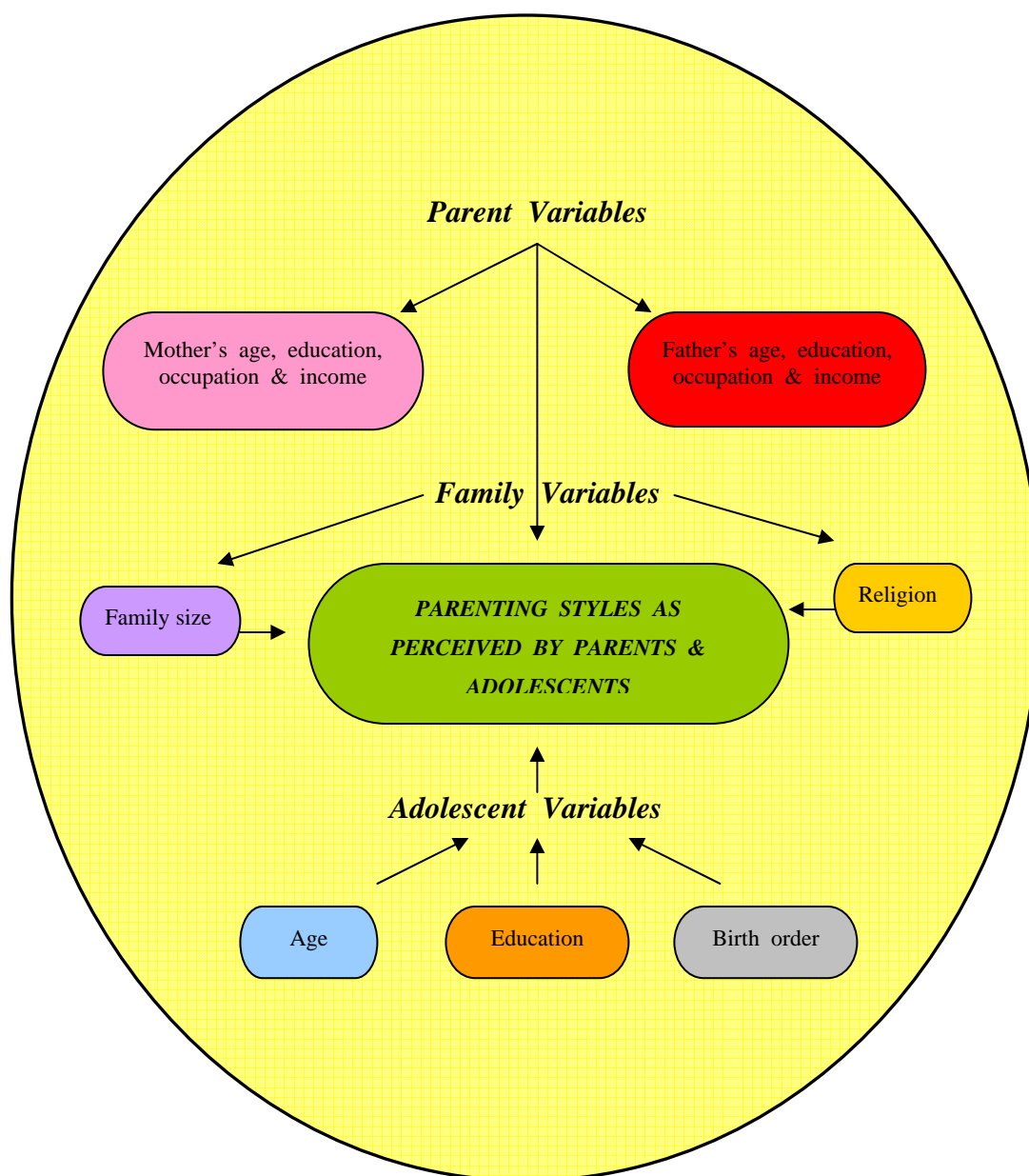
Fig. 3   Conceptual Framework Of Parenting Styles As Perceived By Parents And Adolescents

3.6   MEASUREMENT TOOLS

The tool selected for the present study was a questionnaire. The reason for the selection of the tool was, that it was apt for the study because of the large sample that had to be covered and was convenient for both parents and adolescents to answer the questionnaires separately without any bias. The questionnaire was developed by the investigator.

3.6.1   CONSTRUCTION OF THE QUESTIONNAIRE

The questionnaire was formulated after gaining a thorough knowledge in the concerned topic of the study, by going through various books and journals to elicit the information from parents and adolescents. The formulated questionnaire was given to 6 judges from the Department of Human Development and Family Studies, to judge each statement whether it represents Authoritative, Authoritarian or Permissive category and suggest modifications, if necessary. After receiving the comments of the judges, ten items were dropped.

3.6.2   DESCRIPTION OF THE TOOL

The tool was divided into two parts i.e. Part - 'A' and Part - 'B' (Appendix). Part - 'A' of the schedule was devised to collect general information of the respondents, both the adolescents and their parents. Details of the parents collected include their age, education, occupation and income levels. The adolescent related information includes age, birth order, education, family size and religion.

Part - 'B' of the schedule consisted of 30 items on specific information i.e., on the perceptions of parents and adolescents regarding parenting styles, based on four areas of adolescent daily life activities. The four areas include Behaviour and discipline, Education, Social life and Interaction pattern. Each area has 6 - 9 statements. Three options are given for each statement in the order of Authoritarian, Authoritative and Permissive parenting styles. The respondent is required to tick only one alternative that is applicable to his / her perception on parent's parenting style. In cases where the parenting styles of mother and father differ with regard to any item, then the respondent is required to tick the alternative that is applicable to father's parenting style and the alternative applicable to mother's parenting style.

Items covered in the questionnaire under the four areas of adolescent daily life activities are given as follows :

Behaviour and Discipline - aspects of setting behaviour limits, value orientation, choice of selecting clothes, type of dressing, type of control exercised, the discipline modeled by parents and demand for orderly behaviour made by parents.

Education - cover aspects such as choice of selecting academic courses, colleges, educational goals set, study habits, support provided by parents, parental expectations, motivation provided, etc.

Social life - cover aspects on the kind of autonomy granted by parents to adolescents in social activities i.e., in peer selection, pocket - money, late - night parties, movies, excursions, overnight stay and watching television programmes of their choice.

Interaction pattern - include the kind of parent‑adolescent interaction pattern that takes place in daily life such as decision‑making, parental approval, amount of space given for privacy, problem solving, communication pattern, response to adolescent demands, managing mistakes, etc.

The parenting style of the parent is determined according to the pattern of responses made by adolescents and parents. A subject responding to a similar parenting style (Authoritarian / Authoritative / Permissive) for 4 / > 4 in the areas of Behaviour & Discipline and Education, and 5 / > 5 in the areas of Social life and Interaction pattern, were treated as belonging to that particular parenting style.

3.6.3 PRETESTING THE QUESTIONNAIRE

The pilot study was conducted on a representative sample of 90 subjects, of which 30 subjects were adolescents and their 60 parents constituting 30 mothers and 30 fathers to find out their perceptions on parental parenting styles. As the pretested schedule did not suggest any changes, the questionnaire was finalized and employed. Thirty items were retained for the final tool (Appendix i & ii).

3.6.4 RELIABILITY AND VALIDITY

Reliability of the test was determined by using 'test‑retest' method and was reported as 0.83. The validity of the questionnaire was obtained by content validity method. This was done by giving the questionnaire to 6 experts in the field of Human Development and Family Studies to check

for the relevance of information. Their suggestions were considered and modifications of the items in the schedule were made.

3.7   DATA COLLECTION PROCEDURE

Permission from the selected college principals were taken and the adolescents were instructed as to how to fill the questionnaire. The questionnaires were given to adolescents and later questionnaires for their parents were given as well. The filled questionnaires were then collected the next day from the colleges. The data was then coded, tabulated and analysed by using appropriate statistical procedures.

3.8 STATISTICAL ANALYSIS PATTERN

Table 2 : Analysis Pattern

S.No.	Objective Details	Variables under study	Measuring Tools	Analysis Pattern
1.	To study parental perceptions towards their own parenting style	1. Authoritative 2. Authoritarian 3. Permissive	Questionnaire developed by the investigator	Frequencies and Percentages
2.	To study the perceptions of adolescents towards parenting style of their parents	All the above	All the above	Frequencies and percentages
3.	To study the differences in perceptions of parents and adolescents regarding parenting styles	All the above	All the above	Z - Test
4.	To find relationship between selected variables and perceptions of parents and adolescents on parenting styles.	**A. Adolescent related** 1. age 2. birth order 3. education **B. Parent related** 1. age 2. education 3. occupation 4. income **C. Family related** 1. Religion 2. Family size	Interview Schedule developed by the investigator	Correlations

CHAPTER - IV

RESULTS

This chapter presents the findings of the study under investigation. The raw data obtained were scored, coded, tabulated and analyzed by using appropriate statistical techniques and are interpreted under the following sections.

4.1   Profile of the respondents which includes adolescents related factors, parent related factors and family related factors.

4.2   Perception of adolescents towards parenting styles of parents with regard to adolescent daily life activities.

4.3   Perception of parents towards their own parenting style with regard to adolescent daily life activities.

4.4   Mean differences in perceptions of parents and adolescents with regard to parenting styles.

4.5   Mean differences in perceptions of adolescent boys and girls with regard to parenting styles adopted by parents.

4.6   Relationship between demographic and socio economic variables and perception of adolescents on parenting style.

4.7   Relationship between demographic and socio economic variables and perception of parents on parenting styles.

4.1   Profile of the respondents :

The profile of the respondents is based on the general information of the parents, adolescent and family demographic factors.

1.   Adolescent related variables : Include age, education and birth order

2.   Parent related variables : Include father's and mother's age, education, occupation and income

3.   Family related variables : Include family size and religion.

Table 3 :   Profile of Adolescents

S.No	Profile		Boys (n = 30)		Girls (n = 30)		Total (n = 60)	
			No.	%	No.	%	No.	%
1.	**Age** (in years) 16		13	43	16	53	29	48
		17	15	50	11	37	26	43
		18	2	7	3	10	5	8
2.	**Education**	Junior Inter	15	50	15	50	30	50
		Senior Inter	15	50	15	50	30	50
3.	**Birth Order**	1st born	13	43	11	37	24	40
		2nd born	10	33	11	37	21	35
		3rd born	2	7	5	17	7	12
		Later born	5	17	3	10	8	13

It is seen from table 3 that nearly half (48%) of the adolescents under study represented the 16 years age group, 43 percent represented 17 years age group and only 8 percent represented 18 years age group. Data regarding education (class of study) revealed that half (50%) the adolescent sample belonged to junior intermediate and the other half (50%) belonged to senior intermediate. Regarding birth order, 40 percent of the adolescents were

first born, 35 percent were second born, 12 percent were third born and the remaining 13 percent were later born

Table 4 : Profile of mothers of adolescents

S.No	Profile	Boys (n = 30)		Girls(n = 30)		Total (n = 60)	
		No.	%	No.	%	No.	%
1.	**Age (in years)**						
	Below 35	4	13	3	10	7	12
	36 - 44	21	70	17	57	38	63
	45 - 54	4	13	10	33	14	23
	55 & above	1	4	-	-	1	2
2.	**Education**						
	Illiterate	1	3	2	7	3	5
	Below 10th	-	-	2	7	2	3
	10th	7	24	3	10	10	17
	Intermediate	5	17	4	9	9	15
	Degree	9	30	14	23	23	38
	Post Graduation	6	20	5	11	11	18
	Professional	2	7	-	2	2	3
3.	**Occupation**						
	Private Organization	2	7	1	3	3	5
	Govt. Employee	2	7	3	10	5	8
	Business	2	7	1	3	3	5
	Housewife	19	63	22	73	41	68
	Professional	4	13	1	3	5	8
4.	**Income (Rs.)**						
	5,000 - 10,000	5	17	5	17	10	17
	10,001 - 15,000	3	10	2	7	5	8
	15,001 - 20.000	1	3	-	-	1	2
	20,000 & above	2	7	-	-	2	3
	No income	19	63	23	77	42	70

Mother's profile of the adolescents selected in the study belonging to parent related variables are explained in table 4. It is clearly seen from the

table that with regard to age, more than half of the mothers (63%) were in the age group of 36 - 44 years followed by 23 percent of the mothers in the age group of 45 - 54 years, 11 percent of the mothers were below 36 years and 2 percent were above 55 years of age.

More than one - third of the mothers (38%) were degree holders, 18 percent were post graduates, 17 percent of the mothers had education upto SSC, 15 percent had education upto intermediate, 5 percent were illiterate and 3 percent of the mothers had not completed their schooling (below SSC) while the remaining 3 percent of the mothers had professional degrees.

Occupation status of mothers revealed that nearly three fourth of the mothers (68%) were housewives, there were equal (8%) number of government employees and professionals, and an equal number of mothers (5%) working in private organizations and involved in business respectively.

As far as income is concerned, three fourth of the mothers (70%) had no income which could be attributed to the fact that they were housewives. Sixteen percent of the mothers had income that ranged between Rs. 5,000 - 10,000, 8 percent of the mothers had income that ranged between Rs. 10,001 - 15,000, 3 percent had income above Rs. 20,000 and a small (2%) number of mothers had income that ranged between Rs. 15,001 - 20,000 per month.

Table : 5   Profile of fathers of adolescents

S.No.	Profile	Boys (n = 30)		Girls(n = 30)		Total (n = 60)	
		No.	%	No.	%	No.	%
1.	**Age (in years)**						
	Below 36	1	3	2	7	3	5
	36 - 44	16	53	10	33	26	43
	45 - 54	11	37	16	53	27	45
	55 & above	2	7	2	7	4	7
2.	**Education**						
	Illiterate	1	3	1	3	2	3
	Below 10th	-	-	2	7	2	3
	10th	-	-	3	10	3	5
	Intermediate	4	13	2	7	6	10
	Degree	17	57	15	50	32	53
	Post Graduation	6	20	4	13	10	17
	Professional	2	7	3	10	5	8
3.	**Occupation**						
	Private Organizations	9	30	7	23	16	27
	Govt. employees	3	10	9	30	12	20
	Business	13	43	12	40	25	42
	Professionals	5	17	2	7	7	12
4.	**Income (in Rupees)**						
	Rs. 5,000 – 10,000	6	20	11	37	17	28
	Rs. 10,001 – 15,000	8	27	4	13	12	20
	Rs. 15,001 – 20,000	6	20	6	20	12	20
	Rs. Above 20,000	10	33	9	30	19	32

Profile of fathers of the selected adolescents in the study is given
in table 5 that include their age, education, occupation and income status. It is
evident from the table that nearly half (45%) of the fathers were in the age
group of 45 - 54 years, 43 percent were in the age group of 36 - 44 years,

followed by 7 percent of the fathers who were above 55 years and only 5 percent of the fathers were below 36 years of age.

With regard to their educational status, more than half (53%) of the fathers were degree holders, followed by, 17 percent of the fathers who were post graduates, 10 percent of the fathers had education upto intermediate, 8 percent of them had professional degrees, 5 percent of the fathers were educated upto SSC and there were an equal number of fathers (3%) who were illiterate and had not completed their SSC respectively.

Their occupational status revealed that 41 percent of the fathers were involved in business, followed by 26 percent of fathers, who worked in private organizations, 20 percent were government employees and 12 percent of fathers worked in professional fields.

As far as income status was concerned, one - third (30%) of the fathers had an income of Rs. 20,000 and above, followed by, 28 percent of them who's income ranged between Rs. 5,000 - 10,000 and an equal number of fathers (20%) had income that ranged between Rs. 10,001 - 15,000 and Rs. 15,001 - 20,000 per month.

Table : 6   Family profile of adolescents

S.No.	Profile	Boys (n = 30)		Girls (n = 30)		Total (n = 60)	
		No.	%	No.	%	No.	%
1.	**Family Size**						
	Small	3	10	-	-	3	5
	Medium	19	63	28	93	47	7
	Large	8	27	2	7	10	17
2.	**Religion**						
	Christian	2	7	-	-	2	3
	Muslim	15	50	5	17	20	33
	Hindu	11	37	25	83	36	60
	Any other	2	7	-	-	2	3

All the respondents belonging to nuclear families only were chosen as the sample for the study. It was interesting to note that majority of the adolescents (78%) belonged to medium sized families that comprised of 3 - 5 members living in the family, followed by, 16 percent of the adolescents who belonged to large sized families that comprised of 6 and more members in their families, and 5 percent of the adolescents belonged to small sized families that comprised of 1 - 3 members in the families.

Distribution of adolescents in different religious groups revealed that 60 percent of the respondents were Hindus, 33 percent Muslims and 3 percent Christians while the remaining 3 percent belonged to other religions.

4.1 **Perception of adolescents towards parenting styles of parents with regard to adolescent daily life activities.**

This section deals with results on perception of adolescents on parenting styles adopted by parent with regard to 4 areas pertaining to adolescent life viz., Behaviour and Discipline, Education, Social Life and Interaction pattern with adolescents.

Table : 7   Percent distribution of adolescent perceptions on parenting styles adopted by parents in the area of Behaviour and Discipline.

Domains	Mother's Parenting Style			Father's Parenting Style		
	Authoritarian	Authoritative	Permissive	Authoritarian	Authoritative	Permissive
1. Setting limits	10 (6)	77 (46)	12 (7)	17 (10)	68 (41)	13 (8)
2. Value orientation	45 (27)	45 (27)	10 (6)	45 (27)	48 (29)	7 (4)
3. Dress selection	13 (8)	63 (38)	23 (14)	10 (6)	58 (32)	33 (20)
4. Type of dressing	15 (9)	65 (39)	20 (12)	15 (9)	65 (39)	20 (12)
5. Control exercised	13 (8)	75 (45)	5 (3)	5 (3)	80 (48)	5 (3)
6. Behaviour modeled	37 (22)	58 (35)	5 (3)	42 (25)	48 (29)	10 (6)
7. Demand for orderly behaviour	30 (18)	63 (38)	5 (3)	30 (18)	60 (36)	7 (4)

Figures in the parenthesis indicate the number of adolescents

Perception of adolescents on parenting styles adopted by parents with regard to Behaviour and Discipline of adolescents is given in table 7. This area involves perceptions of adolescents on the approach adopted by parents in setting behavioural limits, giving value orientation, choice for

selecting clothes, type of dressing permitted, type of control exercised, behaviour modeled and demand for orderly behaviour from adolescents.

It is evident from the table that all the adolescents perceived authoritative parenting style to the most adopted approach in the area of behaviour and discipline, wherein, parents used both control and cooperation in setting behaviour and discipline guidelines, followed by the permissive and lastly the authoritarian parenting styles.

Adolescent perception on their mother's and father's parenting styles differed in domains of setting behavioural limits, and the type of control exercised, next to the authoritative parenting style. In setting behavioural limits, majority (77% of mothers and 68% of fathers) of the adolescents perceived parenting approaches to be authoritative, followed by a moderate (17% and 12%) number of adolescents who perceived mothers to be permissive and fathers to be authoritarian.

Disciplinary aspect of inculcating values by the parents as perceived by adolescents showed that almost equal (45% respectively) number of adolescents perceived mothers and fathers to have adopted authoritarian and authoritative approaches at the same time.

In perceiving the type of control exercised by parents, majority (75% of mothers and 80% of fathers) of the adolescents reported them to be authoritative respectively. Moderate (13%) number of adolescents perceived mothers to be authoritarian while, with regard to father's parenting approach,

no other parenting style next to the authoritative approach was considered to be significant as perceived by adolescents.

However, with regard to choice given in selecting clothes, type of dressing permitted, behaviour modeled and demand for orderly behaviour, parenting styles adopted by mothers and fathers were perceived to be similar. Nearly one - third (mothers 23% & fathers 33%) of the adolescents perceived parents to be permissive, next to more than half (mothers 63% & fathers 58%) the adolescents who perceived them to be authoritative in choice given to adolescents when purchasing clothes for them. Similar perceptions were evident from the table with regard to type of dressing permitted for adolescents, where, nearly three - fourth (65% of mothers & fathers) of the adolescents perceived parents to be authoritative and moderate number (20% of mothers & fathers) of adolescents perceived them to be permissive with the same. Adolescents reported their mothers (58%) and fathers (48%) to have modeled authoritative behaviour for the adolescents to follow i.e., responsible and merciful behaviour, next to the strict and disciplined behaviour representing authoritarian model as perceived by adolescents towards mothers (37%) and fathers (48%) parenting approaches.

In the demand for orderly behaviour made by parents, more than half (63% of mothers & 60% of fathers) of the adolescents reported their parents to be authoritative while, one - third (30% of mothers & fathers) of the adolescents perceived them to be authoritarian in this regard.

Table : 8   Percent distribution of adolescent perceptions on parenting styles adopted by parents in the area of adolescent education.

Domains	Mother's Parenting Style			Father's parenting Style		
	Authoritarian	Authoritative	Permissive	Authoritarian	Authoritative	Permissive
1. Motivation	5 (3)	83 (50)	12 (7)	5 (3)	78 (47)	15 (9)
2. Selection of academic courses	8 (5)	55 (33)	35 (21)	12 (7)	53 (32)	33 (20)
3. Selection of college	5 (3)	67 (40)	27 (16)	7 (4)	62 (37)	30 (18)
4. Educational expectations	8 (5)	52 (31)	37 (22)	8 (5)	53 (32)	35 (21)
5. Monitoring study habits	15 (9)	48 (29)	37 (22)	13 (8)	48 (29)	37 (22)
6. Support in exams	7 (4)	72 (43)	22 (13)	7 (4)	72 (43)	22 (13)

Figures in the parenthesis indicate the number of adolescents

Perceptions of adolescents on parenting styles adopted by parents with regard to adolescent education are represented in table 8. This area involves the approaches adopted by parents in motivating adolescents in their education, choice given in selecting academic courses and college, parental expectations from adolescents, monitoring study habits, and the support extended by parents to adolescents during exams.

As evident from the table, all the adolescents perceived authoritative approach to be the most adopted parenting style, followed by permissive parenting and lastly, authoritarian parenting style. Majority of the adolescents perceived their mothers (83%) and fathers (78%) to have motivated them adopting an authoritative approach, followed by 15 percent of the adolescents who perceived parents to permissive in approach with regard to the

same. With respect to choice given in selecting academic courses, half of the adolescents perceived mothers (55%) and fathers (53%) to be authoritative in approach i.e., they gave importance to adolescents' choice, followed by one - third of the adolescents who perceived mothers (35%) and fathers (33%) to be permissive with the same where, they left the complete choice of selecting academic courses to adolescents themselves.

Compared to the choice given in selecting academic courses, more than half of the adolescents reported their mothers (67%) and fathers (62%) to be authoritative in approach with regard to the choice given when selecting college, followed by nearly one - third of adolescents, who reported mothers (27%) and fathers (30%) to be permissive with the same. As far as setting of educational goals was concerned, more than half of adolescents perceived mothers (52%) and fathers (53%) to be authoritative in approach, wherein, parents extended their support and guidance to adolescents, while, one - third of the sample perceived mothers (37%) and fathers (35%) to be permissive wherein, they allowed adolescents to set their own educational goals.

Nearly half (48% of mothers and fathers) of the adolescents reported parents to be authoritative in monitoring their study habits, followed by more than one - third (37% of mothers and fathers) of them who perceived their parents to be permissive with the same. Three - fourth (72% of mothers and fathers) of the adolescents perceived parents to be authoritative and 22 percent of the adolescents perceived parents to be permissive with regard to the support extended by parents to adolescents during exams. In all the domains

related to education of adolescents, authoritarian parenting style was found to be insignificant as per the adolescent perceptions.

Table : 9   Percent distribution of adolescent perceptions on the parenting styles adopted by parents in the area of adolescent social life.

Domains	Mother's Parenting Style			Father's Parenting Style		
	Authoritarian	Authoritative	Permissive	Authoritarian	Authoritative	Permissive
1. Peer selection	33 (20)	58 (35)	8 (5)	32 (19)	53 (32)	13 (8)
2. Opposite sex peers	32 (19)	45 (27)	22 (13)	37 (22)	33 (20)	23 (14)
3. Pocket money	68 (41)	28 (17)	3 (2)	70 (42)	25 (15)	5 (3)
4. Expenditure of money	7 (16)	60 (36)	12 (7)	22 (13)	55 (33)	22 (13)
5. Late night parties	60 (36)	35 (21)	3 (2)	58 (35)	35 (21)	5 (3)
6. Movies	27 (16)	57 (34)	13 (8)	32 (19)	52 (31)	13 (8)
7. Excursions	18 (11)	47 (28)	33 (20)	13 (8)	50 (30)	35 (21)
8. Overnight stay	63 (36)	32 (19)	2 (1)	65 (39)	28 (17)	3 (2)
9. Television programmes	8 (5)	45 (27)	45 (27)	15 (9)	42 (25)	42 (25)

Figures in the parenthesis indicate the number of adolescents

Perceptions of adolescents on the parenting styles adopted by parents with regard to adolescent social life comprising domains of peer selection (unisex and opposite sex), provision of pocket money and its expenditure, going to late - night parties, movies, excursions, overnight stay at friend's place and viewing television programmes of choice are shown in table 9.

Interestingly, it was indicated from the results that adolescents perceived parents to have adopted both authoritative (with regard to peer selection, movies, expenditure of pocket money, excursions and viewing television programs of choice) and authoritarian (going to late night parties, over night stays and provision of pocket money) parenting approaches with regard to adolescent social activities. Perception of adolescents on parenting styles adopted by mothers and fathers differed with regard to only one domain i.e., in extending friendship with members of opposite sex, where, 45 percent of adolescents perceived mothers to be authoritative in that they granted adolescents considerable freedom in extending friendship with members of opposite sex while, 37 percent of adolescents perceived fathers to be authoritarian with the same, wherein, they did not allow adolescents to make friends with members of opposite sex. While, moderate number of adolescents perceived mothers (32%) to be authoritarian, and fathers (33%) to be authoritative, a small (12% and 13%) number of adolescents perceived mothers and fathers to be permissive in their approach with the same.

Interestingly, in case of making friends with unisex members, more than half (58% and 53%) of the adolescents perceived mothers and fathers to be authoritative while, one - third (33% and 32%) of adolescents perceived mothers and fathers to be authoritarian with the same. As far as going to movies with friends was concerned, more than half (57% and 52%) of the adolescents perceived mother's and father's approaches to be authoritative while, one - third (27% of mothers and 32% of fathers) of the adolescents perceived them to be authoritarian with the same. With respect to going for excursions

too, similar approaches were perceived by adolescents with regard to their parenting style where, half (47% and 50%) of adolescents reported mothers and fathers to be authoritative while, one - third (33% and 35%) of the adolescents perceived mothers and fathers to be permissive and a small (18% and 13%) number of adolescents perceived mothers and fathers to be authoritarian with the same. Surprisingly, this was the only domain of adolescent social life activities, where authoritarian approach was perceived to be the least adopted style of parenting by adolescents, whereas in respect to all the other domains of social life authoritarian parenting was perceived to be a dominant approach of parenting.

Further, it was interesting to note that equal number (45% of mothers and fathers) of adolescents perceived parents to be authoritative and permissive respectively when it came to viewing television programs of choice. More than half (60% and 58%) of the adolescents perceived their mothers and fathers to be authoritarian in parenting with regard to permitting them for late - night parties and over night stay at friends' places, while, one - third of the adolescents perceived parents (35% of mothers and fathers) to be authoritative in approach with the same.

As far as providing pocket money to adolescents was concerned, three - fourth (68% and 70%) of the adolescents perceived their mothers and fathers to be authoritarian i.e., they were provided money only when parents considered it was necessary, against providing regular and fixed pocket money. While, 28 and 25 percent of adolescents reported their mothers and fathers respectively to be authoritative in providing pocket money, where they gave

adolescents a regular and fixed amount. Further, it was revealed that more than half (65% and 55%) of the adolescents perceived mothers and fathers to be authoritative in approach with regard to enquiring about the expenditure of pocket money wherein, they showed concern at times as to how adolescents spent their money by enquiring about it occasionally, while 27 percent of the mothers were perceived to be authoritarian, and equal number of adolescents perceived fathers (22%) to be authoritative and permissive respectively with the same.

Table : 10   Percent distribution of adolescent perceptions on the parenting style adopted by parents in their interaction pattern with adolescents.

Domains	Mother's Parenting Style			Father's Parenting Style		
	Authoritarian	Authoritative	Permissive	Authoritarian	Authoritative	Permissive
1. Decision making	17 (10)	60 (36)	23 (13)	15 (9)	62 (37)	18 (11)
2. Parental approval	7 (4)	87 (52)	7 (4)	10 (6)	75 (45)	15 (9)
3. Space for privacy	25 (15)	60 (36)	15 (9)	30 (18)	57 (34)	12 (7)
4. Problem solving	13 (8)	63 (38)	23 (14)	12 (7)	65 (39)	22 (13)
5. Communication pattern	10 (6)	43 (26)	47 (28)	8 (5)	50 (30)	42 (25)
6. Tone of Communication	8 (5)	68 (41)	23 (14)	13 (8)	60 (36)	27 (16)
7. Response to demands	13 (8)	85 (51)	8 (2)	13 (8)	83 (50)	2 (1)
8. Management of mistakes	10 (6)	63 (38)	27 (16)	7 (4)	68 (41)	23 (14)

Figures in the parenthesis indicate the number of adolescents

Perception of adolescents on the parenting styles of their parents with regard to parent - adolescent interaction pattern are showed in table 10. This area comprised of domains pertaining to parental interactions with adolescent with regard to their decision making, parental approval, space for privacy, adolescent problem solving, their communication pattern, tone of communication, their response to demands, and lastly, their approach to management of adolescent mistakes.

It was indicated that majority of the adolescents perceived parents to be authoritative in approach with regard to all the domains, followed by moderate number of adolescents who perceived their parents as permissive, and a small number of adolescents perceived parents to be authoritarian in their interaction with adolescents. No differences in parenting approaches of mothers and fathers were perceived by adolescents. Interaction of parents with regard to adolescent decision making and problem solving, 60 percent of the adolescents perceived mothers to be authoritative in approach wherein, mothers considered that adolescents had the capacity to decide for themselves and solve their problems on their own, while 23 percent of adolescents perceived their mothers to be permissive with the same. Similar perception of adolescents was observed with regard to their fathers parenting style as well where, 62 and 18 percent of the adolescents reported their father to be authoritative and permissive respectively with regard to decision making and 65 and 22 percent of adolescents regarded their fathers to be authoritative and permissive in their approaches respectively with regard to problem solving.

With regard to approval shown by parents to adolescents, on achievement of tasks by them, majority (87% and 75%) of adolescents perceived their mothers and fathers to be authoritative in their approaches where, they showed their approval to them through psychologically rewarding them with praise and recognition of work. More than half (60% and 57%) of the adolescents reported their mothers and fathers to be authoritative in approach when allowing adolescents space for privacy, followed by 25 and 30 percent adolescents who perceived their mothers and fathers to be authoritarian with the same respectively. Interestingly, the only difference in parenting styles of mothers and fathers as perceived by adolescents, was, with regard to the domain of communication pattern where, nearly half (47%) of them perceived mothers to be permissive and exactly half (50%) the sample perceived fathers as authoritative in approach when communicating with them. However, with regard to the tone used while communicating, parenting styles were perceived to be similar by adolescents, where, 68 and 60 percent of the adolescents reported that their parents were authoritative i.e., parents used normal tone to communicate while, 23 and 27 percent of the adolescents perceived their mothers and fathers to be permissive respectively indicating that they used a soft tone while communicating to them, thus showing warmth and affection toward their adolescents.

Majority (85% and 83%) of the adolescents perceived their mothers and fathers to have responded to their demands in a fairly convincing manner thus adopting authoritative style of parenting. In interaction of parents with adolescents in the domain of managing adolescent mistakes, 63 and 68 percent

of the adolescents perceived mothers and fathers respectively to have adopted the authoritative approach of parenting where, they reported that parents managed their mistakes by offering them constructive criticism and thus encouraged them to correct their mistakes while, 27 and 23 percent of the adolescents perceived their mothers and fathers as permissive in approach where they reported that parents would take the entire responsibility of adolescent's mistake on themselves and protect them from its negative effects.

4.3 Perception of parents towards their own parenting style with regard to adolescent daily life activities.

This section deals with the results on perceptions of parents on their own parenting styles adopted in the selected four areas of adolescent daily life i.e., Behaviour and Discipline, Education, Social Life and Interaction pattern.

Table 11 : **Percent distribution of perceptions of parents on their parenting styles adopted with regard to adolescent Behaviour and discipline.**

Domains	Mother's Parenting Style			Father's Parenting style		
	Authoritarian	Authoritative	Permissive	Authoritarian	Authoritative	Permissive
1. Behavioural limits	12 (7)	82 (49)	7 (4)	15 (9)	73 (44)	12 (7)
2. Value orientation	50 (30)	35 (21)	15 (9)	42 (25)	50 (30)	8 (5)
3. Dress selection	7 (4)	60 (36)	33 (20)	12 (7)	57 (34)	32 (19)
4. Type of dressing	10 (6)	67 (40)	23 (14)	12 (7)	70 (42)	18 (11)

Table Contd….

5. Control exercised	15 (9)	60 (36)	25 (15)	8 (5)	70 (42)	22 (13)
6. Behaviour modeled	23 (14)	67 (40)	10 (6)	37 (22)	53 (32)	10 (6)
7. Demand for orderly behaviour	22 (13)	70 (42)	8 (5)	18 (11)	68 (41)	13 (8)

Figures in the parenthesis indicate the number of parents

Perception of parents on the parenting styles adopted by them in the area of adolescent behaviour and discipline are shown in table 11. This area includes perception of parents on their parenting approaches adopted with regard to domains of setting behavioural limits, giving value orientation, dress selection, type of dressing permitted, control exercised, behaviour modeled by them and lastly demands made by them for orderly behaviour from adolescents.

It is evident from the table that with respect to all the domains, authoritative style of parenting dominated the area of behavior and discipline. Parenting styles of mothers and fathers were similar with regard to all domains except the domain of value orientation, where, half (50%) of the mothers perceived their parenting style to be authoritarian in inculcating values in adolescents, while 50 percent of the fathers perceived their approach to be authoritative with the same.

In domains of setting behavioural limits for adolescents, type of behaviour modeled and demand made for orderly behaviour, majority of the parents perceived their approach to be authoritative followed by moderate number of parents who perceived their approach to be authoritarian and, a

small number of parents perceived their approach to be permissive. In setting behavioural limits for adolescents, majority (82% mothers and 73% fathers) of the parents reported to be authoritative in approach to adolescents, followed by 12 and 15 percent of mothers and fathers respectively who perceived their approach to be authoritarian. More than half (65% mothers and 53% fathers) of the parents perceived that they modeled responsible and merciful behaviour for adolescents to follow which represented authoritative approach of parenting while, nearly one - third (23% mothers and 27% fathers) of the parents perceived that they modeled strict and disciplined behaviour which represented authoritarian approach of parenting for adolescents to follow. Nearly three - fourth (70% mothers and 68% fathers) of the parents reported that they made few demands for orderly behaviour from adolescents representing the authoritative style of parenting, while 22 and 18 percent of mothers and fathers perceived to be authoritarian with the same where, they reported that they made lot of demands for orderly behaviour from adolescents.

In domains of choice given while selecting clothes, type of dressing permitted and control exercised on adolescents, majority of the parents perceived their approach to be authoritative, followed by moderate number of parents who perceived their approach to be permissive and a small number of parents perceived their approach to be authoritarian with the same. More than half (69% mothers and 57% fathers) of the parents perceived their approach to be authoritative when selecting clothes for adolescents where along with giving their opinion they considered adolescents' choice as well before purchasing clothes for them while, one - third (33% mothers and 32% fathers) of them

perceived their approach to be permissive where they purchased clothes for adolescents completely as per their choice without giving their opinion thus giving adolescents complete autonomy in this regard. Similar pattern of parenting was adopted by parents with regard to type of dressing permitted for adolescents as well, where three - fourth (67% mothers and 70% fathers) of the parents were authoritative in approach while, 23 and 18 percent of mothers and fathers were permissive in approach with the same as perceived by parents. In type of control exercised on adolescents 60 percent of mothers and 70 percent of fathers were authoritative in their approaches as reported by them where, they exercised psychologically control on their actions by arousing guilt and instilling anxiety in them, while 25 and 22 percent of mothers and fathers respectively reported that they mostly avoided imposing any control on their adolescents thus adopting the permissive approach of parenting.

Table 12 : Percent distribution of perception of parents on their parenting styles with regard to adolescent education.

Domains	Mother's Parenting Style			Father's Parenting Style		
	Authoritarian	Authoritative	Permissive	Authoritarian	Authoritative	Permissive
1. Motivation	3 (2)	90 (54)	7 (4)	7 (4)	82 (42)	12 (17)
2. Selecting academic courses	7 (4)	58 (35)	35 (21)	12 (7)	52 (31)	25 (22)
3. Selecting college	13 (8)	62 (37)	25 (15)	15 (9)	60 (36)	25 (15)
4. Educational expectations	2 (1)	53 (32)	45 (27)	5 (3)	55 (33)	40 (24)
5. Monitoring study habits	22 (13)	37 (22)	42 (25)	17 (10)	60 (36)	23 (14)
6. Support during exam	3 (2)	73 (44)	23 (14)	3 (2)	73 (44)	23 (14)

Perception of parents on the parenting styles adopted by them in the area of adolescent education are presented in the table 12. This area included domains such as motivation offered by parents to adolescents, choice given to adolescents in selection of academic courses and college, educational expectations parents had from adolescents, monitoring adolescent study habits, and the support extended by parents during examination period of adolescents.

Results from the table revealed that the most adopted parenting style as perceived by parents in this area was authoritative, next to which was permissive and the least adopted approach perceived by them was authoritarian style. No differences in the parenting approaches of fathers and mothers were indicated except in the domain of monitoring study habits of adolescents where, 42 percent of the mothers adopted permissive approach, while, 60 percent of fathers adopted the authoritative approach of parenting. Followed by, 37 percent of mothers who perceived their approach to be authoritative and 23 percent of fathers perceived their style to be permissive with the same.

In providing motivation to adolescents in education, majority (90% & 82%) of the mothers and fathers adopted authoritative style of motivating their adolescents by explaining them the value of education as perceived by parents. It was further evident that, more than half (58% & 52%) of the mothers and fathers offered considerable choice to their adolescents while deciding academic courses for them giving importance to their interest thus adopting the authoritative approach, while, more than one - third (35% & 37%) of mothers and fathers perceived that they left the choice of selecting academic courses to adolescents themselves, adopting the permissive style of parenting.

Similar trend in parenting approaches were evident with regard to the domain of selecting college for adolescents as well where, 62 and 60 percent of mothers and fathers offered considerable choice to adolescents while deciding college for them representing authoritative style of parenting while, an equal (25%) number of mothers and fathers perceived their approach to be permissive wherein, they left the choice of selecting college to adolescents completely.

With regard to educational expectations that parents had from adolescents, more than half (53% & 55%) of the mothers and fathers perceived that they set high educational goals for adolescents but extended them their support as well by guiding them thus adopting the authoritative style of parenting while, 45 and 40 percent of mothers and fathers perceived that they allowed adolescents to se their own goals not imposing their expectations on them resorting to permissive style of parenting.

In the support extended by parents during adolescents' exams, three fourth (73%) of mothers and fathers revealed that they suggested their children to do their best and supported them by not exerting much pressure on them thus being authoritative in approach while 23 percent of parents (mothers and fathers) perceived that they were permissive in this regard to their adolescents where, they supported their adolescents by allowing them to relax and not resort to stress of any kind.

Table : 13 Percent distribution of perception of parents on their parenting styles adopted with regard to adolescent social life.

Domains	Mother's Parenting Style			Father's Parenting Style		
	Authoritarian	Authoritative	Permissive	Authoritarian	Authoritative	Permissive
1. Peer selection	38 (23)	47 (28)	15 (9)	28 (17)	52 (31)	20 (12)
2. Opposite sex peers	33 (20)	50 (30)	17 (10)	38 (23)	47 (28)	15 (9)
3. Pocket money	65 (39)	32 (19)	3 (2)	65 (39)	27 (16)	8 (5)
4. Expenditure of money	30 (18)	58 (35)	12 (7)	32 (19)	52 (31)	17 (10)
5. Late night parties	62 (37)	33 (20)	5 (3)	58 (35)	38 (23)	3 (2)
6. Movies	33 (20)	48 (29)	18 (11)	33 (20)	50 (30)	17 (10)
7. Excursions	13 (8)	57(34)	30 (18)	15 (9)	55 (33)	30 (18)
8. Overnight stay	73 (44)	27 (16)	- -	67 (40)	30 (18)	2 (1)
9. TV programes	7 (4)	52 (31)	42 (25)	23 (14)	43 (26)	32 (19)

Figures in the parenthesis indicate the number of parents

The above table represents the results on the perceptions of parents on their parenting styles adopted with regard to adolescent social life which includes domains such as peer selection (unisex & opposite sex), providing pocket money and managing their expenditure, going to late night parties, movies, excursions, overnight stay and viewing television programmes of their choice.

The results indicated no differences in the parenting styles adopted by mothers and fathers and that majority of the parents perceived their approach to be authoritative, followed by a moderate number of parents who perceived their approach to be authoritarian while small number of parents perceived their approach as permissive with regard to all domains in adolescent social life.

Considering their perceptions on their parenting approaches adopted with regard to selecting peers of adolescents, 47 and 52 percent of mothers and fathers reported that they were authoritative in their approach where, they showed concern about the kind of friends their adolescents made while, 38 and 28 percent of mothers and fathers revealed that they were authoritarian in approach with regard to the same where, they showed strict concerned by enquiring about the kind of friends their adolescents made. With regard to extending friendship with members of opposite sex, nearly half (50% and 47%) of the mothers and fathers perceived themselves as authoritative in approach and more than one - third (33% & 38%) of parents perceived themselves as authoritarian in approach with the same. Interestingly, with regard to adolescents going out for late night parties and overnight stays, most parents adopted the same approach which was authoritarian style of parenting where, 62 and 58 percent of mothers and fathers perceived themselves as authoritarian with regard to permitting adolescents for late night parties while, more than one - third (33% mothers and 38% fathers) of the parents perceived themselves as being authoritative in approach. With regard to overnight stay permissions for adolescents, 73 and 67 percent of mothers and fathers regarded themselves

as authoritarian in approach not allowing their adolescents to go for overnight stays, while, 27 and 30 percent of mothers and fathers perceived themselves as authoritative in approach thus occasionally permitting adolescents to go for overnight stays at friend's place.

It was interesting to note that 65 percent of parents (mothers and fathers) perceived themselves as authoritarian in approach with regard to giving pocket money to adolescents, where they gave them money only when need arose against giving them fixed amount regularly, while, 32 and 27 percent of mothers and fathers perceived themselves as authoritative with the same where, they gave adolescents adequate pocket money regularly. With regard to their expenditure of money, more than half (58% mothers & 52% fathers) of the parents perceived themselves as authoritative in approach where, they showed concern at times by enquiring about the manner in which adolescents spent their money while, one - third (30% mothers and 32% fathers) of the parents reported that they regularly enquired from adolescents about their pocket money expenditure thus, adopting the authoritarian approach of parenting.

As far as going to movies with friends was concerned, nearly half (48% and 50%) of the mothers and fathers perceived themselves as authoritative in approach, one - third (33% of mothers and fathers) perceived themselves as authoritarian with the same. With respect to the domains of going for excursions and viewing television programes of adolescent's choice was concerned, parents perceived their approach to be permissive only next to the authoritative style of parenting. More than half (57% and 55%) of the mothers and fathers reported to be authoritative in approach where, they

occasionally permitted their adolescents to go for excursions while one - third (30% of mothers and fathers) of the parents reported that they always permitted their adolescents to go for excursions thus adopting the permissive style of parenting. While 52 and 43 percent of the mothers and fathers occasionally allowed their adolescents to view programes of their choice on television practicing authoritative approach, 42 and 32 percent of them were reported to be permissive in approach with the same where they always allowed their adolescents to view programes of their choice on the television.

Table : 14 **Percent distribution of perception of parents on their parenting styles adopted in their interaction pattern with adolescents.**

Domains	Mother's Parenting Style			Father's Parenting Style		
	Authoritarian	Authoritative	Permissive	Authoritarian	Authoritative	Permissive
1. Decision making	15 (9)	58 (35)	27 (16)	23 (14)	50 (30)	25 (15)
2. Parental approval	2 (1)	88 (53)	10 (6)	8 (5)	77 (46)	13 (8)
3. Space for privacy	13 (8)	72 (43)	15 (9)	17 (10)	70 (42)	13 (8)
4. Problem solving	13 (8)	53 (32)	33 (20)	13 (8)	68 (41)	18 (11)
5. Communication pattern	- -	52 (31)	48 (29)	3 (2)	52 (31)	45 (27)
6. Tone of communication	8 (5)	72 (43)	20 (12)	12 (7)	73 (44)	15 (9)
7. Response to demands	5 (3)	83 (50)	12 (7)	4 (7)	50 (83)	8 (5)
8. Management of mistakes	8 (5)	68 (41)	22 (13)	15 (9)	68 (41)	13 (8)

Figures in the parenthesis indicate the number of parents

Considering the results in the above table, it is evident that majority of the parents adopted authoritative approach of parenting while interacting with adolescents as perceived by parents. Their interaction pattern with adolescents in regard with decision making, approval to adolescent

achievements, space given for privacy, communication, response to their demands and management of adolescent mistakes were obtained.

Parenting styles adopted by mothers and fathers were similar in all domains of their interaction with adolescents except with regard to space given for privacy to adolescents and managing adolescent mistakes where, parenting approaches adopted by mothers and fathers differed. In either domains, mothers perceived their approach to be permissive while, fathers perceived their approach to be authoritarian next to the similar approach adopted by both mothers and fathers which was authoritative as perceived by them. Thus the differences in their approaches were reported only by moderate number of parents while majority of them perceived authoritative style to be the most adopted approach. Nearly three - fourth (73% and 70%) of the mothers and fathers perceived their approach to be authoritative while allowing space for privacy to their adolescents by allowing them considerable space while, 15 percent of the mothers were permissive in this regard where, they allowed complete privacy to their adolescents on the other hand 17 percent of the fathers were authoritarian with the same by not allowing any space for privacy to their adolescents as perceived by them. In managing mistakes of adolescents, nearly three - fourth (68%) of mothers and fathers perceived themselves to be authoritative in their approach where, they managed adolescent mistakes by offering them constructive criticism and encouraged them to correct their mistakes while, 22 percent of mothers were permissive to adolescents in this regard as perceived by them where they would manage their mistakes by taking the entire responsibility of their mistakes on their shoulders thus

protecting adolescents from its negative effects. Fifteen percent of the fathers perceived their approach to be authoritarian in this regard where, they reported that they couldn't tolerate any negligence from adolescents and imposed severe punishment.

With respect to decision making, more than half (58% and 50%) of the mothers and fathers perceived their approach to be authoritative, where, they believed that adolescents had the capacity to choose the right alternative and decide things for themselves while, 27 and 25 percent of mothers and fathers perceived their approach to be permissive where, they considered their adolescent inexperienced and thus took decisions for him or her expressing their overprotective attitude. On achievement of any task by adolescents, majority (88% and 77%) of the mothers and fathers showed their approval to adolescents through psychological rewards by praising and recognizing their work adopting authoritative approach of parenting. With regard to solving any of the problems of adolescents, more than half (53% and 68%) of the mothers and fathers perceived that they involved in solving problems of adolescents only after they failed to solve it themselves adopting authoritative approach of parenting by allowing adolescents to make an effort considering them mature enough to take responsibility of their life. Thirty - three and 18 percent of the mothers and fathers respectively adopted permissive approach in this regard as perceived by them where, they solved problems of their adolescents immediately thus not giving them an opportunity to make an effort to solve problems on their own. With respect to response to adolescent demands, majority (83%) of the mothers and fathers perceived themselves to be

authoritative in approach where, they responded to adolescent demands in a fairly convincing manner.

While communicating with adolescents, more than half (52%) of the mothers and fathers perceived that their pattern of communication to adolescents involved a sense of concern for them representing authoritative style, while, 48 and 45 percent of parents (mothers and fathers respectively) perceived that they communicated to their adolescents with a sense of trust in their abilities thus adopting permissive approach of parenting. On their perception of tone of communication used while conversing to adolescents, nearly three - fourth of the parents perceived that they conversed to adolescents in normal tone representing the balanced authoritative approach while, 20 percent of mothers and 15 percent of fathers perceived that they used a soft tone to communicate with adolescents which represented the permissive approach of parenting.

4.4   Differences in perceptions of parents and adolescents with regard to parenting styles adopted by parents

The following section depicts the results on differences in perceptions of parents and adolescents with regard to parenting styles in adolescent daily life activities which include four areas in the present study viz., Behaviour and Discipline, Education, Social life and Interaction pattern.

Table : 15 **Mean differences in perceptions of mothers and adolescents with regard to parenting styles adopted in adolescent daily life activities.**

Domains	Adolescents	Mothers	Z - Value
1. Behaviour & Discipline	12.97 ± 2.18	13.83 ± 2.36	2.0913 *
2. Education	13.06 ± 1.80	13.27 ± 1.91	0.5901 NS
3. Social Life	15.75 ± 3.24	15.87 ± 3.14	0.2004 NS
4. Interaction pattern	16.58 ± 2.04	7.28 ± 2.03	1.8844 NS

Values are Mean ± Standard deviation
Z - value : * - Significant ; NS - Not significant

Table : 16 **Mean differences in perceptions of fathers and adolescents with regard to parenting styles adopted in adolescent daily life activities.**

Domains	Adolescents	Fathers	Z - Value
1. Behaviour & Discipline	12.95 ± 2.61	13.71 ± 2.67	1.5881 NS
2. Education	13.00 ± 1.94	13.01 ± 2.00	0.0464 NS
3. Social Life	15.75 ± 3.51	15.77 ± 3.47	0.0261 NS
4. Interaction pattern	16.37 ± 2.40	16.37 ± 2.43	0.0000 NS

Differences in perceptions of adolescents and their mothers with regard to parenting styles adopted by mothers in adolescent daily life activities (behaviour and discipline, education, social life and interaction pattern) are shown in table 15. Perceptions of adolescents and their mothers were significantly different (p > 0.05) with respect the parenting style adopted for setting behaviour and discipline guidelines for adolescents. No significant differences were found between adolescents and their mothers' perceptions with
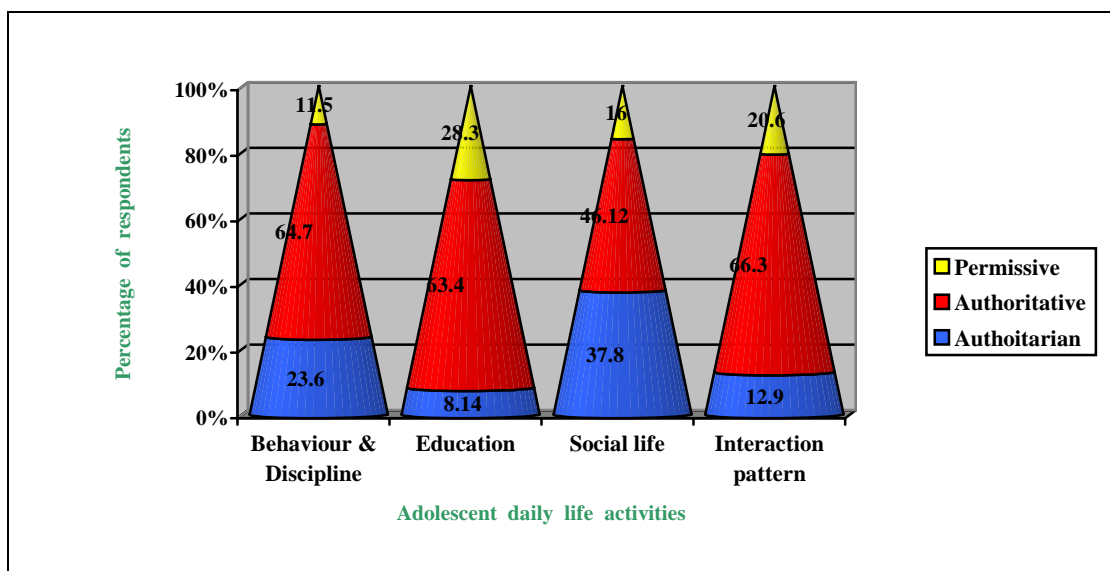
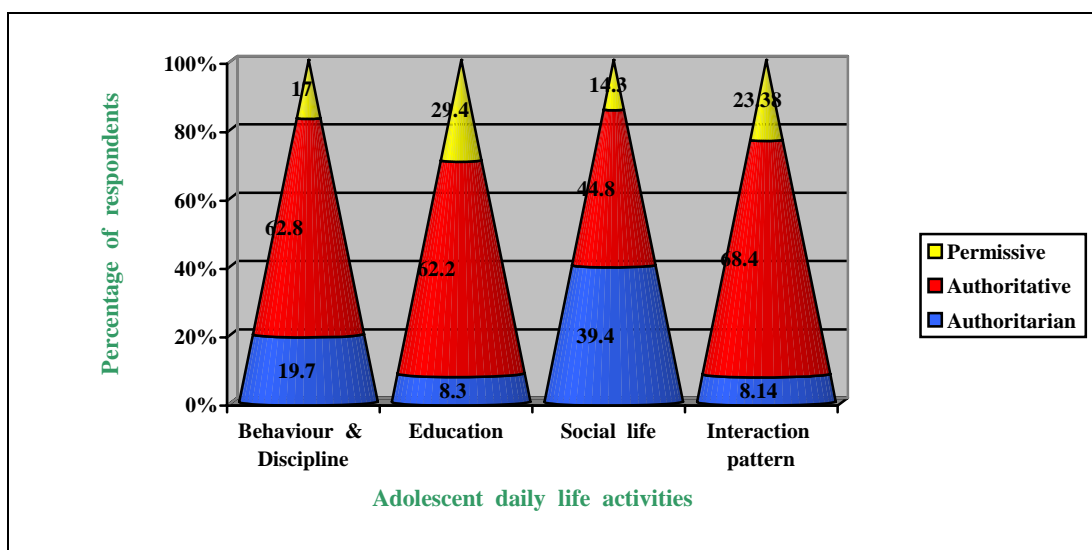**Fig. 4   Adolescent perceptions on mother's parenting styles with regard to adolescent daily life activities.**

Fig. 5   Perception of mothers on their parenting styles adopted with regard to adolescent daily life activities.
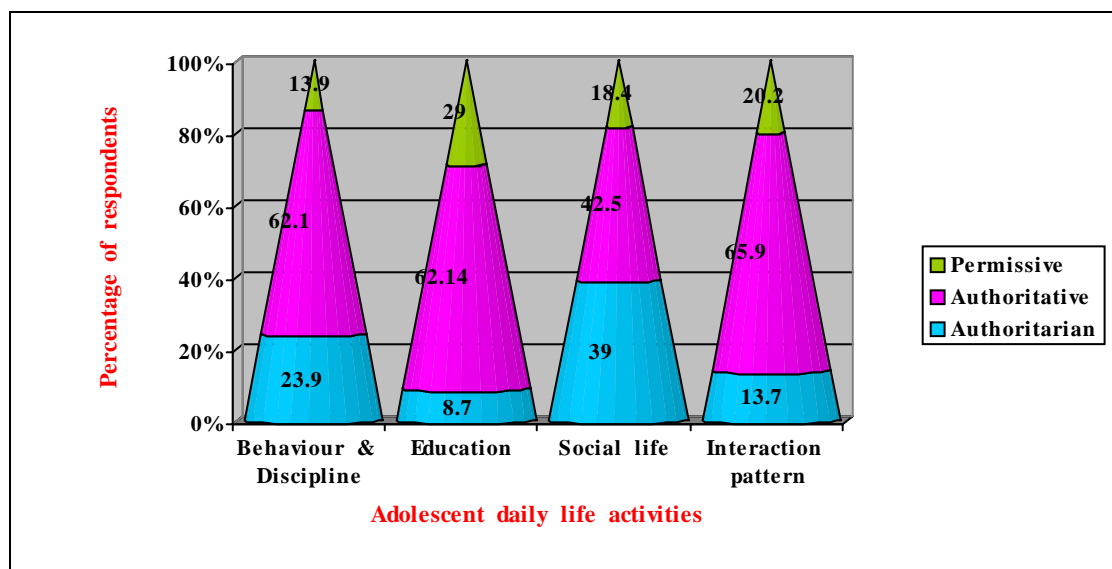
Fig. 6   Adolescent perceptions on father's parenting styles with regard to adolescent daily life activities.
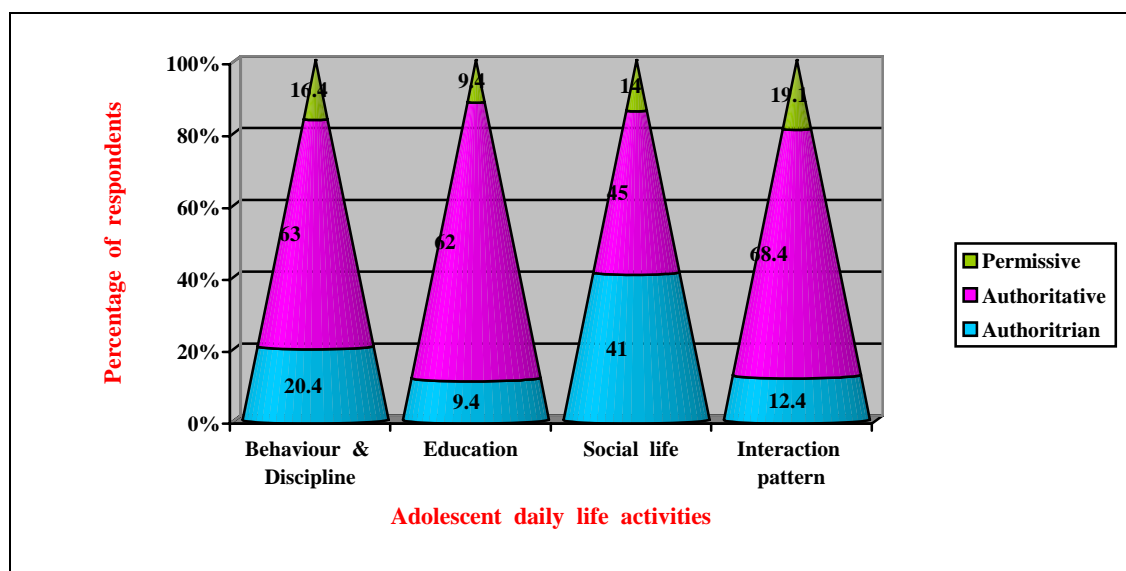

Fig. 7   Perception of fathers on their parenting styles adopted with regard to adolescent daily life activities.

regard to the parenting styles adopted in other areas of adolescent life i.e., their education, social life and Interaction pattern.

The mean differences in perceptions of adolescents and their fathers regarding parenting styles adopted in adolescent daily life activities are reported in Table 16. No significant differences in perceptions of adolescents and their fathers with respect to parenting approaches adopted in all the four areas of adolescent daily life activities (i.e., adolescent behaviour and discipline, education, social life and interaction pattern with adolescents) were evident.

4.7 Mean differences in perceptions of adolescent boys and girls with regard to parenting styles adopted by parents.

This section presents results on the differences in perceptions of adolescent boys and girls with regard to parenting styles adopted by parents toward adolescent daily life activities.

Table : 17 Mean differences in perceptions of adolescent boys and girls with regard to parenting styles adopted by parents.

Domains	Mother's parenting style		T - value	Father's parenting style		T - value
	Boys	Girls		Boys	Girls	
Behaviour & Discipline	13.56 ± 2.04	12.36 ± 2.04	2.18 *	13.60 ± 2.09	12.30 ± 2.98	1.95 NS
Education	13.56 ± 1.75	12.56 ± 1.75	2.19 *	13.36 ± 1.86	12.63 ± 2.00	1.46 NS
Social life	15.70 ± 3.08	15.80 ± 3.79	0.11 NS	15.76 ± 3.33	15.73 ± 3.79	0.03 NS
Interaction Pattern	16.43 ± 2.34	16.73 ± 1.76	0.56 NS	16.40 ± 2.42	16.33 ± 2.45	0.10 NS

Values are Mean ± Standard deviation ;   T - value : * - Significant ; NS - Not significant

Differences in perceptions of adolescent boys and girls with regard to parenting styles adopted by parents in adolescent daily life activities (behaviour and discipline, education, social life and interaction pattern) are shown in table 17. Perceptions of adolescent boys and girls with respect to the parenting styles adopted by mothers in the areas of behaviour and discipline and education were significantly different ($p > 0.05$). No significant differences were evident in perceptions of adolescent boys and girls with respect to father's parenting style adopted in any of the four areas.

4.6 Relationship between selected independent variables and perception of adolescents on parenting style.

This section deals with results on relationships between selected independent variables and perceptions of parents and adolescents on parenting styles.

Table : 18   Correlation between demographic and socio economic variables with adolescent perceptions on their mother's parenting style

Variables	Behaviour & Discipline	Education	Social Life	Interaction pattern
1. Adolescent related :				
Age	0.0745	-0.0058	0.0807	-0.0384
Education	0.2758	0.036	0.149	0.0734
Birth order	0.0147	0.0907	0.0289	0.0206

Table Contd….

2. Parent related: (Mother's)				
Age	-0.0691	-0.2318	-0.1990	-0.2110
Education	0.3207 *	0.2901 *	0.3477 **	0.1434
Occupation	-0.0694	0.0916	-0.0739	-0.1569
Income	-0.1534	0.0343	-0.1023	-0.1817
3. Family related:				
Family size	0.1885	0.2044	0.1336	-0.1180
Religion	-0.1107	-0.008	0.149	0.0652

*   Significant at 0.05 (r > = 0.255)

** Significant at 0.01 (r > = 0.331)

      The above table presents the correlation between the independent variables viz., Adolescent related (age, education, and birth order), Parent related (mother's age, education, occupation and income) and Family related variables that include family size and religion to perceptions of adolescents on their mother's parenting styles adopted in the areas of adolescent behaviour and discipline, education, social life and interaction pattern.

      It was evident from the table that education of the adolescent related variables, positively correlated to adolescent's perception on mother's parenting style adopted in the area of behaviour and discipline. This indicated that with increase in the educational status of adolescents, they perceived their mothers to be permissive in their approach adopted with regard to adolescent behaviour and discipline. Among the parent related variables, interestingly,

mother's education positively correlated to adolescent's perception of mother's parenting style adopted in the areas of adolescent behaviour and discipline, education and social life. This signified that the mothers who were well educated and had high educational qualifications were perceived to be permissive in approach by adolescents in the areas of setting behaviour and discipline guidelines, education and social life, while, lower the educational status of mother, the more authoritarian was their approach toward adolescents in their daily activities.

None of the family related variables had significant relationship to adolescents' perceptions on mother's parenting styles. Overall, educational status of both adolescents and mothers was found to be influential to adolescent perceptions of mother's parenting styles.

Here, parenting styles were determined by the scores assigned to them as : one for 'authoritarian', two for 'authoritative' and three for 'permissive'. Hence, the correlation coefficients that were obtained as negatively significant indicated authoritarian approach being adopted, the coefficients that were not significant indicated authoritative approach being adopted and the coefficients that were positively significant indicated permissive approach was being adopted.

Table : 19   Correlation between demographic and socio economic variables with adolescent perceptions on their father's parenting styles.

Variables	Behaviour & Discipline	Education	Social life	Interaction pattern
1. Adolescent related :				
Age	0.0080	0.0269	0.0074	-0.1981
Education	0.2484	0.1202	0.2229	-0.0833
Birth order	-0.1246	0.0251	-0.0012	-0.0856
2. Parent related : (Father's)				
Age	-0.0128	0.0495	0.2185	0.1126
Education	0.1275	0.2245	0.3210 *	0.0428
Ocuupation	0.0777	0.0503	-0.1737	-0.1784
Income	0.2628 *	0.2926 *	0.4030 **	0.0571
3. Family related :				
Family size	-0.0385	-0.1957	0.0202	-0.1911
Religion	-0.1485	-0.0142	0.1372	0.0008

* Significant at 0.05 (r > = 0.255)

** Significant at 0.01 (r > = 0.331)

The above table presents the results on the relationship between demographic and socio economic variables i.e., Adolescent related (age, education and birth order); Parent related (father's age education, occupation and income); and family related variables of family size and religion to adolescent perceptions on father's parenting approaches adopted with regard to adolescent behaviour and discipline, education, social life and interaction pattern.

It was indicated that father's education of the parent related variables positively correlated to adolescent's perceptions on father's parenting style adopted with regard to adolescent social life which meant that with increase in the educational status of fathers, adolescents perceived fathers to have adopted a permissive approach in their social life. In addition to father's education status, father's income too positively correlated to adolescent's perception on father's parenting style in the areas of behaviour and discipline, education and social life. Father's income was highly significant $(r > = 0.331)$ to adolescent's perception on the approach adopted by father's with regard to social life. This indicated that higher the income of fathers, the permissive was their approach as perceived by adolescents with regard to their behaviour and discipline, education and social life.

Thus only the parent related (father's education and income) was found to influence adolescent perceptions on father's parenting approaches adopted among all the demographic and socio economic variables.

4.7 Relationship between demographic and socio economic variables and perception of parents on their parenting styles.

The following section presents results on the perceptions that parents hold with respect to the parenting styles adopted by them toward adolescent behaviour and discipline, education, social life and interaction pattern with adolescents.

Table : 20 Relationship between demographic and socio economic variables with perception of mothers on their own parenting styles

Variables	Behaviour & Discipline	Education	Social life	Interaction pattern
1. Adolescent related :				
Age	0.2879 *	0.0466	0.1482	0.1135
Education	0.2118	0.2100	0.2018	0.0741
Birth order	0.0815	0.1987	0.1133	0.0746
2. Parent related : (Mother's)				
Age	-0.1399	-0.1792	0.0041	0.3144 *
Education	0.2877 *	0.0927	0.2914 *	0.0261
Occupation	0.0524	0.1371	0.0004	-0.1062
Income	-0.0169	0.1574	-0.1259	-0.2488
3. Family related:				
Family size	0.0285	0.0893	0.0618	-0.0107
Religion	-0.0311	-0.0453	0.2026	0.0576

* Significant at (0.05%) $(r >= 0.361)$

The above table presents the results on the correlation between the demographic and socio economic variables and mother's perception on parenting styles adopted by them with respect to adolescent daily life activities. It was interesting to note that adolescent's age positively correlated to perception of mothers on the parenting styles adopted by them with respect to adolescent behaviour and discipline indicating that, with increase in age of adolescents, mothers adopted permissive approach in setting behaviour and discipline

guidelines for them. Among the parent related variables, mother's age positively correlated to perception of mothers on parenting approaches adopted by them in their pattern of interaction with adolescents indicating that, with increase in the age of mothers they perceived to have a permissive approach when interacting with adolescents. Another parent related variable viz., mother's education positively correlated with mother's perception on parenting styles adopted by them in adolescent behaviour and discipline and social life indicating that, higher the educational status of the mother, permissive was the approach perceived by them with respect to setting behaviour and discipline guidelines and granting autonomy in social life of adolescents.

Table : 21   Correlation between demographic and socio economic variables with perception of fathers on their own parenting style.

Variables pattern	Behaviour & Discipline	Education	Social Life	Interaction
1. Adolescent related :				
Age	0.0802	-0.0079	0.0934	-0.1098
Education	0.1685	0.0251	0.1633	0.0961
Birth order	-0.0322	0.0001	-0.0339	-0.1717
2. Parent related : (Father's)				
Age	-0.0353	-0.0545	0.1623	0.0619
Education	0.1819	0.1557	0.2592*	0.1790
Occupation	-0.0009	-0.0897	0.0337	0.0224
Income	0.2300	0.3016	0.4254**	0.2789*

Table Contd….

3. Family related :				
Family size	-0.0185	-0.1497	-0.0296	-0.0570
Religion	-0.2191	-0.0916	0.0943	0.0008

* Significant at (0.05%) $(r >= 0.361)$

** Significant at (0.01%) $(r >= 0.463)$

The above table presents the results on the correlation between the demographic and socio economic variables and perceptions of fathers on the parenting approaches adopted with respect to adolescent daily life activities. It was evident from the results that educational status of fathers had a positive correlation to their perceptions on their parenting approaches adopted with regard to adolescent social life indicating that, with increase in educational status of fathers, fathers perceived their approach to be permissive in relation to adolescent social life. Father's income too had a positive correlation to their perception on parenting approaches adopted by them with regard to adolescent social life and their interaction pattern with them. This indicated that higher the income of fathers, permissive was their approach to adolescent social life and their interaction pattern with adolescents.

DISCUSSION

CHAPTER V

DISCUSSION

Every parent has a parenting style that is unique to one's particular personality characteristics and philosophies on how children should be raised. Generally, these styles encompass some basic ideas on discipline, relationship building, and expectations. The results of the present work on " Parenting styles as perceived by parents and adolescents " have been given in chapter IV . To have a comprehensive understanding of the findings obtained, results are discussed in this chapter under the following headings.

5.1   Demographic and socio economic profile of adolescents and their parents.

5.2   Perception of adolescents and parents on parenting styles.

5.3   Differences in adolescent and parental perceptions of parenting styles.

5.4   Differences in perceptions of adolescent boys and girls on parenting styles adopted by parents with regard to adolescent daily life activities.

5.5   Relationship between demographic, socio - economic variables and perceptions of parents and adolescents on parenting styles.

5.1 Demographic and socio economic profile of adolescents and their parents.

This section deals with the profile of the respondents and their family related variables. The respondents of the present study include two groups, adolescents and their parents.

5.1.1 Profile of adolescents

In the present study, equal number of adolescent boys and girls (60 each) were selected from four colleges of Intermediate education. Nearly half of the adolescents (48%) belonged to the age group of 16 years, 43 percent of adolescents were of 17 years age group and a small number of adolescents (8%) were in the age group of 18 years. Regarding their education, 50% of the adolescents were studying intermediate first year while, the other half were studying intermediate second year. More than one - third of the adolescents were first born, 35 percent were second born, and nearly equal number of adolescents (12% and 13%) were third born with regard to their birth orders. Parents have higher expectations for, exert greater pressures toward achievement and acceptance of responsibility, and interfere more with the activities of first born than later born children (Cushna, 1966; Hilton, 1967; Lask, 1954; Rothbart, 1971). In contrast, parents are more consistent and relaxed in disciplinary functions with later born children, perhaps as a result of self confidence gained from practice in child rearing (Lasko, 1954). In a sense, the first born is the "practice child" on which the parent, through trial and error, learns parenting skills.

5.1.2   Profile of the parents :

Demographic and socio economic profile of parents of selected adolescents indicated that more than half of the mothers (63%) in the study represented the age group of 36 - 44 years, nearly one - third (23%) represented the age group of 45 - 54 years while, 12 percent of mothers represented the age group of below 36 years. As far as fathers' age was concerned, nearly equal number of fathers (43% and 45%) represented the age groups of 36 - 44 and 45 - 54 years respectively followed by, 5 and 7 percent of fathers belonging to the age groups of below 36 years and above 55 years respectively.

With regard to the educational status of parents, 8 percent and 3 percent of fathers and mothers were professional degree holders respectively. Eighteen and 16 percent of the mothers and fathers were post graduates, more than one - third of the mothers (38%) and more than half of the fathers (53%) were degree holders Fifteen percent of the mothers had completed their education upto the intermediate level while only 10 percent of the fathers were educated to this level. Seventeen percent were educated upto the matric level. Very few mothers (5% and 3%) were illiterate and had not completed their schooling while, 3 percent of fathers were illiterate and had not completed their schooling.

Higher parental education corresponds to a lower amount of authoritarian and permissive parenting (Dornbusch *et. al,* 1987). Parental education may help shape a parent's behaviour so that they will not be permissive or authoritarian. This shaping could occur from modeling behaviours

experienced in higher educational and economical atmospheres. Averagely educated parents seem to be more concerned about the problems of adolescents than the less educated and highly educated parents (Mathur, S . S *et* . *al,* 1978).

With respect to occupation of parents, nearly three - fourth of the mothers (68%) were house - wives, this could be attributed to the social role of women as homemaker. An equal number of mothers (8%) were employed in government organizations and professional fields, while, a small number of mothers (5%) were working in private organizations and the remaining 5 percent were involved in business. There is some evidence that the parenting styles of working mothers differ from those of unemployed mothers, particularly in the area of independence training. Employed mothers encourage their adolescents to become self - sufficient and independent at an early age (Hock, 1978).

In comparison to the occupational status of mothers, more than one - third of the fathers (43%) were involved in business, 27 percent worked in private organizations, 20 percent were government employees and 12 percent of fathers were working in professional fields. Increase in number of working mothers in recent generation has inevitably had an effect on family relationship (Dixit, 1980). Likewise the findings suggest that the employed mothers were largely perceived by their daughters as neglecting, rejecting and punishing. Whereas unemployed ones were perceived as protecting, rewarding and loving.

Income status of parents revealed that three - fourth (70%) of the mothers had no income, followed by, 17 percent of mothers, who had

income ranging between Rs. 5,000 - 10,000. Eight percent of the mothers had income ranging between Rs. 10,000 - 15,000 and fewer mothers (3%) had an income of Rs. 20,000 and above. With regard to father's income status, one - third (32%) of the fathers had an income of Rs. 20,000 and above, while, 28 percent had income ranging between Rs. 5,000 - 10,000 and an equal (20%) number of fathers had income ranging between Rs. 10,001 - 15,000 and Rs. 15,000 - 20,000 respectively. In a study conducted on the prevalent trend of parent - adolescent relationship in high income group service and business class families comprising of 60 boys and girls belonging to the age - group of 16 - 18 years, (Rana *et. al,* 1998) it was found that adolescents from the upper income group in general had healthy relations with their parents.

5.1.3   Family profile of adolescents :

Considering the family related variables which included family size and religion, it was found that majority (78%) of the respondents belonged to medium sized families comprising of 4 - 6 members followed by, moderate number (17%) of respondents who belonged to large sized families comprising of more than six members in the family. A small number (5%) of respondents belonged to small sized families, comprising of 1 - 3 members.

As far as religion of the respondents was concerned, more than half (60%) the number of respondents were Hindus, one - third (33%) of the respondents were Muslims, small number of respondents (3%) were Christians and the remaining 3 percent of respondents belonged to other religions.

5.2   Perception of adolescents and parents on parenting styles.

This section discusses the results of perceptions of parents and adolescents on parenting styles adopted by parents in the areas of adolescent behaviour and discipline, education, social life and interaction pattern between parents and adolescents.

5.2.1   Adolescent perceptions on parenting styles adopted by parents

Adolescent perceptions on the parenting styles adopted by parents in the areas relating to adolescent behaviour and discipline, education, social life and method of interaction with adolescents were obtained. These four areas occupied most time of the adolescent daily life activities and parenting styles adopted in these areas were studied and are discussed under each area.

5.2.1.1   Behaviour and Discipline

Adolescent behaviour and discipline included the parenting styles adopted by parents in seven domains - setting behaviour limits, giving value orientation, choice given in selecting clothes, type of dressing permitted, amount of control exercised, behaviour modeled by parents and demand of orderly behaviour made by parents. The adolescent perceptions of parenting styles is presented in table 7.

Majority of the adolescents perceived authoritative approach of parenting as the most adopted style of parents followed by permissive approach and the least adopted approach was perceived to be the authoritarian style. In perceiving parents to be authoritative, adolescents reported that parents

set behavioral limits for them by giving them explanations as to why they did so. They inculcated in them values of taking morally right decisions, being committed to work and to become responsible and sensitive individuals. Adolescents considered their choices were approved while purchasing clothes for themselves thus, respecting their interests rather than asserting authority on them. They perceived their parents as models for responsible and merciful behaviour.

Parental control was to be a part of all three parenting types. In authoritarian and authoritative types, the major difference between control is the way parents go about executing this control. In permissive parenting, lack of control from the parents seems to be a defining characteristic. In the present study, it was found that majority of the adolescents perceived parents to exercise control on them psychologically by arousing guilt and instilling anxiety in them thus, dealing with them in an authoritative fashion by balancing their conformity demands with respect for adolescent's individuality. Finally, adolescents reported that parents made few demands for orderly behaviour from them which was considered to be desirable.

While, majority of the adolescents perceived their parents to be authoritative in their approach towards behaviour and discipline, a moderate number of adolescents perceived them to be permissive and a small number perceived parents to be authoritarian Adolescents who perceived their parents to be permissive in approach, reported that parents granted them autonomy and exercised limited control on them while, authoritarian parents were perceived to

be strict, demanding and assertive, and expected unquestioned obedience from adolescents with regard to all the domains of behaviour and discipline.

Comprehensively, majority of the adolescents perceived parents to be demanding as well as responsive in their approaches with regard to setting behaviour and discipline guidelines for them thus indicating that this area required a balance between control exercised and autonomy granted which are the defining characteristics of authoritative parenting style. As it turns out, adolescents are most likely to become autonomous, achievement oriented, and well adjusted if their parents consistently enforce a reasonable set of rules, involve their adolescents in decision - making, monitor their comings and goings, and continue to be warm and supportive (Brown *et . al,* 1993; Dishion *et . al,* 1991; Lamborn *et . al,* 1991).

5.2.1.2 Education

Considering 'Education' and its related aspects, it is regarded as the most important priority in adolescent's life, especially in this competitive era where, there are wide number of prospects open to adolescents and too much pressure mounted upon them including high parental expectations. Hence parental support and their approach towards adolescents play a vital role in determining their stand in their academic career.

The parenting styles adopted by parents in the area of education was studied under six domains viz., motivation offered, selecting academic courses and college, educational expectations from adolescents, monitoring study habits and in support extended during examination days. Similar to the area of

behaviour and discipline, authoritative parenting was perceived to be the most adopted approach of parents of majority of the adolescents. Moderate number of adolescents perceived parents to be permissive while, a small number of adolescents perceived authoritarian parenting style to be adopted by parents in the area of education.

Authoritativeness was correlated with higher levels of involvement and encouragement of academic success (Steinberg *et al.,* 1992). In the present study, majority of the adolescents who reported parents to be authoritative perceived that parents motivated them in their education by explaining them the value 'education' had in one's life. In selecting academic courses and college, parents considered their (adolescent) choices and interests along with voicing their opinion to guide them. Parents monitored their study habits by offering timely suggestions. Although with setting high educational goals for them, parents extended their support and guidance thus introducing 'responsive' warmth along with 'demanding' goal setting to adolescents. During exams, parents were perceived to be encouraging adolescents to do their best without enforcing pressure on them. One - third of the adolescents who perceived parents to be permissive reported that parents offered them complete choice in selecting their courses and college of study as well. They were allowed to set their own goals indicating that parents did not participate in setting any target for adolescents. They were motivated to do well in their academics through psychological and materialistic awards offered by parents. Academic motivation is higher when adolescents perceived their parents as loving and demanding (Suman L. N. *et. al,* 1997).

Further they perceived parents to have supported them during exams, by suggesting to relax and not resort to stress thus adopting an overprotective approach that determined a permissive practice.

5.2.1.3   Social Life

Parents play a major role in the development of their children's social competencies through their interactions and general parenting styles (Parke and O'Neil 1999; Mize *et al.,* 2000; O'Neil and Parke 2000 and Scharf and Mayseless 2001). During adolescence, however, time spent with friends increases dramatically and parental influence becomes less visible. In friendship, adolescents experience and identify themselves as individuals, accepted by others in a voluntary relationship outside their family (Youniss and Smollar, 1985).

The area of social life focuses on the parenting styles adopted by parents for adolescents in terms of autonomy granted and control exercised with respect to peer selection, friendship with members of opposite sex, pocket - money and it's expenditure, going for late - night parties, movies, excursions, overnight stays and viewing television programmes of their choice (Table 9).

Interestingly, almost fifty percent each of adolescents perceived parents to be authoritarian and authoritative respectively in their approaches to adolescent social activities. Nearly three - fourth of the adolescents perceived their parents to have adopted an authoritarian approach in the domains of giving them pocket money, permission for late night parties and overnight stays at friend's place, indicating that these activities required discipline and

concerned safety as well. They perceived that parents gave them money only when need arose against giving them regular pocket money thus enforcing limits, they controlled their movements by restricting their late night - parties and overnight stays at friend's places. With regard to the domains of peer selection (unisex and opposite sex), expenditure of money, going to movies and excursions, majority of the adolescents perceived parents to be authoritative wherein, they occasionally permitted them to go to the above mentioned outings thus not exerting too much control on them as this could have reduced the entertainment factor in adolescent's life. However in case of viewing television programmes adolescents perceived parents to be permissive wherein, parents allowed them to watch programmes of their choice.

5.2.1.4 Interaction Pattern

The area of interaction pattern included items on the interaction that took place between parents and adolescents in their daily lives. Parenting approaches adopted by parents with respect to their interaction with adolescents in decision - making, parental approval, space for privacy, problem solving, communication pattern, response to adolescent demands and lastly management of adolescent mistakes were studied. In this area too adolescents perceived authoritative approach to be the most adopted style by parents (Table 10).

Nearly three fourth of the adolescents perceived parents to be authoritative in approach to their decision - making process where, they reported that parents promoted fairness and kindness in helping them consider alternatives and supported them through the appropriate and inappropriate

choices they made. In providing space for privacy, adolescents perceived parents to have given them considerable space for privacy (eg: talking on the phone, meeting friends alone, etc). While, one - third of the adolescents perceived parents to be authoritarian in this regard where they provided them no space for privacy thus keeping constant guard on them. This practice was generally seen in adolescents belonging to Muslim families.

On achievement of any task, majority of the adolescents perceived parents to have shown their approval by rewarding them psychologically in the form of praise and recognition for work thus providing encouragement and recognizing their efforts thus dealing with them authoritatively. With regard to problem solving and parental response to their demands, adolescents perceived that parents involved in solving their problems only after they failed to solve it themselves thus adopting a mature stand on allowing adolescents to make an attempt to solve problems on their own, and in addition to which they perceived parents to have responded to their demands in a fairly convincing manner. Thus developing a common understanding between parent - adolescent relationship. In domains pertaining to communication pattern of parents, differences in parenting approaches of mothers and fathers were perceived by adolescents, where, mothers were perceived to be permissive in that, they communicated in normal tone to adolescents with a sense of trust in their abilities whereas fathers were perceived to be authoritative where they communicated with adolescents with a sense of concern which was not convincing for adolescents as in case of their perceptions of mothers. In managing mistakes, nearly three - fourth of adolescents perceived their parents to

have offered them constructive criticism and encouraged them to correct their mistakes while nearly one - third of the adolescents perceived parents to be permissive in this regard where parents took the entire responsibility of adolescent's mistakes on themselves thus adopting a protective attitude of not allowing adolescents face the consequences to their mistakes.

Observing the perceptions of adolescents on parenting styles of their parents in the domains of behaviour and discipline, education, social life and interaction pattern, it can be concluded that authoritative style of parenting was perceived by adolescents to be the most adopted approach of parenting by parents followed by permissive parenting style and authoritarian parenting style.

5.2.2 Parental perceptions of their own parenting style

In many studies, parents are listed as the most significant adults in the lives of adolescents (Blyth, *et . al* 1982; Galbo 1983). Support, monitoring and discipline are the key parenting behaviours that have impact on adolescent adjustment and development. Parental perceptions on their parenting styles with regard to adolescent daily life activities were specifically studied in relation to four areas viz., Behaviour and Discipline, Education, Social Life and Interaction pattern with adolescents.

5.2.2.1 Behaviour and Discipline

The parental tasks are … three fold. First, parents must monitor, guide, and support their adolescents at a distance that is, when their adolescents are out of their presence second, they must effectively use the

times when direct contact does occur and third, they must strengthen in their children the abilities that will allow them to monitor their own behaviour, to adopt acceptable standards of good conduct, to avoid undue risks, and to know when they need parental support and guidance (Maccoby 1984).

Parental responses to parenting styles adopted with regard to adolescent behaviour and discipline (table 11) indicated that their approach was authoritative, which was in accordance to adolescents' perceptions as well. Only with respect to the domain of value orientation, parenting styles differed between mothers and fathers' approaches. Mothers perceived their approach to be authoritarian where they inculcated values of punctuality, discipline, responsibility and obedience very strictly in adolescents while, fathers perceived their approach to be authoritative, inculcating in adolescents the values of taking morally right decisions, commitment for work, and being responsible and sensitive as well. Differences in the parenting styles of mothers and fathers could be attributed to the fact that mothers generally tend to have greater anxiety as compared to fathers to inculcate in their adolescents good values, behaviour, etc. which makes them adopt authoritarian approach.

Parenting styles of mothers and fathers were perceived to be similar (authoritative) in all the other domains of behaviour and discipline by them. They often engaged their children in discussion of behavioural limits, allowed some autonomy to adolescents in selecting clothes and the type of dressing they wanted yet guiding them by giving suggestions from time to time. Parents perceived that they exercised psychological control on adolescents restricting their behaviour actions at times i.e., by arousing guilt and instilling

anxiety in them. They modeled responsible and merciful behaviour for adolescents to follow and demanded orderly behaviour from adolescents occasionally. Modelling becomes a socialization process by which habitual response patterns develop (Bandura and Walters 1959; Mc. Donald 1977).

Thus parents adopted authoritative approach by granting some autonomy to adolescents to permit a healthy transition from adolescence to adulthood.

5.2.2.2   Education

A lot of attention has been paid to the roles parents play in influencing adolescent academic achievement.

Parental perceptions on their parenting styles adopted with respect to adolescent education indicated that nearly three - fourth of the parents perceived their approach to be authoritative while one - third of the parents regarded their approach to be permissive. Parenting styles of mothers and fathers differed with regard to monitoring adolescents' study habits, where mothers were permissive while fathers perceived their approach to be authoritative in this regard (table 12)

The practices adopted by parents in adolescent education revealed that they motivated adolescents in their education by explaining them the value it had in one's life, they supported their adolescent's choice of academic courses and the college they wanted to study in thus respecting their interests. Although they had high expectations from adolescents they perceived that their

approach to these expectations was in a warm manner. In monitoring adolescent study habits, mothers were permissive where they allowed their children to take care of their study habits on their own while, fathers perceived their approach to be authoritative where they monitored adolescent study habits by offering them timely suggestions. With regard to support extended to adolescents in examination times, parents were authoritative meaning, they encouraged them to do the best they could thus relaxing their discipline, yet referring them to do the best, indicating the expectations they had from adolescents.

Asian adolescents tend to have higher academic achievement. Most of the reasons might be attributed to parental influence. Asian parents have very strict criteria for establishing high standards for their children. They believe that the road to success is through high academic achievement (Chen & Stevenson, 1955).

5.2.2.3   Social Life

Adolescence has long been regarded as a period when social activities begin to fulfill a more significant part in the life of young individuals. Adults generally believe and state that adolescents prefer to be with their peers rather than with adults. It is true that at this stage of life, relations with parents can become somewhat strained and adolescents may seek refuge from parental company. This may be particularly true of nuclear families, where both boys and girls are preparing for independence and at the same time they are subordinate within their parents' home.

Considering the perceptions of parents on the parenting styles adopted by them with regard to adolescent social life activities, it was observed that parents adopted authoritative approach of parenting with regard to social domains of peer selection (unisex as well as opposite sex), pocket money expenses, movies, excursions and television viewing, and were authoritarian with respect to domains of providing pocket money, going to late night parties and permitting overnight stays for adolescents (table 13).

In adopting the authoritative approach, parents perceived that they allowed adolescents to have freedom in choosing peers yet, showing their concern in the kind of friends they made. In a study carried out to investigate the relationship between the perceived form of parental power and the adolescents acceptance or rejection of the three forms of parental control i.e., the autocratic, democratic and permissive, one strong important area of autonomy indicated by the adolescent sample was the right to choose their own friends and dates, where, the adolescents raised under democratic parenting styles tended to react more positively to parental power than those from permissive and autocratic homes (Kelly *et . al,* 1983). Parents occasionally enquired from adolescents about their expenditure of pocket money as to how they spent their money, with regard to going for movies, excursions and viewing television programmes they occasionally permitted them to go.

In domains such as providing pocket money, parents perceived their approach to be authoritarian, in that, they gave money to adolescents only when they considered their needs to be necessary against, providing fixed pocket money regularly. The same authoritarian approach was adopted with

regard to going for late - night parties and overnight stay permissions as well, where nearly three fourth of the parents did not permit adolescents to go while nearly one third of the parents permitted them to go occasionally (authoritative). It was interesting to note that with regard to overnight stay permissions, none of the parents were permissive in their approach which signified their concern for adolescent safety.

Thus, parents perceived their approaches to be authoritative and authoritarian mostly in the area of adolescent social activities, thus indicating that this area required to exercise control and keep a check on adolescent movements so that they don't take parent's permissiveness for granted.

5.2.2.4   Interaction Pattern

Perception of parents on the approach adopted while interacting with adolescents revealed that three - fourth of the parents adopted the authoritative style while, nearly one third of the parents perceived their approach to be permissive with the same. In decision making and problem solving domains, parents reported that they allowed adolescents to choose the right alternative and believed in their capacities. Similarly, in problem situation, they reported that they came to adolescent's rescue only after their failure to solve the problem. This indicated that parents expected adolescents to be responsible enough to decide and solve issues concerning them on their own (Table 14).

In providing adolescents' space for privacy, surprisingly, majority of the parents perceived to have adopted the authoritative approach of parenting where they provided adolescents with considerable space for privacy against adolescents' perceptions of parents adopting an authoritarian approach thus not providing them space for privacy. This indicates differences in perceptions of adolescents and parents towards parenting styles adopted in their interaction pattern. This could be attributed to the fact that the term 'privacy' may have different definitions according to parents and adolescents' point of view.

With regard to communication pattern, parents perceived themselves to be authoritative and permissive. Wherein, they communicated with adolescents with a sense of concern and permissive parents communicated with a sense of trust in their abilities. Their communication tones were reported to be normal with respect to authoritative parents and soft with respect to permissive parents. In response to adolescent demands, majority of the parents perceived that they responded to adolescent demands in a fairly convincing manner while, with respect to managing mistakes of adolescents they did so by offering them constructive criticism, thus encouraging them to correct their mistakes.

Thus, it can be inferred that parents perceive their approach to be authoritative in regard to all domains of adolescent behaviour and discipline, education, social life, and method of interaction, indicating that the authoritative approach was a desirable parenting style from parents and adolescent's point of view as well.

5.3 Differences in adolescent and parental perceptions of parenting styles

The differences observed between perceptions of parents and adolescents with respect to the parenting styles adopted by parents in adolescent daily life that includes the domains of adolescent behaviour and discipline, education, social life, and interaction pattern are discussed in this section.

The differences in perceptions of adolescents and parents with respect to parenting styles adopted by parents were obtained by administering the same questionnaire to adolescents and parents (Appendix). The results indicated significant differences in perceptions of mothers and adolescents with respect to parenting styles were observed only in the area of behaviour and discipline, while surprisingly, no significant differences were observed between perceptions of adolescents and fathers with regard to all the four domains of adolescent life studied behaviour & discipline, education, social life, and interaction pattern (Table 15).

With regard to Behaviour and discipline domain, differences in mother's and adolescent's perceptions of parenting styles adopted specifically were in reference to setting behavioural limits for adolescents. While most of the adolescents and mothers regarded authoritative approach to be most adopted parenting style. There were a moderate number of adolescents who perceived mothers to be permissive in setting limits for adolescents while mothers perceived their approach to be authoritarian with the same indicating that their

approach was wrongly perceived by adolescents. Misperception in parenting styles could be attributed to the ineffectiveness in the strict enforcement of setting behavioural limits by mothers due to the close bond shared between mothers and adolescents, or it could be attributed to the inconsistency in approaches adopted by them thus, making adolescents to misperceive that mothers were permissive while mothers reported their approach to be authoritarian in setting limits and giving value orientation to adolescents. Similar approach when adopted by fathers, proved to be effective on adolescents, clearly indicating that fathers were considered to be disciplinarians while mothers were viewed as emotional brokers in the family (Parsons and Bales, 1955).

Surprisingly, with respect to the type of control exercised, by mothers, next to the authoritative approach as perceived by both mothers and adolescents as the most adopted approach, moderate number of adolescents perceived mothers to be authoritarian in this regard thus exercising control on them by physically punishing them. While, moderate number of mothers perceived that they adopted the permissive approach of parenting in that they imposed no control on adolescents again indicating lenient approach being adopted by mothers projecting their lapse in enforcement of their approach or inconsistency in adopting a particular parenting approach with regard to discipline areas of adolescent life.

5.4   Differences in perceptions of adolescent boys and girls on parenting styles adopted by parents with regard to adolescent daily life activities.

Differences in perceptions of adolescent boys and girls on parenting styles were evident only with regard to mother's parenting approach. Their perceptions on mother's parenting approach differed with respect to two areas of adolescent life - behaviour and discipline and education. Though authoritative style was perceived by adolescent boys and girls to be the most adopted approach of parenting in both areas of behaviour and discipline, and education, differences in perceptions were evident by moderate number of adolescents.

With regard to the area of behaviour and discipline, differences in perceptions of boys and girls were observed in 4 domains. In setting behaviour limits where, boys perceived mothers to be authoritarian wherein, mothers set limits for them without providing explanations while, girls perceived mothers to be permissive ie., they were allowed to set their own limits. The second domain, where differences in perceptions of boys and girls were evident was with regard to mother's parenting styles adopted in giving value orientation. Here, boys perceived mother's approach as permissive wherein, mothers inculcated in them values of being creative, adventurous, autonomous and exploratory in nature, while girls perceived mothers to be authoritarian thus inculcating in them the values of punctuality, discipline, obedience and discipline. A study investigating differential parenting styles for fathers and mothers (Concrade G. *et. al,* 2002) revealed significant gender based differences
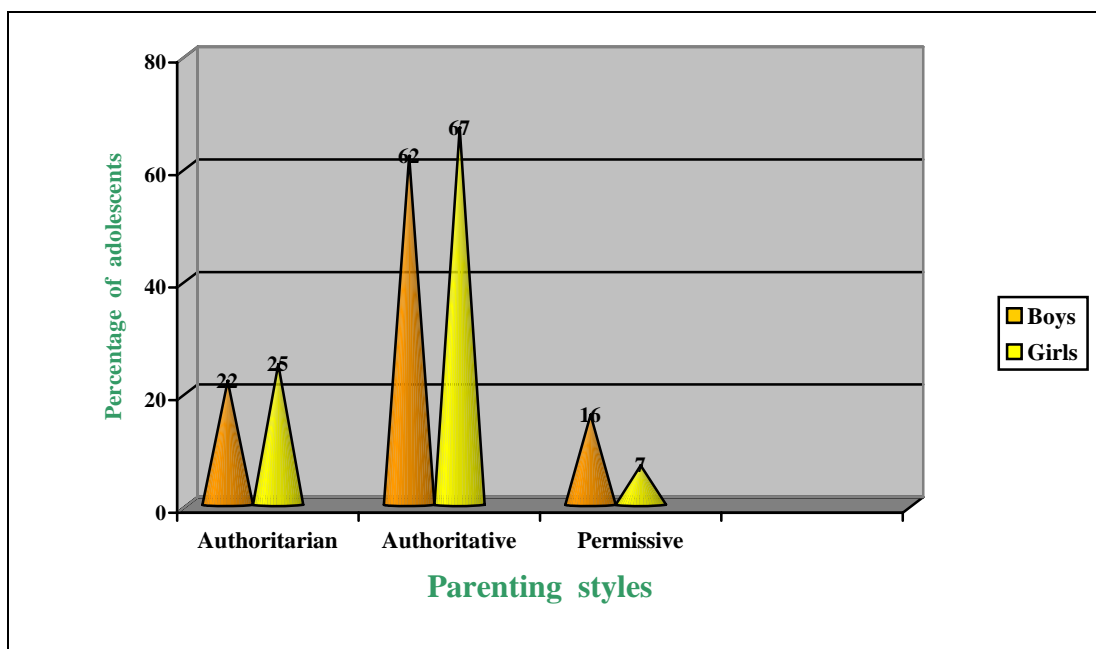
Fig. 8 **Mean differences in perceptions of adolescent boys and girls on parenting styles adopted by mothers with regard to behavior & discipline.**
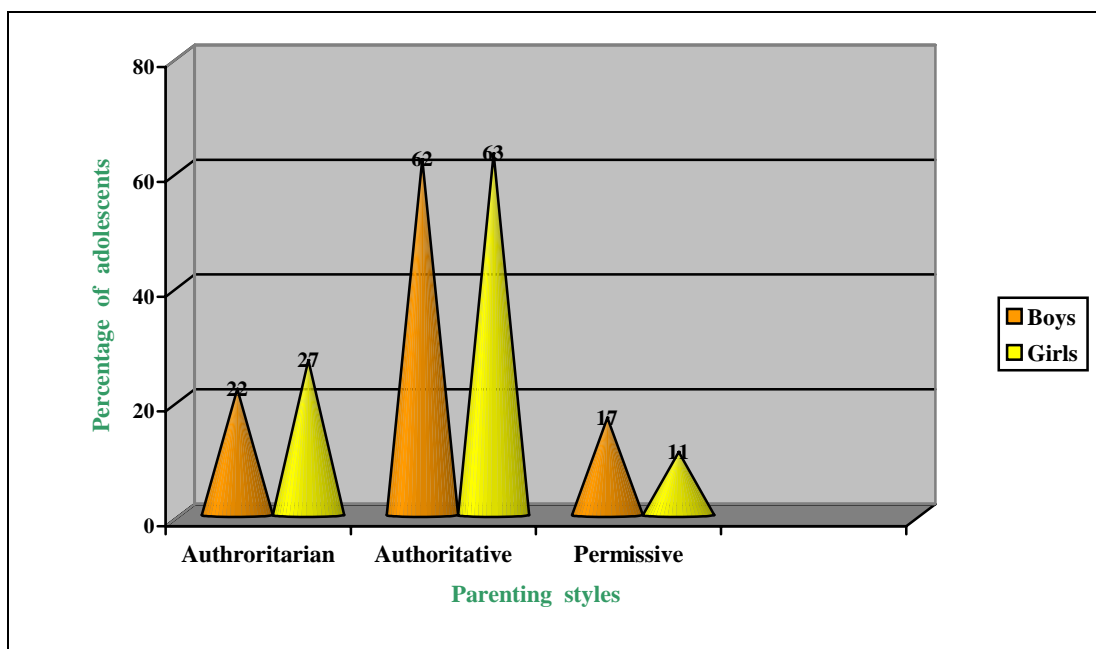

Fig. 9 **Mean differences in perceptions of adolescent boys and girls on parenting styles adopted by fathers with regard to behaviour & discipline.**

for the authoritative and permissive styles of parenting. Mothers, rather than fathers, were perceived to be more likely to use these styles. When considering the extent to which parents differentiated between their sons and daughters, significant differences were found for each of the three parenting styles. Mothers were perceived to be more likely to use an authoritative style by female respondents, and a permissive style by male respondents.

Further, differences in perceptions of boys and girls were observed in the domains of dress selection and type of dressing allowed. Boys perceived mothers to be permissive in their approach while, girls reported their mothers to be authoritarian while selecting clothes for them and type of dressing permitted. Girls perceived that their mothers did not allow them to choose clothes for themselves and were told to wear traditional clothes mostly. While boys perceived that their mothers gave them complete choice to select and wear clothes of their choice.

These differences in approaches adopted by mothers for boys and girls as perceived by adolescents can be attributed to the fact that in a conservative culture like ours, girls are generally groomed in a manner where, they are expected to respect and follow the 'authority' which generally lies in the hands of the males. Girls, especially in the adolescence period are trained to be future home‑makers thus, mothers being the ideal role models, mostly tend to adopt authoritarian style of parenting.

With regard to the area of adolescent education, differences in perceptions of boys and girls were observed in the domains ‑ selecting courses,
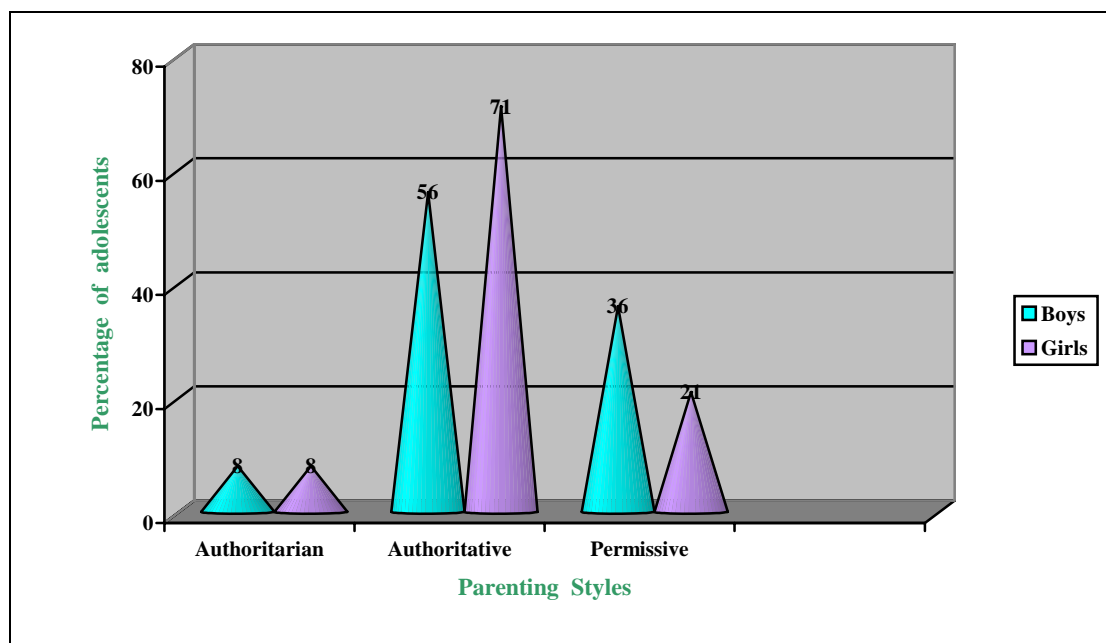
Fig. 10 **Mean differences in perceptions of adolescent boys and girls on parenting styles adopted by mothers with regard to education.**
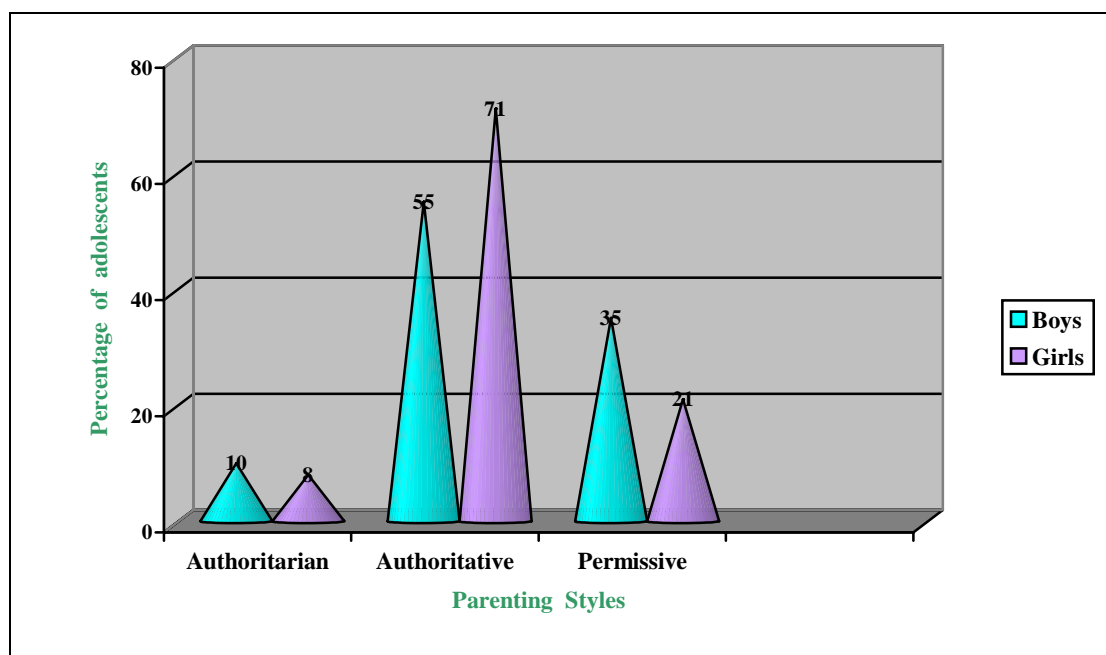

Fig. 11 **Mean differences in perceptions of adolescent boys and girls on parenting styles adopted by fathers with regard to education.**

and monitoring of study habits. In selecting, academic courses, boys perceived that their mothers were permissive in that they were given complete choice in selecting courses themselves, while girls perceived mothers to be authoritative, wherein, their choices were accompanied with their mother's opinion as well. In a similar study conducted by Ramamurthy (1976), studied the parental influence over course selection. The results revealed that the parental influence was more in an indirect or suggestive manner, than direct and conspicuous. It was evident that students joined certain courses of study because of their parents' position in the society, irrespective of the nature of the position.

In the domain - monitoring of study habits, boys perceived mothers to be permissive, wherein they were allowed to take care of their own study habits while, girls perceived mothers to be authoritative, wherein, mothers monitored their study habits by giving them timely suggestions. Similar study that investigated gender differences in academic stress and it's correlates, (Katyal, Sudha, and Vasudeva, Promila ; 2001) revealed that mothers were more authoritative and less democratic toward girls than boys. Fathers had higher aspirations for boys than for girls.

5.5 Relationship between demographic and socio economic variables and perception of parents and adolescents on parenting styles

The following section deals with the relation between selected independent variables and perceptions of parents and adolescents on parenting styles.

5.5.1   Relationship between demographic and socio economic variables and perception of adolescents on parenting styles.

The independent variables being correlated to perceptions of parenting styles by adolescents and parents were, adolescent related variables (age, education, birth order), parent related variables (age, education, occupation and income) and family related variables (family size and religion). Among the parent related variables, mother's education was found to be significantly related to adolescent perception on mother's parenting style in areas of behaviour and discipline, education, and social life ($p > 0.01$; table 18). While, father's education, had significant relationship only with regard to adolescent perception on their parenting style adopted in social life activities ($p > 0.05$; table 19). This signified that greater the educational status of parents, the more permissive was their approach to adolescent activities. This could be attributed to the fact that parental education helped parents to be more permissive in their approach towards adolescents which could have taken shape from the modeling behaviours experienced in higher educational and economical atmospheres. Higher parental education corresponds to a lower amount of authoritarian and permissive parenting (Dornbusch *et. al.,* 1987). In addition to educational status of father, their income status showed a relationship to adolescent perceptions on father's parenting approaches toward behaviour and discipline, education, and social life which indicated that higher the income status of father, the permissive was their approach with regard to adolescent activities. This could be attributed to the fact that higher income status led to provision of better facilities, wider options and less control adopted for adolescents in father's parenting approaches.

5.5.2 Relationship between demographic and socio economic variables and perception of parents on parenting styles.

Interestingly, with respect to parental perceptions on their own parenting styles, similar independent variables were found to correlate parental perceptions as those in case of adolescent perceptions. It was noted that mother's education status led to a permissive approach being adopted by them with regard to adolescent behaviour and discipline, and social life. While, father's high educational and income status' led to a permissive approach being adopted by them in adolescent social life, indicating that higher income may lead to busy schedule of father which could have resulted in their approach being permissive towards adolescents or the fact that better income urged them to provide more entertainment activities to adolescents thus leading to a permissive approach being adopted by them.

Among the adolescent related variables, age of the adolescents was found to be positively correlated to perception of mothers on parenting approach towards adolescent behaviour and discipline indicating that with increase in age of adolescents, mothers adopted a more relaxed and liberal (permissive) approach to adolescents in setting behaviour and discipline guidelines. This could be attributed to mother's perception of adolescent maturity led them to be more responsible which enabled them to be permissive with adolescents.

Family related variables - family size and religion were not found to be significantly related to perceptions of parents on parenting styles.

Thus, the study revealed authoritative parenting approach to be a desirable style of parenting as perceived by both parents and adolescents indicating that in the present era, adolescents require a balanced parenting technique to be adopted by parents involving freedom and control as well.

SUMMARY

&

CONCLUSIONS

CHAPTER - VI

SUMMARY & CONCLUSIONS

Parenting style provides a robust indicator of parenting function that predicts child well - being across a wide spectrum of environments and across diverse communities of children. Good adjustment in adolescence is overwhelmingly associated with parenting style.

Parenting style theory has its roots in the work of Diana Baumrind (1967), who created a model of parenting in which she defined parenting styles in a three part typology : authoritarian, authoritative, and permissive. She premised each type on the degree of demandingness and responsiveness with which the parent reacted to the child. Baumrind's theory had undergone numerous modifications and elaborations since then, but the basic structure remains. There has been extensive amount of research done on parenting styles and their outcomes.

The parent - adolescent relationship is truly a partnership, and its quality depends on what both parents and their children do to renegotiate their relationship. Parenting during adolescence, undergoes transformation hence, the present study entitled "Parenting styles as perceived by parents and adolescents" was undertaken to identify the perceptions that parents and specifically adolescents had toward parenting styles adopted by parents with regard to adolescent behaviour and discipline, education, social life and interaction pattern with adolescents.

The study was undertaken with general objective of studying parenting styles as perceived by parents and adolescents, and specific objectives of studying parental perceptions towards their parenting styles, adolescents perceptions towards parents' parenting styles, to study the differences between them and to find out correlation between demographic and socio economic variables and perceptions of parents and adolescents.

The sample consisted of 180 respondents - 30 adolescent boys + 30 girls of the age group of 16 - 18 years, and their 60 mothers and 60 fathers who were randomly drawn from Private Junior Colleges of the twin cities of Hyderabad - Secunderabad. A questionnaire was developed including statements in four areas of behaviour and discipline, education, social life and interaction pattern and the schedule was pre - tested. The data was collected by giving the questionnaire to adolescents and their parents. The obtained data was coded, scored, tabulated and analysed using appropriate statistical measures.

Results of the study with regard to demographic and socio economic profile of adolescents revealed that majority of the adolescents represented the age group of 16 - 17 years, were first born and belonged to medium - sized families that comprised of 3 - 6 members. Majority of the adolescents were Hindus

Most of the mothers in the sample represented the age group of 36 - 44 years while fathers represented the age group of 45 - 55 years. Most of the mothers and fathers were graduates, where, majority of the mothers had no occupation (homemakers) while, most of the fathers were involved in business.

Majority of the mothers had no income while most of the fathers belonged to the income category of Rs. 5000 - 10,000 and above Rs. 20,000.

Results with regard to perceptions of adolescents and parents on parenting styles revealed that adolescents perceived their parents to be authoritative in their approach with regard to adolescent behaviour and discipline, education and in their interaction pattern. With respect to social life, majority of the adolescents perceived their parents to have adopted both authoritative and authoritarian parenting styles.

Parents perceived their own parenting style to be authoritative towards adolescent behaviour and discipline, education and interaction pattern and authoritarian with respect to their social activities. Both adolescents and parents perceived permissive style to be the next most adopted approach of parenting after authoritative style while, authoritarian style was perceived to be the least adopted approach.

Differences in parenting styles adopted by fathers and mothers as perceived by adolescents were in the domains of, setting behavioural limits, extending friendship with members of opposite sex and their communication pattern with adolescents.

Differences in perceptions of adolescents and mothers with regard to parenting styles adopted by them in the area of behaviour and discipline were observed, where, mother's perceived their approach to be authoritarian while adolescents perceived mothers to be authoritative. No differences in

perceptions of adolescents and fathers with regard to parenting styles adopted by them were observed. Differences in perceptions of boys and girls were observed with regard to parenting approaches adopted by mothers in the areas of behaviour and discipline and education. No differences in perceptions of boys and girls on parenting styles adopted by fathers were observed.

Parents' education and income status were found to have a positive relationship with perceptions of adolescents and parents on parenting styles adopted where, higher the education and income status of parents, the more permissive was their approach to adolescents. Mother's age was found to have a positive relationship with their parenting style adopted for adolescents where, with increase in their age contributed to a more permissive approach being adopted by them for adolescents.

Adolescent's age was found to have a positive relationship with the perceptions of both adolescents and mothers on the parenting styles adopted by mothers with regard to adolescent behaviour and discipline. None of the family related variables viz., family size and religion were found to be related to perceptions of parents and adolescents with regard to parenting styles adopted by parents.

Conclusion

The study adds to a large body of research that parenting is a critical factor in adolescent development and adjustment and provides strong support for parental warmth and communication to the well being of adolescents. It contributes to cross - cultural research in demonstrating that

despite modernization and the change in family structure, the traditional roles of Indian fathers and mothers have not changed significantly. The present research however dispels the prevailing notion that parents are generally authoritarian in their approach to adolescents who adopt strict and harsh control over their adolescents. Instead, the findings reveal that both parents and adolescents perceive authoritative style of parenting to be the most adopted approach by parents in dealing with adolescents in their daily life activities.

Implications of the present study

1. By unfolding the perceptions that parents and adolescents hold with regard to parental parenting styles, it may enable counselors and psychologists to assist parents and adolescents encountering problems in their relationship.

2. The present study emphasizes the role that parents play in bringing up adolescents. It helps the parents and educators to understand the contribution of parenting styles and socio economic variables of the family in adolescent development. So that they can take appropriate measures to reduce the incidence of crisis in adolescent life.

3. The results in the present study indicate differences between adolescents and mothers in perceiving parenting approaches adopted by them, thus the present study gives a lead to future research in this aspect.

Directions for future research

- A comparative study of parenting styles adopted for adolescents between parents of rural and urban areas could be undertaken.

- Parenting styles adopted for adolescents covering other domains of adolescent life can be studied.

- A study focusing on the specific parenting practices adopted under each parenting style can be undertaken.

- Comparative study on parenting styles adopted for adolescent girls and boys can be undertaken.

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CITED

LITERATURE   CITED

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APPENDIX - (ii)

Questionnaire to identify <u>perceptions of father / mother</u> on the parenting style adopted for their adolescent children.

Section - I

Name :

Age :

Education :

Occupation :   (a) Working in Private Organization

(b) Government Employee

(c) Business

(d) Professional : (1) Doctor   (2) Engineer   (3) Lawyer

(4) Teacher (5) Any other

Monthly income :   (a) Rs. 5,000 – 10,000   (b) Rs. 10,000 – 15,000

(c) Rs. 15,000 – 20,000   (d) Rs. 20,000 & above

Section II :

INSTRUCTIONS :

The statements given below indicate your perception on your own parenting style adopted for your adolescent children. Each statement contains three alternatives (i.e., a, b, c). Read each alternative carefully for each statement and put a tick (   ) mark against the alternative which is applicable to you. There are no right or wrong answers. Kindly answer all the items.

1. (a) I set behavioural limits for my child without providing any explanations to him/her

   (b) I set behavioural limits for my child but provide explanations as to why I do so.

   (c) I allow my child to set his/her own behavioural limits

2. I give value orientation to my child by inculcating in my child the values of :

   (a) punctuality, discipline, responsibility and obedience

   (b) taking morally right decisions, commitment for work, being responsible and sensitive.

   (c) being creative, adventurous, autonomous and exploratory in nature

3. (a) I make decisions for my child, as I believe he/she cannot think for him/her self

   (b) I believe that my child has the capacity to choose the right alternative and can decide for him/her self.

   (c) I believe that my child is inexperienced to make decisions for him/her self

4. On achievement of any task by my child, I show :

  (a) no recognition, praise or any signs of approval.

  (b) my approval through psychological rewards such as praise and recognition of work

  (c) my approval through materialistic rewards.

5. I motivate my child in his/her education :

  (a) through commands and threats.

  (b) by teaching him/her the value of education.

  (c) by offering him/her materialistic and psychological rewards

6. I allow my child :

  (a) no space for privacy (eg: talking on phone, meeting friends in privacy, etc.)

  (b) considerable space for privacy

  (c) complete space for his/her privacy

7. I gave my child **:**

  (a) no choice while selecting academic courses for him/her

  (b) choice and guidance while selecting academic courses for him/her

  (c) complete choice of selecting his/her academic courses

8. I gave my child **:**

  (a) no choice during selecting College for him/her

  (b) choice and guidance during selecting College for him/her.

  (c) complete choice of during selecting College for my child

9.(a) I am strictly concerned about the kind of friends my child makes

  (b) I show considerable concern about the kind of friends my child makes

  (c) I show very less concern about the kind of friends my child makes

10. (a) I restrict my child to make friends with members of opposite sex

   (b) I allow my child to make friends with members of opposite sex, yet suggest him/her to keep distance from them

   (c) I do not restrict my child to make friends with members of opposite sex

11. I give my child :

   (a) pocket - money as and when his/her need arises.

   (b) adequate pocket money

   (c) more than adequate pocket money

12. (a) I always enquire from my child about the way in which he/she spends the pocket - money given to him/her

   (b) I show my concern at times as to how my child spends his/her pocket money

   (c) I never enquire or show my concern about the way my child spends his/her pocket - money

13. I give my child :

   (a) no choice while purchasing clothes for him/her

   (b) choice and guidance while purchasing clothes for him/her

   (c) complete choice while purchasing clothes for him/her

14. (a) I suggest my child to wear traditional clothes only

   (b) I suggest my child to wear suitable clothes as per the occasion

   (c) I allow my child to wear clothes as per his/her choice totally

15. (a) I exercise control on my child through external force in the form of physical punishment.

   (b) I exercise control on my child psychologically, by arousing guilt, instilling anxiety in him/her

   (c) I mostly avoid imposing control on my child

16. (a) I set high educational goals for my child, and insist on him/her

   reach them at any cost

   (b) I set high educational goals for my child and offer him/her my support

   and   guidance

   (c) I allow my child to set his/her own educational goals

17. (a) I monitor my child's study habits strictly

   (b) I monitor my child's study habits by offering him/her with timely

   suggestions

   (c) I allow my child to take care of study habits on his/her own

18. During my child's exams, I show **:**

   (a) no support and keep high expectations from him/her

   (b) my support by suggesting him/her to do the best he/she can

   (c) my support by allowing him/her to relax and not resort to stress

19. (a) I believe that my child's problems should be solved by him/her self

   as they are his/her own

   (b) I involve in solving my child's problem after his/her failure to solve it

   (c) I solve my child's problem situations immediately

20. I communicate with my child with a :

   (a) sense of dissatisfaction

   (b) sense of concern

   (c) sense of trust in his/her abilities

21. I use :

   (a) firm tone to communicate with my child

   (b) normal tone to communicate with my child

   (c) soft tone to communicate with my child

22. I respond to my child's demands **:**

  (a) by terminating them immediately

  (b) in a fairly convincing manner

  (c) by giving in to all his/her demands

23.(a) I cannot tolerate any negligence from my child and impose severe punishment on him/her when he/she makes mistakes

  (b) I offer constructive criticism and encourage my child to correct his/her mistakes.

  (c) I take the entire responsibility for my child's mistakes and protect him/her from its negative effects.

24. (a) I do not permit my child to go for late night parties

  (b) I occasionally permit my child to go for late night parties

  (c) I always permit my child to go for late night parties

25.(a) I do not allow my child to go for movies with my friends

  (b) I occasionally allow my child to go for movies with his/her friends

  (c) I always allow my child to go for movies with his/her friends

26. I model :

  (a) strict and disciplined behaviour for my child to follow

  (b) responsible and merciful behaviour for my child to follow

  (c) independent and carefree behaviour for my child to follow

27. (a) I make lot of demands for an orderly behaviour from my child

  (b) I make few demands for an orderly behaviour from my child

  (c) I make no demands for an orderly behaviour from my child

28.(a) I do not allow my child to go for excursions

  (b) I occasionally allow my child to go for excursions

  (c) I always allow my child to go for excursions

29. (a) I do not permit my child to stay overnight at his/her friend's place

(b) I occasionally permit my child to stay overnight at his/her friend's place

(c) I always permit my child to stay overnight at his/her friend's place

30. (a) I do not permit my child to watch television programes of his/her choice

(b) I occasionally permit my child to watch television programes of his/her choice

(c) I always allow my child to watch television programes of his/her choice

Questionnaire to identify <u>perception of adolescents</u> on the parenting style(s) adopted by their parents.

Section - I :

<u>General Information :</u>

Name :   Address :

Name of the College :

1. Age :   1) 16 years   2) 17 years   3) 18 years

2. Gender :   1) Male   2) Female

3. Religion :   1) Christian   2) Muslim   3) Hindu   4) Other

4. Education :   1) Intermediate I year   2) Intermediate II year

5. Birth Order :   1) 1st born   2) 2nd born
                                        3) 3rd born   4) later born

6. Family Type :   1) Nuclear   2) Joint

7. Family Size :   1) Number of Adults :   a) 2 b) 3 c) 4

                                       2) Number of Children : a) 1   b) 2   c) 3   d) 4

Section - II :

INSTRUCTIONS :

The statements given below indicate your perception on the parenting styles adopted by your parents in various day-to-day activities. Each statement contains three alternatives (i.e., a, b, c). Read the alternatives given for each statement carefully. Put a tick mark, (   ) for the alternative that is most close to your perception of your parent's parenting style under the options given. In cases where your parent's parenting styles differ for the statement given, you have to tick separately for the alternatives applicable to your Mother's **(M)** and Father's **(F)** parenting style. In cases where your parent's parenting styles are similar for the alternative chosen, you have to tick Both **(B)** which refers to similar parenting styles adopted by your parents for the given statement. There are no right or wrong answers. Please do not leave any statement unanswered.

1. My parents,
(a) set my behavioural limits, without providing explanations to me
(b) set my behavioural limits, but provide explanations as to why they do so.
(c) allow me to set my own behavioural limits.

2. My parents give me value orientation by inculcating in me values of :
(a) punctuality, discipline, obedience, and responsibility
(b) taking morally right decisions, commitment for work, being responsible and sensitive.
(c) being creative, adventurous, autonomous and exploratory in nature

3. My parents,

(a) make decisions for me, as they believe I cannot think for myself

(b) believe that I have the capacity to choose the right alternative and can decide for myself.

(c) believe that I am inexperienced to make decisions for myself.

4. On achieving any task, my parents show

(a) no recognition, praise or any signs of approval

(b) their approval through psychological rewards such as praise and recognition of work

(c) their approval through materialistic rewards.

5. My parents motivate me in my education

(a) through commands and threats

(b) by teaching me the value of education

(c) by offering materialistic and psychological rewards.

6. My parents allow me

(a) no space for privacy (eg: talking on phone, meeting friends in privacy, etc.)

(b) considerable space for privacy

(c) complete space for privacy.

7. My parents offered me

(a) no choice while selecting my academic courses

(b) choice and guidance while selecting my academic courses

(c) complete choice to select my College

8. My parents offered me

(a) no choice while selecting College for me

(b) choice while selecting College for me

(c) complete choice to select my College.

9. My parents

(a) are strictly concerned about the kind of friends I make

(b) show considerable concern about the kind of friends I make

(c) show very less concern about the kind of friends I make

10. My parents

(a) restrict me to make friends with members of opposite sex

(b) allow me to make friends with members of opposite sex, yet suggest me to keep distance from them.

(c) do not restrict me to make friends with members of opposite sex

11. My parents

(a) give me money as and when need arises.

(b) provide me adequate pocket money

(c) provide me more than adequate pocket money

12. My parents

(a) always enquire about how I spend the pocket money given to me

(b) show their concern at times as to how I spend my pocket money

(c) never enquire or show their concern about how I spend my pocket money.

13. My parents

(a) give me no choice while purchasing clothes for me

(b) give me choice and guidance while purchasing clothes for me

(c) leave the choice of purchasing clothes to me

14. My parents

(a) suggest me to wear traditional clothes only

(b) suggest me to wear suitable clothes as per the occasion

(c) allow me to wear clothes as per my choice totally

15. My parents exercise

(a) control on me through external force in the form of physical punishment

(b) psychological control on me by arousing guilt, instilling anxiety in me

(c) no control on me at all

16. My parents

(a) set high educational goals, and insist me to reach them at any cost

(b) set high educational goals, and offer me their support and guidance

(c) want me to set my own goals

17. My parents

(a) monitor my study habits strictly

(b) monitor my study habits by offering their timely suggestions

(c) allow me to take care of my study habits

18. My parents

(a) show no support and keep high expectations from me during exams

(b) extend their support by suggesting to do the best during exams

(c) extend their support by allowing me to relax and not resort to stress during exam

19. My parents

(a) believe that my problems should be solved by myself as they are mine

(b) involve in solving my problem after my failure to solve it

(c) solve my problems immediately

20. My parents communicate with me

(a) with a sense of dissatisfaction

(b) with a sense of concern

(c) with a sense of trust in my abilities

21. My parents use

(a) firm tone to communicate with me

(b) normal tone to communicate with me

(c) soft tone to communicate with me

22. My parents

(a) respond to my demands and terminate them immediately

(b) respond to my demands in a fairly convincing manner

(c) give in to all my demands

23. My parents

(a) do not tolerate any negligence and impose severe punishment
   when I make mistakes

(b) offer constructive criticism and encourage me to correct my mistakes

(c) take the entire responsibility for my mistakes and protect me from its
   negative effects

24. My parents

(a) do not permit me to go for late night parties

(b) occasionally permit me to go for late night parties

(c) always permit me to go for late night parties

25. My parents

(a) do not allow me to go for movies with my friends

(b) occasionally allow me to go for movies with my friends

(c) always allow me to go for movies with my friends

26. My parents model,

(a) strict and disciplined behaviour

(b) responsible and merciful behaviour

(c) independent and carefree behaviour

27. My parents

(a) make lot of demand for orderly behaviour from me

(b) make few demands for orderly behaviour from me

(c) make no demands for orderly behaviour from me

28. My parents

(a) do not allow me to go for excursions

(b) occasionally allow me to go for excursions

(c) always allow me to go for excursions

29. My parents

(a) do not permit me to stay overnight at my friend's place

(b) occasionally permit me to stay overnight at my friend's place

(c) always permit me to stay overnight at my friend's place

30. My parents

(a) do not allow me to watch television programes of my choice

(b) occasionally allow me to watch programes of my choice

(c) always allow me to watch television programes of my choice