



## Perceived Parenting of the School-Going Adolescents having Physical Education as Their Additional Subject in Secondary Stage of Education

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### Abstract

*Parenting serves as an effective agent of socialization. Child's perception of parental attitude towards him/her has a great impact on the dynamics of his/her behaviour. A quick review of literature shows that the proper blending of masculine supervision and feminine tenderness seems to be of utmost importance in the upbringing of a child for the normal growth. The study was carried out through descriptive survey method within ex-post-facto research design. A sample of 273 adolescents (98 female and 175 male) having physical education as their additional subject in secondary stage of education, was chosen from government aided secondary / higher secondary schools of West Bengal by stratified random sampling technique. To collect data Parenting Scale (P Scale) was administered on the sample. In the present study we assessed the extent of perceived parenting of the subjects. It might help in future to develop their attitude towards physical education and physical activities. Here, both female and male adolescents received same type of parental encouragement; there were no gender inequality in parenting and there was also no difference in perceived parenting scores between the rural and urban adolescents.*

**Keywords:** Parenting, school-going adolescents, physical education, physical activity.

### Introduction

The foundation of the growth of personality lies in the womb of the family. Parenting, as the style of child upbringing, refers to the privileges or responsibilities of mother and father (together or independently) to prepare the child for the society or culture<sup>1</sup>. Again, these provide many opportunities to a child to find roots, continuity and sense of belonging<sup>2</sup>. Therefore, parenting serves as an effective agent of socialization. Child's perception of parental attitude towards him/herself has a great impact on the dynamics of his/her behaviour. Parenting influences the development of attitude of the offspring. It may also influence the development of attitude towards physical education.

Family, as a unit of social organization serves as an effective agent of socialization. In family parent child relationship happens to be a central factor in children's social development<sup>3</sup>, it also influences the segments of personality<sup>4</sup>. Ordinarily the child's key models are his parents and their behaviour can have beneficial or detrimental effect to the way the child learns to perceive, think, feel and act.

Parenting is the attitude of the parents towards their own children. A child bestows the responsibilities of her / his upbringing on both mother and father together or independently. The two distinctive roles of parents include both mothering and fathering. It is important to note that most of the children have a fairly clear cut concept of 'mother'<sup>5</sup>. Therefore it appears to be of utmost importance to study perceptions regarding their fathering and

mothering separately as well as parenting as a whole on different dichotomous mode of parenting. The two distinctive roles of parents include both fathering and mothering. The proper blending of masculine supervision and feminine tenderness seems to be of utmost importance in the upbringing of a child for the normal growth. Inadequate patterns of the parenting may lead to despair and self-devaluation of the personality of the individuals.

Parenting practices have profound effects on adolescent development. Good parenting can optimize adolescent's potential, whereas suboptimal parenting may contribute to youth participation in high-risk behaviors. Because of the serious adverse health and social consequences of high-risk behaviors in adolescents.

In recent years one group in particular that is of great concern to health professionals is young people between the ages of 12-21. Research has shown that levels of physical activity begin to decrease starting at age 12 and continue decreasing throughout adolescence<sup>6</sup>. In an attempt to combat the levels of sedentary lifestyles that are plaguing many of our young people, health professionals are calling upon middle and high school physical education to equip students with the skills and knowledge necessary to become physically active for a lifetime.

In the present study, we assessed the extent of perceived parenting of the school-going adolescents and which would help us in future to explore the psychosocial factors effecting the development of this attitude and help us in formulating a strategy of counseling

programme to increase the attitude of the school-going adolescents. This in turn would increase the acceptability of physical education in the society as whole. This is the rationale behind considering this as a research problem.

### Methodology

**Methods:** The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tools, procedure of data collection and statistical technique are reported as under:

**Sample:** i. Source – Government aided Secondary / Higher Secondary Schools of West Bengal were considered as source of sample. ii. Sampling Technique – Stratified Random Sampling Technique was adopted. iii. Sample Size – Finally 175 male subjects and 98 female subjects participated in the study. iv. Sample Characteristics – Only school going adolescents (students of Class IX and X of age group 14 – 17 yrs.), who took Physical Education as their additional subject, were taken. Only Bengali speaking students were taken.

**Tools:** The following research tool was used in the present study for data collection. The tools were selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. A brief description of the tool is given hereunder.

**Parenting Scale (P Scale):** It was developed by Bharadwaj, Sharma, and Garg<sup>7</sup>. The scale is intended to measure perceptions of the individual (Perceived Parenting) on one’s own feeling as to how one is brought up by one’s parents on eight dichotomous modes of parenting—i. Rejection vs. Acceptance, ii. Carelessness vs. Protection, iii. Neglect vs. Indulgence, iv. Utopian Expectations vs. Realism, v. Lenient Standard vs. Moralism, vi.

Freedom vs. Discipline, vii. Faulty Role Expectation vs. Realistic Role Expectations and viii. Marital Conflict vs. Marital Adjustment.

**Procedure for Data Collection:** The relevant data were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the respective manual of the tool.

**Statistical Techniques:** The descriptive as well as inferential statistics and underlying relationships were found out by computing appropriate statistics with the help of SPSS-10.01 software.

### Results and Discussion

Table 1 exhibited that in overall perceived parenting the mean and standard deviation were 333.52 and 30.56 respectively; in fathering the mean and standard deviation were 148.12 and 14.26 respectively, and in mothering the mean and standard deviation of the said distribution were 144.52 and 13.16 respectively. As per norms provided in the manual of the scale all these values were normal values.

From table-2 we found that for females the means of the overall parenting, fathering and mothering scores were 326.84, 145.52 and 143.62 respectively and for males those were 337.26, 149.58 and 145.04 respectively. Table-3. showed that there was no statistically significant difference of means of the scores of both female and male adolescents. Both female and male adolescents received same type of parental encouragement; there were no gender inequality in parenting. This might reflect that much awareness was generated in this regard.

### Presentation of Data

**Table-1**  
**Descriptive Statistics of Perceived Parenting Scores of School-going Adolescents as a whole**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Overall Parenting	273	307	43	350	333.52	30.56
Fathering	273	163	22	185	148.12	14.26
Mothering	273	164	16	180	144.52	13.16

**Table-2**  
**Report of Gender Wise Comparison of Means of Perceived Parenting Scores of School- going Adolescents**

Gender	Statistics	Overall Parenting	Fathering	Mothering
Female	Mean	326.84	145.52	143.62
	N	98	98	98
	Std. Deviation	26.58	13.81	11.52
Male	Mean	337.26	149.58	145.04
	N	175	175	175
	Std. Deviation	32.50	14.49	14.01
Total	Mean	333.52	148.12	144.52
	N	273	273	273
	Std. Deviation	30.56	14.26	13.16

**Table-3**  
**ANOVA of Gender wise Comparison of Means of Perceived Parenting Scores of School-going Adolescents**

Parenting	Group	Sum of Squares	df	Mean Square	F	Sig.
Overall Parenting	Between Groups	1705.340	1	1705.340	1.831	0.177
	Within Groups	252348.704	271	931.176		
	Total	254054.044	272			
Fathering	Between Groups	261.225	1	261.225	1.286	0.258
	Within Groups	55046.717	271	203.124		
	Total	55307.941	272			
Mothering	Between Groups	32.015	1	32.015	0.184	0.668
	Within Groups	47048.996	271	173.613		
	Total	47081.011	272			

**Table-4**  
**Report of Geographic Location (Rural and Urban) wise Comparison of Means of Perceived Parenting Scores of School-going Adolescents**

Geographic Location	Statistics	Overall Parenting	Fathering	Mothering
Rural	Mean	337.56	148.20	145.74
	N	130	130	130
	Std. Deviation	28.59	12.44	11.90
Urban	Mean	329.84	148.06	143.42
	N	143	143	143
	Std. Deviation	32.24	15.78	14.22
Total	Mean	333.52	148.12	144.52
	N	273	273	273
	Std. Deviation	30.56	14.26	13.16

**Table-5**  
**ANOVA of Geographic Location (Rural and Urban) wise Comparison of Means of Perceived Parenting Scores of School-going Adolescents**

Parenting	Group	Sum of Squares	df	Mean Square	F	Sig.
Overall Parenting	Between Groups	1011.359	1	1011.359	1.083	0.299
	Within Groups	253042.685	271	933.737		
	Total	254054.044	272			
Fathering	Between Groups	.353	1	.353	0.002	0.967
	Within Groups	55307.588	271	204.087		
	Total	55307.941	272			
Mothering	Between Groups	90.989	1	90.989	0.525	0.469
	Within Groups	46990.022	271	173.395		
	Total	47081.011	272			

From table-4., we found that in case of rural adolescents the means of the scores of overall parenting, fathering and mothering were 337.56, 148.20 and 145.74 respectively and of urban adolescents these were 329.84, 148.06 and 143.42 respectively. Table-5 showed that there was no statistically significant difference of means of the rural and urban adolescents' scores. Here was also no difference in different geographic location concern.

**Conclusion**

In the present study, perceived parenting scores of school going adolescents having physical education as their additional subject in secondary stage of education were determined and it was

analyzed whether it differed according to gender and geographical location wise. The findings showed that both female and male adolescents received same type of parental encouragement; there were no gender inequality in parenting. This might reflect that much awareness was generated in this regard. Here there was also no difference in perceived parenting scores between the rural and urban adolescents.

In our country, particularly in rural areas, majority of the mothers remain engaged in child rearing and household management, whereas fathers are forced to stay out of home for earning their livelihood and for other economic activities. So, most of the adolescents under study felt lack of fathering facilities. They

perceived their mothers as more reinforcing than fathers. In our country till now, mainly a male member of a family, the only earning member, has very limited time to spend at home with the offspring. School going adolescents, in this study, felt less rejected as well as more accepted by mothers than by fathers. They felt less carelessness but more protected in by mothers than by fathers. Less freedom as well as more discipline was provided by mothers than fathers.

The evaluation of a few studies related to carelessness vs. protection mode of parenting clearly indicate that most of the studies pay greater attention on the study of overprotection instead of protection which is highly needed for the welcoming growth of personality. Overprotection in terms of over-valuation, adoration and delicate care usually leads to the development of – i. over-dependence<sup>8</sup>, ii. anxiety<sup>9</sup>, iii. fear, shyness, submission, feeling of guilt and unworthiness<sup>9</sup>, iv weak achievement<sup>10</sup>, v. failure to cope with external expectations<sup>10</sup>, and vi. an effect deemed to be more harmful in the development of boys as compared to girls<sup>11</sup>.

However Garg<sup>12</sup> found the role of perceived parenting of over protection in the development of a few emotion competencies like adequate expression and control emotions and encouragement of positive emotions. Girls perceived their father's behaviour as more protecting than boys. Parental monitoring may differ by child gender and parent. Some studies have found an increased level of perceived parental monitoring in females, but others have found no difference in gender<sup>13, 14, 15</sup>. Mothers seem to know more about their adolescents daily activities than do fathers and are more likely to obtain it by active supervision or voluntary disclosure from the child. Fathers are more likely to receive information about their adolescents' activities from their spouse<sup>16</sup>.

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