

PARENTING STYLE AND VALUES AMONG SCHOOL GOING ADOLESCENTS

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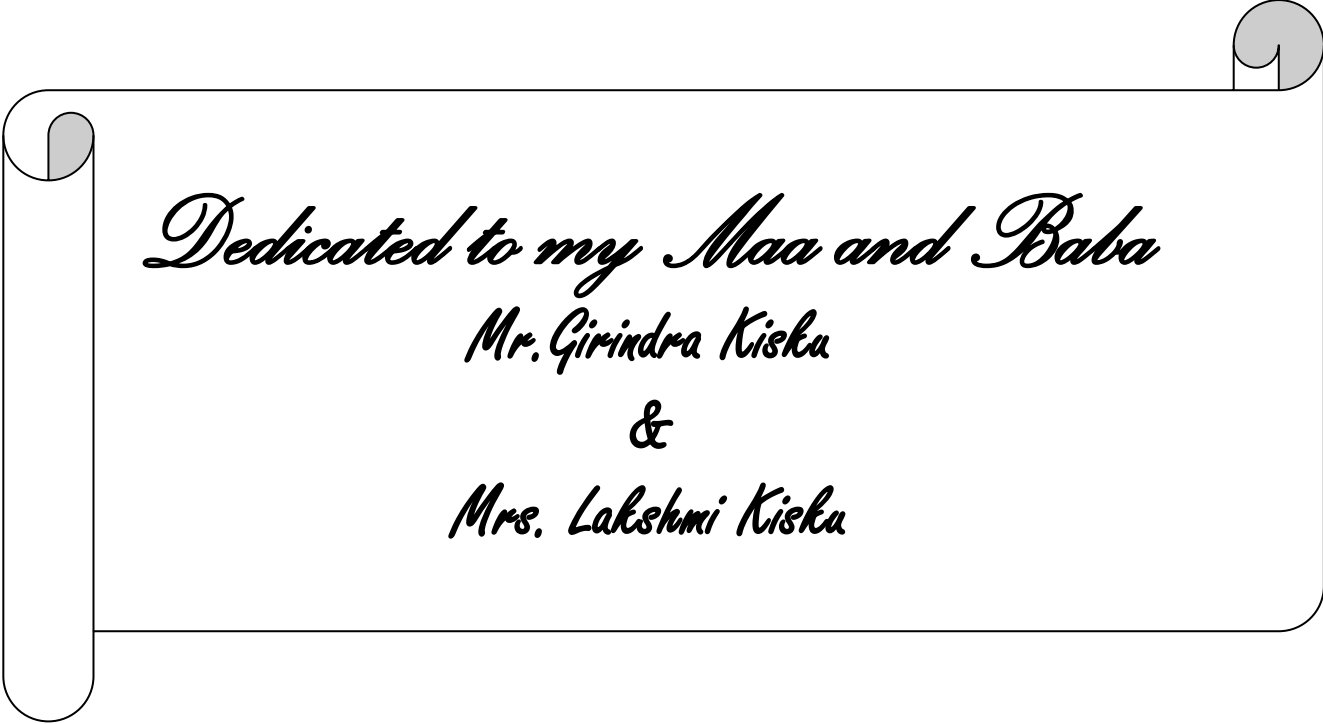
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CERTIFICATE

This is to certify that the dissertation entitled “**PARENTING STYLE AND VALUES AMONG SCHOOL GOING ADOLESCENTS** ” is a record of bona fide research work done by Anirban Kisku under my supervision and guidance. It contains the result of the candidate’s personal investigation. The candidate has fulfilled all the necessary requirements according to the regulations of the Jadavpur University, Jadavpur, Kolkata and fit for submission to the University for the partial fulfilment of Master of Philosophy in Education. I further certify that, no part of the dissertation has been submitted for any other degree. He is duly permitted to submit his work to the university.

Dr. Lalit Lalitav Mohakud

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Dedicated to my Maa and Baba
Mr. Girindra Kisku
&
Mrs. Lakshmi Kisku

DECLARATION

I, Anirban Kisku do hereby declare that this dissertation entitled “PARENTING STYLE AND VALUES AMONG SCHOOL GOING ADOLESCENTS ” submitted by me to the Department of Education, Jadavpur University ,Kolkata, West Bengal, for the partial fulfilment of degree of Master of Philosophy in Education is a record of original research work carried out by me under the supervision and guidance of Dr. L.L Mohakud, Assistant Professor, Department of Education, Jadavpur University, Kolkata and that it has not been submitted for the award of any degree, diploma or any other recognition to any other candidate to any University or Institution before.

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ABBREVIATIONS

1S: Sibling1

2-3S: Sibling2-3

df: Degree of Freedom

JF: Joint Family

M: Mean

M Difference: Mean Difference

N: Total number of students

NCERT: National Council for Educational Research and Training

NS: Not Significant

NF: Nuclear Family

SD: Standard Deviation

SE_M: Standard Error of Mean

SPSS: Statistical Package for the Social Science

SPPPCP: A Scale on Perception of Parents towards Participation of Children in Play

S: Significant

t: T-value

U: Urban

VTPRC: Verbal Test of Play Related Creativity

ABSTRACT

Parenting style and values among school going adolescents have been considered as a vital factor for the improvement of the life value in education. The objectives of this study were to identify parenting style and values among school going adolescents; to compare Grand Parenting Styles, Total Fathering Styles, Total Mothering Styles among school going adolescents with respect to their gender, caste, religion, habitat, family types, siblings, monthly family income, level of education, number of family; and to find out the relationship between parenting style and values. Cross -sectional survey design and correlation design were used for conduction of this study. The researcher used Purposive sampling technique to collect data from 124 students of Class-VIII to XI in Hooghly district of West Bengal. In this study two tools were used for collecting data. To measure the parenting styles of students the researcher used a five point Parenting Style Scale developed by Bharadwaj, R.L., Sharma, H., & Garg, A., and adopted in Bengali version by Mohakud, L.L. and Das,N. To measure the life value of students, a five point Life Value Scale developed by Duane and R. Kelly Crace (1996) and adopted in Bengali version by, Mohakud and Pakira (2018). For analysis of data statistics like independent ‘t’ test, One way ANOVA and Pearson Correlation Coefficient for were used. Result showed that : i) all categories of students with respect to various demographic variables like Gender, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion perceived (good parenting styles) accepting parenting styles except caste wise students from OBC and SC category; parenting styles of realism in styles; ii) Irrespective of Gender, Caste, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion, all school going adolescents perceived (low parenting styles) careless parenting styles; neglect parenting styles; lenient standard; parenting styles of freedom in styles except students of ST category who perceived disciplined parenting style. Further it is also revealed that students of all categories perceived parenting styles of faulty role expectation and marital conflict in styles; iii) result revealed that Gender, age, habitat, Number of Sibling and Family Monthly Income have no significant impact on total mothering of school going adolescents but caste, educational qualification, family type, number of family members

and religion have; iv) Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and religion have no significant impact on total fathering of school going adolescents but it impacted by number of family members; v) Total Parenting Styles of school going adolescents does not differ significantly due to variation in Gender, Age, Educational qualification, Habitat, and Family Monthly Income and Religion but it differs due to variation in caste, family nature or type, number of siblings and number of family members; vi) there does not exist any significant difference in values of school going adolescents with regard to Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members, religion whereas it is observed that gender has significant impact on the values of school going adolescents; vii) no significant correlation found between total mothering and life value ; total fathering and life value and total parenting and life value of school going adolescents.

Keywords -, Value. Parenting Style , Adolescents, Mothering, Fathering.

CHAPTER I

CONTEXT OF THE STUDY

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1.1.0 Introduction

The human identity is One of the most fundamental and the most vital concerns and worries of life everyone's life and the process that is passing through the identity crisis all of people that begins after experience that in their once personal and socials life. In Identity passing process intellectual and religious maturity the main question is how identity is formed and how is passing from this stage is very hard and crucial. Today undoubtedly the most important identity crisis is the most social damage that it can be observed their signs at all social and cultural interaction, economic, political and even international, clearly. Momentum caused by identity crisis can be easily detected in the collapse of ethical frameworks and paradigms, increased social ugliness such as lies and hypocrisy, violence in interpersonal communication and we can observed that in social elite association and

the huge gap between generation ultimately .(Hosseinzadeh &Karimi, 2014)

1.1.1 SECONDARY SCHOOL STAGE:A SIGNIFICANT STAGE OF DEVELOPMENT

Secondary education covers children aged 12 to 18. The final years of secondary is often called Higher Secondary (HS), Senior Secondary, or simply the “+2” stage. The two halves of secondary education are each an important stage (Education in India from Wikipedia, 2016). Biologically the secondary school stage almost covers adolescent period. The term *adolescence* comes from the Latin word *adolescere*, meaning “to grow” or “to grow to maturity”. As it is used today, the term adolescence has a broader meaning. It includes mental, emotional and social maturity as well as physical maturity (Hurlock, 2011). This point of view has been expressed by Piaget (1969) when he said:

Psychologically, adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his

elders but equal, at least in rights.....This integration into adult society has many affective aspects, more or less linked with puberty....It also includes very profound intellectual changes...These intellectual transformations typically of the adolescent's thinking enable him not only to achieve his integration into the social relationships of adults, which is, in fact, the most general characteristics of this period of development.

This period again divided into two sub-divisions, early and late adolescence. The dividing line between early and late adolescence is somewhat arbitrarily placed at around 17 years; the age when the average adolescent enters the senior year of high school.....Early adolescence extends roughly from 13 to 16 or 17 years and late adolescence covers the period from then until 18, the age of legal maturity (Hurlock, 2011). That means the early part of secondary education otherwise known as middle education covers early adolescence period and later part of secondary education otherwise known as higher secondary education covers late adolescence period. The biological determinants of adolescence are fairly universal; however, the duration and defining characteristics of this period may vary across time, cultures, and socioeconomic situations. Anake, Mbua & Adigeb (2015) argued that, the end of adolescence and beginning of adulthood varies by country and by function. This is the time when an individual undergoes tremendous changes both physically, emotionally and psychologically. A profound and abrupt change is clearly perceptible into the development of the child who is neither too young nor too old. This sudden growth and development in the child is the unique characteristic of adolescence, an age which requires lots of care, affection, guidance, proper monitoring and motivation. It is characteristically an important period in the life span, a transitional period, a time of change, a problem age, a time when the individual searches for identity, a dreaded age, a time of unrealism, and the threshold of adulthood (Hurlock, 2011). Tanner has said (156): *For the majority of young persons, the years from twelve to sixteen are the most eventful ones of their lives so far as their growth and development is concerned...*The important social changes in adolescence include increased peer-group influence, more mature patterns of social behavior, new social groupings, and new values in the selection of friends and leaders and in social acceptance.

1.1.2. Value: Essential for Every Aspect of Life

Everyone knows that life is precious – that life is important. We all protect our life because we care for it more than anything else. If life is so important, the values of life are even more important. Values are guiding principles, or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. "The Importance of Values and Morals are the code we live by in a civil and just society. They are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behaviour. Our values and morals are a reflection of our spirituality; our character. They are what we hope to model for our children and the children around us, because children do watch us as they develop their own sense of right and wrong. Value means inculcating in the children sense humanism, a deep concern for the well-being of others and the nation. This can be accomplished only when we instill in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress. A person with proper values will not be afraid to face problems. He or she will expect and accept them as part of life. He or she will not give unnecessary importance to anything that happens in life. He or she will have complete faith in God. Such a person will be an example to the rest. Last but not least we must love our own values in life, to build a strong character. It will help us to lead our life as it should be lead. It is very necessary for the fulfillment of life's purpose. In today's scenario our values have been discarded by the new generation in the upcoming of the new fashion. In such a situation it is very important for someone to lay down basic principles for us so that we may lead a brightened life, no matter the stepping stones of success hit us hard we on the basis of these principles can guide our life. Thus value education completes this need very easily with an impact on the young minds making the world a better place to live in. Values are the principles that determine an individual's behavior, actions and attitudes. Values influence every aspect of our life, from what we speak, wear, select etc. To how we interpret, react, perceive things and so on. Values are considered as important and desirable attributes of one's character which are held in high esteem by the society in which a person lives. In essence, values determine our moral behavior. Moral behavior is the act that is valued by an observer as right or good (Wayne, Langley, 2011). Research indicates that values influence decision making in regards to both career and personal choices (Brown, 1995; Brown & Crace, 1996; Dawis & Lofquiest, 1984; Judge & Bretz,

1992; Knoop, 1991; Ravlin & Meglino, 1987). Everyone has his or her values system that underlies decision-making. Brown and Crace (1996) defined values as, “cognized representations of needs that, when developed, provide standards for behavior, orient people to desired end states (Rokeach, 1973), and form the basis for goal setting” (pp.211-212). Values convey what is important to people in their life (e.g., achievement, security). They guide perception, goals, attitudes, and behavior (reviewed, e.g., in Bardi, Calogero, & Mullen, 2008; Maio, 2010; Roccas & Sagiv, 2010). Hence, values serve as motivators, similarly to needs (e.g., Schwartz, 2004). They are ordered in a personal hierarchy of importance, and the location of a value in that hierarchy determines perception and behavior (e.g., Rokeach, 1973; Schwartz, 1992). A .P. J. Abdul Kalam (2003) rightly said, “Where there is beauty in character, there is harmony at home, order in nation and peace in the world.”

1.1.3 Concept and Nature of Values:

Value is transmitted to the Younger generation by the elder generation. From Philosophical point of view; value is directly related to what one believes in or thinks. From Sociological point of view; Social values are cultural standard which are right and important for the society. From Psychological point of view; value is the generalized readiness of an individual. (Pal., A. 2013) Rokeach’s (1973) definition of values, as standards that not only guide the behavior of the individuals who hold them, but also support their judgment about the behaviour of others. As The value means to prize, to esteem, to appraise, to estimate. It is an act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of values as compared with something else “ (Dewey, 1948). Values are the forces that govern behavior at the core of the personality. Behavioral dispositions of the individual are governed by value-orientations, attitudinal dispositions, and belief systems with specific reference and relevance to broader social context of the individual. A value orientation is essential for the planning of a good future for mankind. It is a matter of experience that mankind reacts to human behavior sometimes with approval and sometimes with disapproval. Not only the individual but society makes judgments on various kinds of human behavior. Emerson (2009) is reputed to have said, a person’s real success should be measured instead by the values that he or she possesses such as empathy, care, love, enthusiasm, and humaneness. As suggested by many (e.g., Kluckhohn, 1951; Meglino&Ravlin, 1998;

Rokeach, 1973; Schwartz, 1992), values probably develop as a joint product of the individual's needs, traits, temperament, culture, socialization, and personal experiences (see supporting evidence, e.g., in Calogero, Bardi, & Sutton, 2009; Knafo et al., 2008; Kohn & Schooler, 1982; Roccas et al., 2002; Schwartz, 2004; Verkasalo, Goodwin & Bezmenova, 2006). Osaat (2004) in Ekpiwre (2008) defines values as "things considered worthwhile, desirable, right and good and thus craved for and applied on a daily basis to enhance existence by the people". Values are the products of socialization, which plays one of the most important roles behind the personality development of human child (Mussen, Conger & Kagan; 1974). Values reflect the of a society and are widely shared by the members of the culture. A man and the culture of his society can be known by knowing his values (Mead, 1928; 1934; 1935; Benedict, 1934; Linton, 1934). From a philosopher's perspective value is described "as higher and lower, mental and physical, permanent and transient, and so on. The psychological point of view educational qualificationifies values into implicit values which are internal values and explicit values which are so clearly verbalized that others can make judgments about them (Mahjabeen, and Mozumder, 2000). It also indicates that values would guide a human to choose his conduct that would affect both his well being as well as the well being of others. Brown's Holistic Values-Based Theory of Life Role Choice and Satisfaction (Brown, 1996; Brown & Crace, 1995) is a major theory underpinning much of modern values research. Brown's work draws heavily from the work of Rokeach (1973) as well as some of the work of Super (1990). The basic principles as described by Brown and Crace (2002) in the Facilitator's Guide to the Life Values are as follows:

1. Each person develops a relatively small number of values that are organized into a dynamic values system.
2. Crystallized, highly prioritized values are the most important determinant of life role choices so long as values-based information regarding the choices is available.
3. Values are the dominant factor in the decision-making process, but other factors influence decision making as well.
4. Because of the diverse sources of information and experiences that influence values development, it is likely that each person will have values conflicts.

5. Because of differences in their socialization process and the values laden information they receive, males and females and people from various cultural backgrounds are apt to develop differing values systems.
6. Life satisfaction will be more than the sum of the products of the life roles filled taken separately.
7. Life roles interact in characteristic fashions.
8. The salience of a single role can be determined by the extent to which that role satisfies crystallized, highly prioritized values.
9. Success in a life role will be dependent upon (1) the congruency between the individual's values and those of others in the role; (2) role-related skills the person has developed prior to entering the role; (3) the aptitudes possessed by the person in the role to change as the demands of the role change; and (4) the nature of the interaction of the role with other roles occupied by the individual.
10. Several types of values-based problems develop that require therapeutic interventions

Acquiring *values*:

Values acquisition begins quite early in life. According to Herman, a noted psychologist, values are generally acquired in two stages. In the first stage (called the 'transmission approach to values') values acquisition starts at birth and then extends to childhood. During this time, values one acquires are influenced by socialization within the contexts of home, school, and society. In the second stage (called the 'developmental approach to values'), values are acquired during adolescence and extends on into adulthood. At this time, values acquisition focuses on cognition and individuation (Herman, 2005). During adolescence and adulthood, an individual may re-invent oneself by examining the values already acquired. He then may continue to maintain some of them discard some others and modify still some others (Herman, 2008). Thus, an individual during his lifetime acquires values from his parents at home, from his teachers and fellow students at school, from his peers at work, from his neighbors, his relatives, friends and several other people around him. Religion and media also significantly influence the kind of values an

individual acquires. The School and Home are important agents through which the child is able to systematically know, learn, and develop the Moral Values (Benjamin,2012).

The Nature of Values:

Each of us holds numerous values (e.g., achievement, security, benevolence) with varying degrees of importance. A particular value may be very important to one person but unimportant to another. The value theory (Schwartz, 1992, 2006a) adopts a conception of values that specifies six main features that are implicit in the writings of many theorists.

- (1) **Values are beliefs** linked inextricably to affect. When values are activated, they become infused with feeling. People for whom independence is an important value become aroused if their independence is threatened, despair when they are helpless to protect it, and are happy when they can enjoy it.
- (2) **Values refer to desirable goals** that motivate action. People for whom social order, justice, and helpfulness are important values are motivated to pursue these goals.
- (3) **Values transcend specific actions and situations.** Obedience and honesty values, for example, may be relevant in the workplace or school, in business or politics, with friends or strangers. This feature distinguishes values from norms and attitudes that usually refer to specific actions, objects, or situations.
- (4) **Values serve as standards or criteria.** Values guide the selection or evaluation of actions, policies, people, and events. People decide what is good or bad, justified or illegitimate, worth doing or avoiding, based on possible consequences for their cherished values. But the impact of values in everyday decisions is rarely conscious. Values enter awareness when the actions or judgments one is considering have conflicting implications for different values one cherishes.
- (5) **Values are ordered by importance** relative to one another. People's values form an ordered system of priorities that characterize them as individuals. Do they attribute more importance to achievement or justice, to novelty or tradition? This hierarchical feature also distinguishes values from norms and attitudes.
- (6) **The relative importance of multiple values guides action.** Any attitude or behavior typically has implications for more than one value. For example, attending church might express and promote tradition and conformity values at the expense of hedonism and

stimulation values. The tradeoff among relevant, competing values guides attitudes and behaviors (Schwartz, 1992, 1996). Values influence action when they are relevant in the context (hence likely to be activated) and important to the actor.

Indian perception of moral values

Values are generally formed on the basis of our personal preferences, choices and desires. When these intensify, they take the shape of our values and become an enduring part of our character. These then become our criteria for our selections, choices, judgments, relationships and our decisions in day to day life and lend strength to our character. These also determine our approach towards life and how we tend to handle situations. Values inculcate positive attitude and emotional intelligence in a person which aid and guide him in distinguishing between the right and the wrong. This ultimately helps a person in leading a quality life. In the Indian context values can be categorized corresponding to the three sectors of man's life as:

1. Intellectual-Speculative Values

The Indian tradition holds no value more impressive than the emphasis laid by it on the pursuit of knowledge. The Indian mind is perpetually oriented towards the attainment of the ultimate goal of life, which is said to be moksha or liberation and knowledge is universally agreed to by the Indian mind to be the main means of the attainment of that goal (Vadekar, 1965).

2. Social-Cultural Values

The supreme social-cultural traditional values of Indian life have been the values of mutual tolerance, of accommodation and assimilation. These values imbibe values of secularism, humility, benevolence, compassion, courteousness, trustworthiness and respect for others.

Moral-Spiritual Values

India has a long and chequered religious history, in the course of which have emerged diverse faiths, persuasions and cults, which however have lived together, on the whole, in comparative kinship and accommodation with each other. Religion has had a strong impact on our moral and ethical values. Moral values refer to the social aspect of moral

character while the spiritual values refer to the personal or the intrinsic aspect of it. The moral-spiritual values hence refer to the character values in the social and personal aspect. The Indian tradition emphasizes that our highest spiritual values (character values for social life) must ultimately merge into our highest spiritual values (character values for intrinsic personal life) invested with a sense of religious holiness and sanctity (Vadekar, 1965). This then represents the highest watermark of the development of our social life. ‘Swadharma’ or fulfillment of One’s duty with the embodiment of moral goodness and spiritual holiness is considered as the supreme traditional Indian moral-spiritual value (Vadekar, 1965). Honesty, responsibility, integrity and self discipline are some of the values associated with ‘Swadharma’.

Values—A Educational qualificationification

Values build personal relationships, neighborliness, and solidarity with the community. Various values can be grouped under these three major categories. A few values are grouped

below: (Lakshimi.C., 2009)

Personal	Neighborly	Community
Cleanliness	Sense of duty	Love
Dignity of labor	Patience	Dialogue
Diligence	Courtesy	Goodwill
Punctuality	Magnanimity	Forgiveness
Honesty	Sportsmanship	Repentance
Nature appreciation	Gratitude	Sharing
Fortitude	Tolerance	Team spirit
Courage	Freedom	
Responsibility		
Self-reliance	Loyalty	
Accountability		

For all Indians, these values form the basis on which even grandmother tales are built

Factors that Influence Values

It is important to note that eight important factors have a direct relationship to values.

1. Goals and Purposes

Values become ennobled when people’s goals and purposes aim at the betterment of the human race and when they are directed towards accomplishing human endeavors of great causes.

2. Aspirations

Human beings have the natural inclination to perform deeds that will bring them name, fame, and recognition in society. Values aid individuals in their attempts to attain their aspirations.

3. Attitudes

Persons' attitudes manifest themselves in strong beliefs. These beliefs direct attitudes.

4. Interests

The interests of human beings channelize their actions, and moral values help them follow their lines of interest.

5. Feelings

People's emotions have never failed to show them the path that their hearts should take. Positive feelings have never failed to extricate a person from the deepest mires of troubles and sorrows.

6. Activities

Actions tinged with the right shade of enthusiasm, vigor, perseverance, and dedication have always yielded the richest fruits of success and glory.

7. Convictions

The stronger the convictions are, the better a person's achievements will be. Fanaticism is not conviction. Conviction respects the sentiments of others; it is sensitive.

8. Obstacles

The obstacles or the problems that one encounters in life strengthen one's resolve and fortify one's determination to succeed. These eight factors are all considered to be important in the education of an individual. They should be taken into account during the design of the instructional material that is meant for teaching moral and ethical values to the students. So it is important to look at the role of education in inculcating ethical values.

1.1.4. PARENTING AS A SIGNIFICANT FACTOR OF LIFE VALUES

By family is meant that social group in which parents and their children live at one place collectively. Right from infancy, children learn and acquire traits and behaviors that they exhibit throughout their life time. There are many families in India where grandparents, parents, children, uncles and aunts and their children and even other people live together. These family members are connected in the family in a unique network of emotional binding, and thus form a social unit. Family occupies an important place in a child's education. Education begins with family. The family environment is also helpful in creating values in a child. (Mohanty, 2017 in Book : Value Education in the 21st century)

Children and teens have many sources from which they can gain moral understanding. While parents have been shown to have the strongest influence in this regard, a school, culture, the media and peer interaction can play major roles as well. When children and teens go outside of the home, they have ample opportunity to contract the values that their parents display with those that come from these other sources. Whether the hold

onto parental values depends significantly not only on parent child relationship quality, but on how stable and supportive the home environment is, and whether mothers and fathers are united in the values they endorse. How parents treat each other and whether they behave in a manner consistent with their values and stated family goals largely determines whether a consistent message is being sent to children about what is important to them. During socialization, parents and other authoritative figures Endeavour to form children in such a way as to make them acquire worthwhile virtues cherished by the society. Parents customarily are obligated to play this all- important role of socializing their children into their social milieu as primary agents of socialization. Influence on the emotional, cognitive and social development of children (Hughes, Kroehler&Zanden, 1999). It disbelieved that there are some roles that are better performed by parents which children tend to accept most readily than any other person in their life. Since parental roles are essentially formative, their influence in the socialization of children cannot be over-emphasized. It is this understanding that precipitated this study which aimed at examining the influence of parenting behaviors and their activities on children's educational outcomes. Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes (Pages, 1999). A parenting style is a psychological construct representing standard strategies that parents use in their childrearing. The quality of parenting can be more essential than the quantity of time spent with the child. For instance, a parent can spend an entire afternoon with his or her child, yet the parent may be engaging in a different activity and not demonstrating enough interest towards the child. Parenting styles are the representation of how parents respond and demand to their children. Parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices. There are various theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest (From Wikipedia, the free encyclopedia). Fogel and Melson (1988) revealed that parenting style is the tendency to behave in consistent fashion in disciplining or relating to the child. Darling and Steinberg (1993) defined parenting style as a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which parent's behaviors are expressed. These behaviors include both the specific, goal-directed behaviors through which parents perform their parental duties (to be referred to as

parenting practices) and non-goal-directed parental behaviors, such as gestures, changes in tone of voice, or the spontaneous expression of emotion (p. 488). They have differentiated parenting style from parenting behaviour. According to them parenting style is a kind of basic climate in the family including a set of attitudes and values rather than a set of specific: parenting behaviors? Parenting styles consider broader pattern of methods, hence, psychologists like Baumrind (1967) identify four parenting styles, namely authoritative, authoritarian, permissive and neglectful parenting. The four styles involve a combination of acceptance and responsiveness on the one hand and demand and control on the other hand.

Different psychologists identified different types of parenting styles on the basis of their research findings. Each of these styles influence the overall all emotional and psychological growth of children. These patterns differ in disciplinary measures, warmth and nurturance tactics, communication methods and control and maturity levels. Each style differs in the ways of executing the training methods on children. Most of the well-known types of parenting are: Permissive parents, Authoritarian parents, Democratic parents and Authoritative parenting; and on the basis of high or low on parental demandingness and responsiveness parenting styles are indulgent, authoritarian, authoritative, and uninvolved (Maccoby & Martin, 1983). According to Bharadwaj, Sharma & Greg (1998), there are eight parenting models as follows:

- A. Rejection VS. Acceptance
- B. Carelessness VS. Protection
- C. Neglect VS. Indulgence
- D. Utopian Expectation VS. Realism
- E. Lenient Standard VS. Moralism
- F. Freedom VS. Discipline
- G. Faulty role expectation VS. Realistic role expectation
- H. Marital conflict VS. Marital adjustment

Most of the studies on parenting styles have emphasized that the kind of parenting style adopted by parents has monumental impact on children's attitude, academic achievement and career choice (Maccoby & Martin 1983; Mandara, 2006). Experts in parenting studies such as Darling and Steinberg (1993) define parenting style as: a constellation of attitudes

toward the child that are communicated to the child and that, taken together, create an emotional climate in which parent's behaviors are expressed. These behaviors include both the specific, goal-directed behaviors through which parents perform their parental duties (to be referred to as parenting practices) and non-goal-directed parental behaviors, such as gestures, changes intone of voice, or the spontaneous expression of emotion (p. 488). In other words, parenting style is the attitude that parents express to their children The parenting style literature has identified and defined four different styles of parenting (Baumrind, 1971; Knutson, DeGarmo, & Reid, 2004; Maccoby, & Martin,1983):

Authoritative Parenting Style: This term refers to parents who are responsive, supporting, and attached to their children. Responsiveness and demandingness are two elements that describe authoritative parenting. Parents who scored higher on both responsiveness and demandingness are considered authoritative parents.

Authoritarian Parenting Style: This term describes parents who show low support, control their children, and request them to follow specific rules. Lower responsiveness and higher demandingness are two elements that describe authoritarian parenting. Parents who scored higher on demandingness and lower on responsiveness are considered as authoritarian parents.

Permissive Parenting Style: This term describes parents who exhibit behaviors that highly support their children and are very lenient to their children. High responsiveness and lack of demandingness are two elements that describe permissive parenting. Parents who more receptive and less demanding are considered permissive parents.

Neglectful Parenting Style: In this style, parents show behavior that is low in monitoring and low in supporting their children. Low responsiveness and low demandingness are two elements that characterize neglectful parenting. Parents who scored lower on responsiveness and lower on demandingness are considered as neglect full parents. This parenting style has also been called 'rejecting-neglecting'(Baumrind, 1991).

1.2.0. RATIONALE OF THE STUDY

Bahadur (1981) studied on the differences among different groups of school and college going adolescents in their values, attitudes, conformity behaviour and beliefs ; and variations in their values and attitudes in relation to their socio-economic and family

backgrounds. He concluded that there were some significant age trends in respect of economic value; the boys and girls differed in political, theoretical, economic, aesthetic, religious and social values; the rural urban differences were also observed. Dutta (1996) in his interrelation study between fundamental and social values of the pupils of different educational grades and socio-economic status found that significant differences presents in the attainment of values among different grades. Jha (1992) found that there was generation gap in value judgment of parents and their daughters. Kundu (1982) studied on value patterns of UG and PG students and its relation to psycho-social variables. He observed that college students possess no unique value pattern which is not completely distinct from each other. Erma (1997) found that the rural youths having high value score have significantly more favorable attitude towards modernization than those with low value score. Kochanska's (2002) empirical research with young children (i.e. age 14 to 56 months) looked at emerging indicators of "moral self" and the influence of committed compliance or opposition on the child's emerging view of self. Their study found that girls were marginally higher on the measure of moral self and significantly higher on internalized conduct. Thus, there is some evidence for gender differences beginning early on in life. Hardy and Carlo concluded that "teens and adults who reported moral values and virtues as being more important to their self-concept or more central to their identity also more frequently engaged in moral behavior". (Rwechumgura (2010) concluded that Difference in the parenting styles of low socio-economic background may put learners at a disadvantage when they attempt to learn about moral behavior. Anasi, 2010 opened that Peer confronting in young people is most pronounced with respect to style, taste, appearance, ideology and values. Grusec & Kuczynski, 1997; Grolnick, 2003) outlined that During childhood and adolescence, parents play an important role in either fostering or hindering the process of values internalization. Grolnick et al. (1997) outlined three dimensions of parenting that seem most facilitative of greater internalization of values. The first dimension of facilitative parenting is parental involvement, wherein parents show interest in and knowledge of their child's life and demonstrate that they have invested in their child's choices and activities. Such positive relatedness induces children to be more willing and motivated to attend to, accept and comply with parental values and expectations. The second facilitative parenting dimension is autonomy support, which involves the extent to which parents encourage a strong sense of agency in their

children, helping children feel they can choose and self-initiate their own actions. Third, the dimension of structure entails information and guidelines to help children successfully self-regulate. Providing appropriate structure involves delineating clear expectations, conveying the importance of those expectations, outlining consequences associated with meeting or not meeting the expectations and consistently following through with those consequences. FaribaShahhrakiSanavi et al (2013) [4] suggested a significant relationship between parenting style and some dimensions of quality of life, including physical well-being, psychological well-being, social support and peers, and autonomy. There was also a significant relationship between family communication patterns and parent relation and home life as well as autonomy. Taj and Prabhu (2013) [6] revealed that there is a significant positive relationship between moral judgment and family relationship of secondary school students and the study found that there is a significant difference in the moral judgment of boys and girls of secondary school students; it further revealed that aided-unaided secondary school students had higher moral judgment as compared to government-aided school students. Bhardwaj (2012) concluded that the authoritative parenting style is most desired behavior practice to discipline adolescents and develop morality. The authoritarian and permissive styles are less than ideal in adolescents. High authoritative parenting style subscale scores have been found to have high level of self-control, since they are found to be high scores on brief self-control scale. High authoritative parenting style subscale scores and high permissive parenting style subscale scores have been found low scores on self-control measures. Gupta (2010) revealed a significant difference in moral judgment ability between two groups with older children scoring higher than younger children, suggested that maturity is necessary condition for development of moral moral judgment ability. Martinez and Garcia (2007) explored that authoritative parenting is not associated with optimum self-esteem in Brazil. School alone does not determine student's achievement but collaborative efforts of home and school (Lbukunolu, 2013). Parenting style has its manifold impacts on child outcome indirectly. Interestingly, parent involvement in a child's education is consistently found to be positively associated with a child's academic success (Babu, 2015). Parental involvement and monitoring are robust predictors of adolescent achievement (Spera, 2005).Joseph (2015) revealed that mother's age, family income, occupation and number of children had significant association with the parenting

styles. Authoritative parenting had a positive impact on the academic outcome of the children. Brunilda (2015) showed a moderated relation between the liberal parenting style and the confused status of identity, but did not show a relation between the authoritarian parenting style and imposed status of identity and did not show any relation between the authoritarian style and the matured status or moratorium at all like it was expected. The results also show that, according to the expectancies, the majority of girls resulted to have an imposed status of identity but different from we expected to be the majority of boys resulted to have such status. Hunt (2013) inferred that differences in authoritative parenting may contribute to ADHD (Attention-Deficit/Hyperactivity Disorder) symptom presence and to homework problems in male children. Datu (2012) revealed that authoritarian paternal parenting style was found to be predictive determinant of career choice. Dehyadegary et al (2012) indicated that authoritative parenting style has positive significant correlation with academic achievement, while permissive parenting style has negative correlation with academic achievement. Lbukunolu (2013) showed that there was a significant difference between the academic achievement of students from democratic and autocratic parenting homes. Also, a significant difference exists between the level of involvement of parents of male and female students in their education. The data of Rodrilguez, Donovanick & Crowley (2009) showed that the majority (61%) of Latino parents as “protective parents.” Further, while mothers and fathers were similar in their parenting styles, expectations were different for male and female children. Kim & Chung (2002) found authoritative parenting behaviors were most common in Korean American families, followed by authoritarian behaviors, with permissive behaviors a distant. Authoritative parenting styles and the number of years lived in the United States was predictive of higher academic competence. Authoritarian and permissive parenting styles were predictive of lower self-reliance, whereas number of years lived in the United States was related to higher self-reliance. Rosli (2014) found no statistically significant differences in emotional and behavior problems between the various parenting groups. Consistency in parenting was also not associated with emotional and behavioral difficulty scores. Authoritative parenting was found to be the most frequent parenting style among Muslim fathers in the study sample, while authoritarian parenting was the most frequently reported parenting style among the Muslim mothers in the sample. Chaudhry et al, (2013) after reviewing literature came to know about positive influence of

Authoritative parenting style in life domain of child. Kordi and Baharudin (2010) revealed that authoritative parenting styles were associated with higher levels of children's school achievement, though findings remain inconsistent across cultures and societies. The parenting model of rejection vs. acceptance remained in focus in most of the, previous studies as an important mode parenting. It was found that delinquents show greater maternal rejection as compared to non-delinquents (Kroupa, 1988 and Saxena, 1988). The perceived mothering of child labour was also found to be associated with acceptance than that of rejection associated with school going children (Bharadwaj, 1998). The role of father in non-deviant families related to acceptance (Khokhar, 1983). Perceived fathering of labourer early adolescents was found to be associated with acceptance as compared to non-labourers (, 1997). The evaluation of a few studies related to carelessness vs. protection mode of parenting clearly indicated that most of the studies paid greater attention on the study of overprotection instead of protection which is highly needed for the convivial growth of personality. Girls perceived their father's behaviour as more protecting than boys (panda and agrawal, 1974). Child labourers perceived their fathering and mothering as imbued with protection than that of carelessness associated with school going children (Bharadwaj, 1997, 1998). Delinquents reported their mother to be more neglecting than non-delinquents (Kroupa, 1988). Perceived maternal indulgence was found to be associated among child labour than that of neglect associated among school going children (Bharadwaj, 1998). Emotional competence happens to be the resultant from roles of mothering and fathering indulgence in general and in labourer early adolescents of both the sexes (Mithas, 1997). Whereas over indulgence may play a detrimental role in the development of personality potentials. The perceived mothering of school going children was found to be associated with realism than that of utopian expectation perceived by child labour (Bharadwaj, 1998). As regards to role of fathering, it was found that emotional competencies was found to be greater in those who perceived fathering as imbued with realism than that of utopian expectations in labourer girls (Mithas, 1997). Perceived fathering of labourer early adolescence was found to be associated with moralism as against lenient standards associated with non-labourers (Bharadwaj, 1997). Emotional competence was found to be greater in those early adolescents who perceived their mothering as imbued with moralism than that of lenient standards (Mithas, 1997). Perceived mothering was found to

be associated with greater lenient standards among school going children as compared to child to child labour (Bharadwaj, 1998). The most important difference between the situation of delinquent and non-delinquent children was in home discipline (Burt, 1995). Perceived mothering of school going children was found to be associated with greater freedom as compared to children labourer (Bharadwaj, 1998). Perceived mothering of child labourer as well as school going children was found to be associated with faulty role expectations (Bharadwaj, 1998). Trivedi (1991) found that both educated and uneducated mothers play vital role in value development of their children. Kalia (1981) studied on “values and ideals of early adolescents living in different types of home environment”. Major findings of his study were: 1) Male samples that have both-parents scored significantly higher on theoretical and political values than those from orphanages. The second category scored higher in aesthetic and religious values. 2) Regarding theoretical, economic, aesthetic, political and religious values the samples from both-parent males and one-parent males were found similar. 3) The both-parent males scored higher on physical, political and economic ideals and orphans scored higher on family and sports ideals. 4) No significant differences were found between the both-parent and one –parent females in values. Loudováa& Jan Lašeka (2014) said that an adolescent examines him/herself intensely and evaluates him/herself from a number of viewpoints, has a highly critical attitude towards the educational approach of his/her parents and its impact on him/her self. Kumari& Khanna (2016) showed that the correlation values of two parenting styles (permissive and authoritative) are positive though showing weak correlation while for authoritarian parenting style the correlation value is negative though showing a weak correlation. Rena et.al (2006) revealed that: (a) participants held more positive attitudes toward reading; (b) males and females generally had similar attitude toward reading; (c) participants from both educational qualifications had similar attitudes toward reading; (d) authoritative style was the most highest practiced by the parents according to the students’ perception on their parents’ preferred type of parenting; (e) there was identifiable relationship between students’ attitudes toward leisure reading and their parents’ parenting style. Furthermore, there was an evidence of significant correlation between perceived parenting styles and the attitude toward leisure reading by gender; and (f) there was evidence that authoritative style raised in linear best predicted students’ attitude toward leisure reading. HEAVEN et.al

(2010) examined the effect of Grade 7 parental styles on Grade 10 religious values. The mean age of the group at Time 1 was 12.3 years ($SD = 0.5$ years). Time 2 occurred 3 years later when students were in Grade 10 (372 boys, 375 girls). In addition to assessing parental styles at Time 1, we also controlled for a number of Time 1 variables thought to possibly influence Time 2 religious values, namely, self-esteem, trait hope, and students' levels of conscientiousness. Time 1 measures (except self-esteem) were significantly correlated with Time 2 religious values, but only parental authoritativeness and hope significantly predicted religious values. The authors discuss these results with reference to the nature of parental styles and hope and their impact on religious values. Johnston (2013) indicate that when parents place high value on demonstrating power over others and achievement according to social standards at the expense of more prosaically values, adolescent moral development suffers, as mediated by the effect of materialism on parenting behaviors. Uzoka & Njoku (2015) showed that home, school and culture are some of the environmental factors that strongly influence the moral behaviour of secondary school students. Based on the findings it was recommended that parents should provide the child with guidance in the approved patterns of behaviour, and certain aspects of culture that do not portray positive values and morals should be discarded for the good of the students and the entire society among others.

From the above discussion on the areas of life value and parenting styles, it is evident that though many studies have been conducted in these fields, but still these fields need special attention of researchers. It is also evident from the above discussion of related studies that there are number of studies conducted on either on value or on parenting styles or on relationship between these two. It is observed that most of the studies were conducted abroad and few studies in India and rare study found in West Bengal. It has been also evident that though many studies concentrated on either adjustment or adjustment with respect to one or two back ground variables, but rare studies found on the status of life value of secondary school students with respect to various background variables like gender, age, habitat, number of siblings, family type, monthly family income, number of family and grade etc. comprehensively either in West Bengal or abroad. Same type of lack of researches also realized in case of parenting styles of secondary school students. Further, analyses of various studies also indicated that not a single study had been conducted on parenting styles with respect to dimension wise, mode wise like fathering, mothering and parenting as whole with relation to different

background or independent variables and these modes of parenting with life value of upper primary and secondary school students comprehensively. Hence the above research gaps and conditions evoked the researcher to think about conducting a comprehensive study to investigate the correlation between life value and parenting styles of primary and secondary school students in Hooghly, West Bengal, India which includes determination of status of life value among and perceived parenting styles dimension wise, mode wise and parenting as a whole with respect to various background variables and the study of correlation between mode wise parenting and social adjustment among Upper Primary and secondary school students.

1.3.0 STATEMENT OF THE PROBLEM

Hence, in view of the above research gaps and rationale the problem of the present study can be stated as **“Parenting Styles and Values among School Going Adolescents”**. The study focused on making of life values among the student and perceived parenting styles dimension wise, mode wise and parenting as a whole with respect to various background variables and the study of correlation between mode wise parenting and among school going adolescents students.

1.4.0 OPERATIONAL DEFINITIONS OF THE MAJOR TERMS USED

Life Value: life value contains several qualitative exercises that may be useful in helping people to crystallize their values. The values includes Achievement, Belonging, Concern for the Environment, Concern for Others, Creativity, Financial Prosperity, Health and Activity, Humility, Independence, Loyalty to Family or Group, Privacy, Scientific ,Understanding, and Spirituality

Parenting Style: Parenting as the style of child upbringing refers to a privilege or responsibility of mother father, together or independently to prepare the child for society and culture which provides ample opportunity to a child to find roots, continuity and a sense of belonging and also serves as an effective agent of socialization.

Upper Primary & Secondary School Students: Upper-Primary Stage cover EDUCATIONAL QUQLIFICATION VII-VIII and these students belongs to the age of

14-20 years. Secondary stage cover two types of School i.e. Lower secondary schools (also popularly called secondary school) comprising class X and XI; and higher secondary schools comprising educational qualification XII. These are those students who are passing through the period of adolescence, which is the most important period of human's life. In the present study only students who were studying in educational qualifications VIII, IX, X & XI were taken up.

1.5.0 OBJECTIVES OF THE STUDY

The present study has undertaken to achieve the following objectives:

1. To analyse dimension wise Parenting Styles as a whole of school going adolescents level with relation to different demographic variables like Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.
2. To compare Grand Parenting Styles of students at school going adolescents level with relation to different demographic variables like Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.
3. To compare Total Fathering Styles of school going adolescents level with relation to different demographic variables like Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.
4. To compare Total Mothering Styles of students at school going adolescents with relation to different demographic variables like Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.
5. To compare Values of students at Secondary school level with relation to different demographic variables like Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.

6. To study the correlation between Total Parenting Styles and Values of school going adolescents.
7. To study the correlation between Total Fathering Style and values of school going adolescents.
8. To study the correlation between Total Mothering Style and values of school going adolescents.

1.6.0 HYPOTHESES OF THE STUDY

In keeping with the problem formulated and objectives to be tested, the following hypotheses were proposed to be tested:

H₀₁: Dimension wise Parenting Styles as a whole of students at secondary school level is free from the effect Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.

H₀₂: Grand Parenting Styles of students at secondary school level is free from the effect Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.

H₀₃: Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members have no significant impact on Total Fathering Styles of students at Secondary school level

H₀₄: Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members have no significant impact on Total Mothering Styles of students at Secondary school level

H₀₅: Life Value of students at secondary school level is free from the effect Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.

H₀₆: There is no significant correlation between Total Parenting Styles and Life Value of students at secondary school level.

H₀₇ There is no significant correlation between Total Fathering Styles and Social Life Value of students at secondary school level.

H₀₈ There is no significant correlation between Total Mothering Parenting Styles and Social Life Value of students at secondary school level.

1.7.0 DELIMITATION OF THE STUDY

The present study is delimited to the following areas:

1. The present study is delimited to Hooghly district in the state of West Bengal.
2. The study is delimited to six Higher Secondary level schools only.
3. The study is delimited to Government Aided schools only.
4. The study is delimited to Bengali Medium schools only.
5. The study is delimited to schools under WBBSE only.
6. This study is delimited to 124 samples only.
7. The study is delimited to measurement of only parenting style and live value.
8. The study is delimited to only independent (gender, age, grade, habitat, number of sibling family type , numbers of family members and monthly family income).

CHAPTETR-II
REVIEW OF RELATED
LITERATURE

CHAPTETR-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The major purpose of reviewing the literature is to determine what has already been done that relates to your topic. This knowledge not only avoids unintentional duplication, but it also provides the understanding and insights necessary to develop a logical frame work in to which your topic fits. In other words, the review tears the researcher what has been done and in so doing, also suggests what needs to be done. Earlier studies can provide the rationale for your research hypothesis, and indications of what needs to be done often from the basis for justifying the significance of your study. Review of related literature helps an investigator to eliminate the duplication of what has been done and project provides useful hypothesis and helpful suggestions for significant investigation (Best and Kahn, 1999).

Here, the literature review and studies in close proximity to the present study have been discussed.

2.2.0 Review of Related literature

Yadav and Shukla(2017) conducted a research entitled as” A Comparative Study of Moral Values among the Children Belonging to Nuclear and Joint Families of Lucknow District”. This study was conducted to compare the moral values of children of age group 10-12 years, belonging to nuclear and joint families. In the descriptive survey study, conducted through random sampling consisted of 144 students of Lucknow. The data was collected used ‘Moral Value Scale’ (MVS) by Alpana Sengupta and Arun Kumar Singh. The data was analysed with the help of statistical techniques like mean, S.D. and t-value. The finding shows that there is no

significant difference in the mean scores of lying and stealing dimension as a moral value among the children of nuclear and joint families. But there exist a significant difference between the mean score of dishonesty and cheating as a moral value among children of nuclear and joint families.

Kaur (2016) conducted a research entitled as “Moral values among school going students in relation to their gender”. The objectives of the study was to know the moral values among the one hundred (50 boys and 50 girls) students from different private schools of Dist; Sri Muktsar Sahib, Punjab (India). The data was collected from their personal/private tuition centers through purposive sampling. The student’s age ranged between 9 to 10 years old. Moral Value Scale (MVS; Gupta and Singh, 2010) was used. Results indicated that girls had high moral values than their counter parts. But in overall results, it was found that both boys and girls had very low moral values.

Bidyalakshmi (2016) conducted a research entitled as “Moral Values of Secondary School Students of Imphal East and West Districts of Manipur”. The present paper attempts to study the need and requirement of Moral Values of the Secondary School students who are the future of our Nation. Descriptive-survey method was used as the methodology of the study. In the present study, 246 secondary school students were selected through stratified random sampling technique. For the analysis and interpretation, Mean Percentage was used as the statistical technique. From the study, it came to know that majority of the secondary schools students have higher level of moral values. The difference in the level of moral values may be due to the different way of inculcation of moral values by the parents and teachers at home and school as well as keen involvement with their peers.

Saritha (2015) conducted a research entitled as “A STUDY ON THE MORAL JUDGMENT OF PRE-ADOLESCENT STUDENTS”. The most serious problems that our teenagers facing today are use of drug, alcohol, teenage pregnancy, suicide, rape and robbery; we see that most of the teenagers are involved in one or the other activities that are immoral. This paper examined the Moral Judgment of Pre-adolescent students; an empirical study was conducted on a sample of 80 pre-adolescent students. Moral Judgment test (MJT) was used to measure the Moral

Judgment of the students. The findings of the study revealed that the ability of Moral Judgment among the pre-adolescent students is average, with 40 percentile.

Igba Daniel Igba (Ph.D), OfemIkpi Oka and Isulindachidimma(2016) FACTORS AFFECTING THE INCULCATION OF MORAL BEHAVIOUR IN YOUTHS WITHIN FAMILIES IN OHAOZARA LOCAL GOVERNMENT AREA EBONYI STATE”. The study focused on the factors affecting the inculcation of moral behaviour in youths within families in Ohaozara Local Government Area of Ebonyi State. The objectives of the study focused on ascertaining how socio-economic factors, modern technology, environment and peer group influence affect the inculcation of moral behaviours in youths in Ohaozara Local Government Area. Four research questions guided the study. Two hypotheses were tested at 0.05 level of significance using chi-square. The area of the study was Ohaozara local government area of Ebonyi state. The population of the study was made up of nine thousand, nine hundred and eight parents. The sample size of the study was two hundred and fifty parents drawn randomly from the three communities in Ohaozara Local Government Area. Questionnaire was used for data collection. The mean and standard deviation were used to answer the research questions. Findings of the study revealed that moral decadence affects students’ academic performance. It also revealed that good guidance and counselling are good strategies for restoring morality among youths within families.

Khare(2011)conducted a research entitled as “Impact of Indian Cultural Values and Lifestyles on Meaning of Branded Products: Study on University Students in India”. This research was directed toward ascertaining the transition of Indian society from a collectivist society to an individualist society with focus on individuals’ lifestyles and values. The purpose of the research was to understand the role of collectivist/individualist lifestyle variables on brand meanings by Indian university students. The study was administered to graduate and postgraduate students (an age group between 18–24 years) studying in three Indian national universities, and random sampling techniques were used.

9. Correlation and multiple regression tests were administered to analyze the data. The correlation results show a positive relationship between collectivist/individualist cultural values/lifestyles and brand evaluation on some attributes. For Life Satisfaction, brand meaning was significant for self-identity and status (significant at .01 levels, $p = .000$). The correlations between life satisfaction and brand signifying group values, personal values, family tradition, and national tradition were significant at .05 levels. The results suggest that Indian consumers give high relevance to family values and traditions when choosing brands. The brand connotes family values, group values, status, self-identity, and personal values. The findings suggest that Indian youths may appear to endorse Western values, but family traditions, group values, and national traditions play a pivotal role in determining brand meanings.

Zaman & Muhammad()A Comparative Study of the Values of Bangladeshi Male Students in Public and Private Universities. The purpose of the study was to observe the differences in values between the male students studying at the same level of the public and private universities of Bangladesh. To investigate and compare the values among the students 104 respondents were selected by purposive sampling method from the target population (52 from Public University and 52 from Private University). In order to measure the personal values an adapted Bengali version (Latif, 1991) of Allport-Vernon-Lindzey Study of Values was administered on the respondents. The data were analyzed by using t-test and t-test was computed with the help of SPSS. The findings revealed that there were no significant differences in theoretical, aesthetic and religious values between two groups of students. But significant differences were found between economic, social and political values of the respondents.

Reviews on Parenting Style:

Prajina (JANUARY 2016) worked on “A Study on Parental Influence on the Life Skills among Tribal Adolescents” Parents are the significant people in child development. They have dynamic roles and responsibility to type their children as

socially competent individuals. Parenting is considered as a specific pattern of behavior that a parent uses to bring up a child. In this article the researcher intended to study the Influence of parenting on the life skills of tribal children. A descriptive research design was used and the life skills and perceived parenting among the students were assessed with standardized tools. The result points out that there is a significant positive correlation between parenting and life skills. Hence it can be perceived that parents are needed to frame their parenting pattern with respect to the development of life skills among children.

Joseph (2015) worked on “A Study to Assess the Parenting Styles and Academic Performance of School Children”. In order to provide suitable support measures, it is crucial to investigate common impacts of various parenting typologies on children’s engagement and, ultimately, their academic performance in school. Methodology: A descriptive- cross sectional study was undertaken to assess the parenting styles among parents of school children in selected village, Nellore, Andhra Pradesh. The sample size was 60 mothers and school going children and the simple random technique was used for selection of subjects. Standard Parenting style questionnaire Based on Robinson was used to assess the parenting style and academic performance was reviewed by records and categorized. Results: The study shows that majority of mothers were 36(60%) between 26-33 years of age and 19(31.7%) had primary education, and majority 26(43.3%) were housewives. Regarding parenting styles - 49(81.7%) mothers followed Authoritative style, 10(16.6%) followed Authoritarian style and 1(1.7%) followed Neglectful parenting style. Children of Authoritative parents have academic outcome than children in Authoritarian and Neglectful parents. Mother’s Age, Family income, Occupation and number of children had significant association with the parenting styles. Conclusion: Authoritative parenting has a positive impact on the Academic outcome of the children.

Brunilda (2015) work on "Relations between the Parenting Styles and Identity Status of Teenagers" The goal of this paperwork is to reveal how the parenting styles influence on identity status of teenagers within the Albanian context and how the relations change between such variables in our context as well. Participants (N=129) where 65 are parents and 64 teenagers of age 14-18, filled two questionnaires into find, respectively, which parenting style they follow and which identity style they

have at the moment of survey, in order to assess later the relation between these variables. The instruments used are the Questionnaire of Parenting Authority¹ and the Questionnaire of Ego-Identity process². The results showed a moderated relation between the liberal parenting style and the confused status of identity, but did not show a relation between the authoritarian parenting style and imposed status of identity and did not show any relation between the authoritarian style and the matured status or moratorium at all like it was expected. The results also show that, according to the expectancies, the majority of girls resulted to have an imposed status of identity but different from we expected to be the majority of boys resulted to have such status. The findings were discussed even through interpretation seeing the authoritarian parenting style as protective for confused identity status, moratorium and relieving in the process of identity formation.

Babu (2015) worked on “parenting styles and academic success “The present study aims to probe into various parenting styles that aid academic success. It was carried out by survey method. The population for the investigation is the students studying in Hyderabad District, Telangana State. India. The investigator selected one hundred students (five each from twenty schools) from Class X in Government funded Institutions by the simple random sampling technique. The tool containing ten statements each for parenting styles as well as academic success was served to the sample. For analyzing the data percentile analysis was used as the statistical techniques in the SPSS package. It was found that uninvolved parenting style followed by permissive was the dominant parenting style. Moreover, parenting style has its manifold impacts on child outcome indirectly. Interestingly, parent involvement in a child's education is consistently found to be positively associated with a child's academic success. It has drawn implication for teachers, students as well as parents with directions for future research.

Mohakud & Kirtania (2015) work on “A study on social adjustment and academic achievement of higher secondary school students of Coochbehar District”. It was a survey research. The total sample consists of 202 Higher Secondary School Students (Genarel-83, SC-95 & OBC-24). For collection of data the investigator used ‘**Bell’s Adjustment Inventory (BAI-o)**’ developed by Dr. R.K. Ojha and adopted in Bengali version by Mohakud&Kirtania (2015). The study shows that there is no

significant Academic Achievement and Gender difference in Social Adjustment of Higher Secondary School Students; it can be concluded that Social Adjustment of Students is free from influence of their Caste, Parents' Education and Parents' Occupation.

Mohakud and Das (2015) work on "An investigation into perceived parenting styles of university students with relation to some demographic variables". It was a survey research. The researchers have selected only 60 students among the all students who were studying at post graduate level (academic year -2015) in the Jadavpur University as a sample for the present study. To measure the perceived parenting styles of University students the researcher used a five point parenting scale developed by Bharadwaj, R. L., Sharma, H., & Garg, A. and adopted in Bengali version by L. L. Mohakud and N. Das. The study shows that there is no significant total mothering, total fathering and total parenting between gender, habitat, family number and monthly parent's income of university students.

Kousheh et al., (2014) worked on "Parenting Styles and Attachment Models among Iranian Pre-University Students "The present study set out to evaluate the role of parenting styles in developing attachment models among Persian students. The participant pool for this research included the whole population of male and female students (n= 240, aging 17-18) selected by cluster sampling from the available pre-University canter in Sabzavar during the school year of 2011-2012. Data was gathered from the survey packet including questionnaires of Demography, Attachment and Parental Authority for fathers as well as mothers in separate forms, filled out by each participant. Correlation and regression analysis were used to analyze the data. Findings revealed that from among 81 formulated hypotheses just 13 were retained. The results provided some support to confirm the meaningful relationship between the father's authoritative parenting style and the secure attachment model in the whole sample as well as in the girls and also with the anxious-ambivalent.

Zhong et.al (2016) Parenting style, resilience, and mental health of community-dwelling elderly

adults in China. The current study sought to explore the relationships among mental resilience, perceptions of parents' parenting style, In total, 439 community-dwelling

elderly Chinese adults aged 60–91 years completed the Personal and Parents' Parenting Style Scale, Connor–Davidson Resilience Scale, Zung Self-Rating Depression Scale, and Zung Self-Rating Anxiety Scale. and depression and anxiety among community-dwelling elderly adults in China. Elderly adults whose parents preferred positive and authoritative parenting styles had higher levels of mental resilience and lower levels of depression and anxiety. Elderly adults parented in the authoritarian style were found to have higher levels of depression and anxiety, with lower mental resilience. The findings of this study provide evidence related to successful ageing and coping with life pressures, and highlight the important effects of parenting on mental health. The results suggest that examination of the proximal determinants of successful ageing is not sufficient—distal factors may also contribute to the 'success' of ageing by modifying key psychological dispositions that promote adaptation to adversity.

Vijila, Thomas &Ponnusamy (2013) worked on “Relationship between Parenting Styles and Adolescent Social Competence” The descriptive study aims at finding out the relationship between different parenting styles such as authoritative, authoritarian, permissive parenting style and the social competence of the adolescents. The data have been collected from a reputed institution in Coimbatore using two questionnaires that are for parents and children. The simple random sampling, 43 samples had been taken for the study using sample size calculator. T-test, ANOVA, correlation, regression tests are used to analyses the relationships between the data. The study could find that the authoritative parenting style has a positive influence towards the social competence of the adolescents.

Mensah et al., (2013) worked on “Influence of Parenting Styles on the Social Development of Children” The purpose of the study was to ascertain the dominant parenting styles of parents in the study area and their influence on children's social development. The study utilized a sample of 480 basic school pupils who were in their adolescent stage and 16 teachers. The survey study employed a structured interview schedule and a questionnaire for the data collection. The study instruments were pre-tested to establish their validity and reliability. The results of the study revealed that the majority of the parents were perceived to adopt authoritative parenting styles in the upbringing of their children. It was also revealed that

parenting style has influence on students' social development. It is inferred that authoritative parenting based on reasoning, understanding, consensus and trust resulted in pro-social behaviour while authoritarian parenting based on strict rules, force, threat, verbal and physical punishments resulted in anti-social behaviour. It is, therefore, recommended that parents should endeavour to adopt authoritative parenting style to enable their children and wards to develop pro-social behaviour. The significance of the study is that the results would help parents, guardians, teachers and school authorities to understand and appreciate the relationship between parenting style and children's social development. Parents, in particular, would be fascinated by the findings of the study to employ authoritative parenting style to aid their children to be socially competent, a virtue required for personal life and work ethos.

Hunt (2013) worked on "Associations between Different Parenting Styles and Child Behaviour". Attention-Deficit/Hyperactivity Disorder (ADHD) is a chronic, behavioural control disorder, which is most frequently diagnosed in children. ADHD is traditionally conceptualized as a neurological disorder; however, there are important environmental factors that affect symptom presentation. Parental involvement is a critical factor in virtually every form of treatment for ADHD, yet the specific parenting styles employed by parents of children with ADHD has received little attention. This study sought to address this issue through identifying associations between parenting styles, ADHD symptoms, and homework problems. Participants were recruited from a community sample, using a snowball sampling method. Participants were required to complete three rating scales, which assessed for parenting style, child's ADHD symptoms, and child's homework problems. Results indicated that parents who had high scores on the authoritative scale had children with more ADHD Inattentive and ADHD Combined symptoms than did parents who had lower scores on the authoritative scale. Results also indicated that higher scores on the authoritative scale were associated with a greater number of homework problems. These findings indicate that authoritative parenting is not a unitary construct, but that it has various expressions on a continuum of demandingness and responsiveness. Differences in authoritative parenting may contribute to ADHD symptom presence and to homework problems in male children.

Zahra et al., (2013) worked on “Impact of parental education and socio-economic status on academic achievements of university students” This study examined the ways in which student’s academic achievements are effected by parental education and their socio-economic status. Participants were 250 students taken from randomly selected departments and research findings are to be generalized to the University of Sargodha students. Students were selected from M.A 3rd level with the demographic information of gender, roll no and department. Data is collected from participants through questionnaire which contains three basic variables. Parental education and Socio-economic status are independent variables and student’s achievement is dependent variable. Analysis of data indicates that students belonging to strong financial status perform better than those who face problems in finance. Similarly, parental education boosts up their children’s performance.

Lbukunolu (2013) worked on “Parenting Style and Students Academic Achievement in Junior Secondary Schools”. This paper investigates the influence of parenting styles on the students’ academic achievement in Junior Secondary Schools in Organ state, Nigeria. The study adopted descriptive survey with the same comprising three hundred and ninety (390) Junior Secondary Students III (JS3). This was selected through random sampling technique from thirteen junior secondary schools in Abeokuta South Local Government Area of Ogun State. To null hypothesis were formulated and tested at 0.0 alphas to guide the study. A questionnaire titled “Parenting Styles and Students Academic Achievement Questionnaire (PSSAAQ)” was used as instrument for data collected. Data collected were analysed using t-test. The study showed that there was a significant difference between the academic achievement of students from democratic and autocratic parenting homes. Also, a significant difference exists between the level of involvement of parents of male and female students in their education. The paper established the importance of parenting style in the achievement of students. This implies that school alone does not determine student’s achievement but collaborative efforts of home and school. Therefore, the study recommended, among others, that parents should make homes’ children-friendly and stop discriminating on sex grounds. The school management was also advised to involve parents and guardians in the academic and moral developments of their wards.

Aktar, Shahrier&Hridoy (2013) worked on “Parental acceptance and academic achievement of tribal and non-tribal children of Bangladesh” The present study designed to explore the relationship between parental acceptance and academic achievement of tribal and non tribal children of Bangladesh. For this purpose, Bangla Version (Uddin, 2011) of PARQ/CQ (Short Form) for mother and father (Originally by Rohner, 2005) was administered on 96 respondents (48 tribal and 48 non-tribal) selected purposively from Khagrachari district, Bangladesh. Results indicated significant negative correlations between maternal acceptance scores and academic achievement scores and between paternal acceptance scores and academic achievement scores. Furthermore, results revealed significant differences in maternal acceptance, paternal acceptance and academic achievement between tribal and non-tribal children. From the results parental acceptance (maternal and paternal acceptance) found to be a stronger predictor of academic achievement where maternal acceptance created 8.3% variations and paternal acceptance created 10.3% variations in academic achievement of tribal and non-tribal children.

Datu (2012) worked on “Personality traits and paternal parenting style as predictive factors of career choice”. The paper describes the relationship of Big five personality factors and paternal parenting style to career preference of selected Filipino college freshmen. Two hundred college students ($n=200$) who were part of the larger population of individuals aged from 15 to 23 at two private collegiate institutions in Metro Manila were selected and asked to answer Big Five Inventory (BFI), Parental Authority Questionnaire (PAQ) and a demographic survey. The study employed a descriptive-predictive research design to measure the degree of correlation among the variables and to identify if what among these independent variables can predict career preference. After subjecting data into statistical analyses via SPSS 17.0 software, it was revealed that career preference is significantly associated with gender ($\eta^2=.22$, $p<.01$), neuroticism ($r=-.17$, $p<.05$) and authoritarian paternal parenting style ($r=.23$, $p<.05$). Neuroticism ($\beta=-1.14$, $t=-2.38$, $p<.05$) and authoritarian paternal parenting style ($\beta=.11$, $t=3.19$, $p<.01$) were found out to be predictive determinants of career choice. Implications of the findings to the population at hand were also discussed.

Dehyadegary et al., (2012) worked on “Relationship between Parenting Style and Academic Achievement among Iranian Adolescents in Sirjan”. The purpose of the present study was to determine the relationship between parenting styles and academic achievement among adolescents in Iran. The respondents were 382 high school adolescents (251 female and 131 male) in the age range of 15 to 18 years old from selected high schools in Iran. The instrument used to measure parenting style was the parenting style scale by Baumrind (1991). The result of the study indicated that authoritative parenting style has positive significant correlation with academic achievement, while permissive parenting style has negative correlation with academic achievement. The result of the study also showed that there is no significant relationship between authoritarian parenting style and academic achievement. The results of the present study implied that academic achievement among.

Review on Life Value and Parenting Style:

Loudová&Jan Lašeka (2014)worked on “Parenting style and its influence on the personal and moral development of the child”. The paper deals with the relationships between educational practices of parents and their estimated impact on the structure of the child’s personality and his/her moral attitude. The research method: questionnaire. The research sample: students aged 12 to 17(N=431). The results show that an adolescent examines him/herself intensely and evaluates him/herself from a number of view points, has a highly critical attitude towards the educational approach of his/her parents and its impact on him/her self. The respondents’ views of solving dilemmas have brought information about and evidence of the fact that adolescents express themselves quite individually and freely, regardless of the consequences.

Kumari&Khanna (2016) worked on “Parenting styles and moral judgment among adolescents”. The purpose of this study was to study the parenting styles adopted by parents of adolescents; to study the moral judgment among adolescents; and to study the relationship between the parenting styles and the moral judgment among adolescents. The study was conducted on one hundred adolescents of senior secondary classes of Newai, Tonk (Rajasthan). The tools used were: Parental Authority Questionnaire by J.R. Buri (1991) and Moral Judgment Test by George

Lind (1999). Result showed that the correlation values of two parenting styles (permissive and authoritative) are positive though showing weak correlation while for authoritarian parenting style the correlation value is negative though showing a weak correlation.

Rena et.al (2006) worked on “The Relationship between Parenting Styles and Students’ Attitude Toward Leisure Time Reading”. The main purpose of this study was to state the relationship between the parenting style and students’ attitude toward leisure reading. A total of 147 (65 male and 82 female) students from two classes (class five, 80 and class six, 67) were participated in the present study. The Parental Authority Questionnaire (PAQ) and the Elementary Reading Attitude Survey (ERAS) were adopted and used. Results revealed that: (a) participants held more positive attitudes toward reading; (b) males and females generally had similar attitude toward reading; (c) participants from both classes had similar attitudes toward reading; (d) authoritative style was the most highest practiced by the parents according to the students’ perception on their parents’ preferred type of parenting; (e) there was identifiable relationship between students’ attitudes toward leisure reading and their parents’ parenting style. Furthermore, there was an evidence of significant correlation between perceived parenting styles and the attitude toward leisure reading by gender; and (f) there was evidence that authoritative style raised in linear best predicted students’ attitude toward leisure reading.

HEAVEN et.al (2010) “Parental Styles and Religious Values Among Teenagers: A 3-Year Prospective Analysis” The authors examined the effect of Grade 7 parental styles on Grade 10 religious values. The purpose of this study was to assess the relations between adolescents’ recollections of parental styles and their religious values 3 years later. The authors surveyed 784 participants (382 boys, 394 girls; 8 unreported) in Grade 7. The mean age of the group at Time 1 was 12.3 years (SD = 0.5 years). Time 2 occurred 3 years later when students were in Grade 10 (372 boys, 375 girls). In addition to assessing parental styles at Time 1, we also controlled for a number of Time 1 variables thought to possibly influence Time 2 religious values, namely, self-esteem, trait hope, and students’ levels of conscientiousness. Time 1 measures (except self-esteem) were significantly correlated with Time 2 religious values, but only parental authoritativeness and hope significantly predicted religious

values. The authors discuss these results with reference to the nature of parental styles and hope and their impact on religious values.

Johnston (2013) worked on “Parent Materialistic Values: Effects on Domain Parenting and Adolescent Moral Development” Participants in this study were 105 adolescents, their mothers, and 76 of their fathers. These families were recruited from Toronto, Ontario, Canada and its surrounding area using a database of family contact information maintained by the University of Toronto. The 105 adolescents of these parents were assessed on indicators of moral development: prosocial and antisocial behavior, value internalization, prosocial moral reasoning, and empathy. It was hypothesized that parent materialism would predict lower levels of adolescent moral development and that this association would be mediated by parenting behaviors. This hypothesis was partially supported, but only for mothers. One measure of mother materialism - self-enhancement - related to adolescent prosocial behavior, while the other measure of mother materialism - extrinsic aspirations - related to adolescent approval orientation. Two mediators were identified for the mother self-enhancement/adolescent prosocial behavior link: mother operational-interfering style during moral discussions (guided learning parenting) and mother use of non-reasoning and punitive disciplinary strategies (control parenting). Beyond these links to adolescent moral development, both mother and father materialism were linked to negative parenting behaviors, including low responsiveness to adolescent distress, low empathy (in mothers), and high use of scolding and criticisms (in fathers). The results of this research indicate that when parents place high value on demonstrating power over others and achievement according to social standards at the expense of more prosocial values, adolescent moral development suffers, as mediated by the effect of materialism on parenting behaviors.

Uzoka&Njoku (2015) made a Study entitled “Environmental Factors Influencing the Moral Behaviour of Secondary School Students in Imo State, Nigeria”. The study investigated the environmental factors influencing the moral behaviour of secondary school students in Owerri Municipal Area, Imo State Nigeria. The sample was made up of 450 secondary students sampled randomly from nine (9) public secondary schools purposively selected from the area of study. Three research questions and three hypotheses guided the study. Relevant data for testing the null hypotheses were collected through the direct delivery method administration of copies of “Influence of Environmental Factors on Moral Behaviour of Secondary School Students”

questionnaire (IEFMBSSS) on the respondents. The reliability coefficient of the instrument using Pearson product moment was 0.75. Mean, SD and t-test statistics were used to analyze data. Results showed that home, school and culture are some of the environmental factors that strongly influence the moral behaviour of secondary school students. Based on the findings it was recommended that parents should provide the child with guidance in the approved patterns of behaviour, and certain aspects of culture that do not portray positive values and morals should be discarded for the good of the students and the entire society among others.

CHAPTER-III

METHODOLOGY OF THE

STUDY

CHAPTER-III

METHODOLOGY OF THE STUDY

3.1.0 INTRODUCTION

The success of any research work depends upon the proper methodology of the study. Since the nature of a problem is different from the nature of other problems, it is worthwhile to use the proper methodology according to the nature of the problems. This methodology section of the present problem includes population, sample and sampling procedure, tool used, method used and statistical techniques to be used for data analysis.

3.2.0 POPULATION OF THE STUDY

The population of this study was secondary level students of Class VIII, IX, X, & XI in Hooghly District of West Bengal.

3.3.0 SAMPLE

Here in order to select the sample from the whole population two different sampling techniques were used i.e. Purposive and Accidental Sampling Techniques. From the selected 6 schools were rural namely:

1. Boso priyanath High School (R)
2. Bhastara Jagjaneswar High School(R)
3. Bhastara high madrasa(R)
4. Rameswerpur High School(R)
5. Anandanagar A.C Roy High School (SU)
6. Gurap High School (R)

Table no.3.3.1 : Sample distribution of the study

VARIABLE	CATEGORIES	FREQUENCY	PERCENTAGE%
GENDER	MALE	57	45.96%
	FEMALE	67	54.03%
CASTE	GENERAL	40	30.26%
	SC	20	16.13%
	ST	25	20.16%
	OBC	39	31.45%
FAMILY INCOME IN Rs.	UPTO 5000	98	79.03%
	5001 – 10000	26	20.97%
FAMILY TYPE	JOINT	43	34.68%
	SINGLE	81	65.32%
HABITAT	RURAL	86	69.35%
	URBAN	38	31.45%
Educational Qualification	VII-IX	59	47.58%
	X-XI	65	65.65%
AGE	14-15 YEARS	48	38.70%
	16-17	68	58.84%
	18-20	8	6.45%
RELIGION	HINDU	81	65.32%
	ISLAM	14	11.29%
	OTHERS	29	23.39%
NUMBER OF	SINGLE CHILD	10	9.68%

SIBLINGS	ONE SIBLING	74	59.68%
	TWO SIBLINGS	33	26.62%
	THREE SIBLINGS	7	5.65%
NUMBER OF FAMILY	3- 4	59	47.58%
	5-6	55	44.35%
	7-8	10	8.06%

3.4.0 KEY VARIABLES OF THE STUDY

Here the researcher used two types of variables namely independent variable and dependent variable as discussed below:

3.4.1 Independent Variables

Gender: In this study the researcher included gender as an independent variable. So, in the present study male and female were included two categories of the gender variable.

Habitat: In the present study the researcher included habitat as an independent variable. The two dimensions included in the study were rural and semi urban.

Siblings: In the present study the researcher included number of siblings as an independent variable divided into three categories like-0-1 Siblings , 2 Siblings, 3 Siblings, 4 Sibling, 5& more than.

Monthly Family Income: In the present study the researcher included Monthly Family Income as an independent variable divided into three categories like-UptoRs. /- 50005,000/- to 10,000/-Rs.10,001/-15000

Caste: In the present study the researcher included General, OBC ,SC.ST.

Family Type: In the present study the researcher included family type as an independent variable divided into two categories like-

1. Joint family

2. Single family

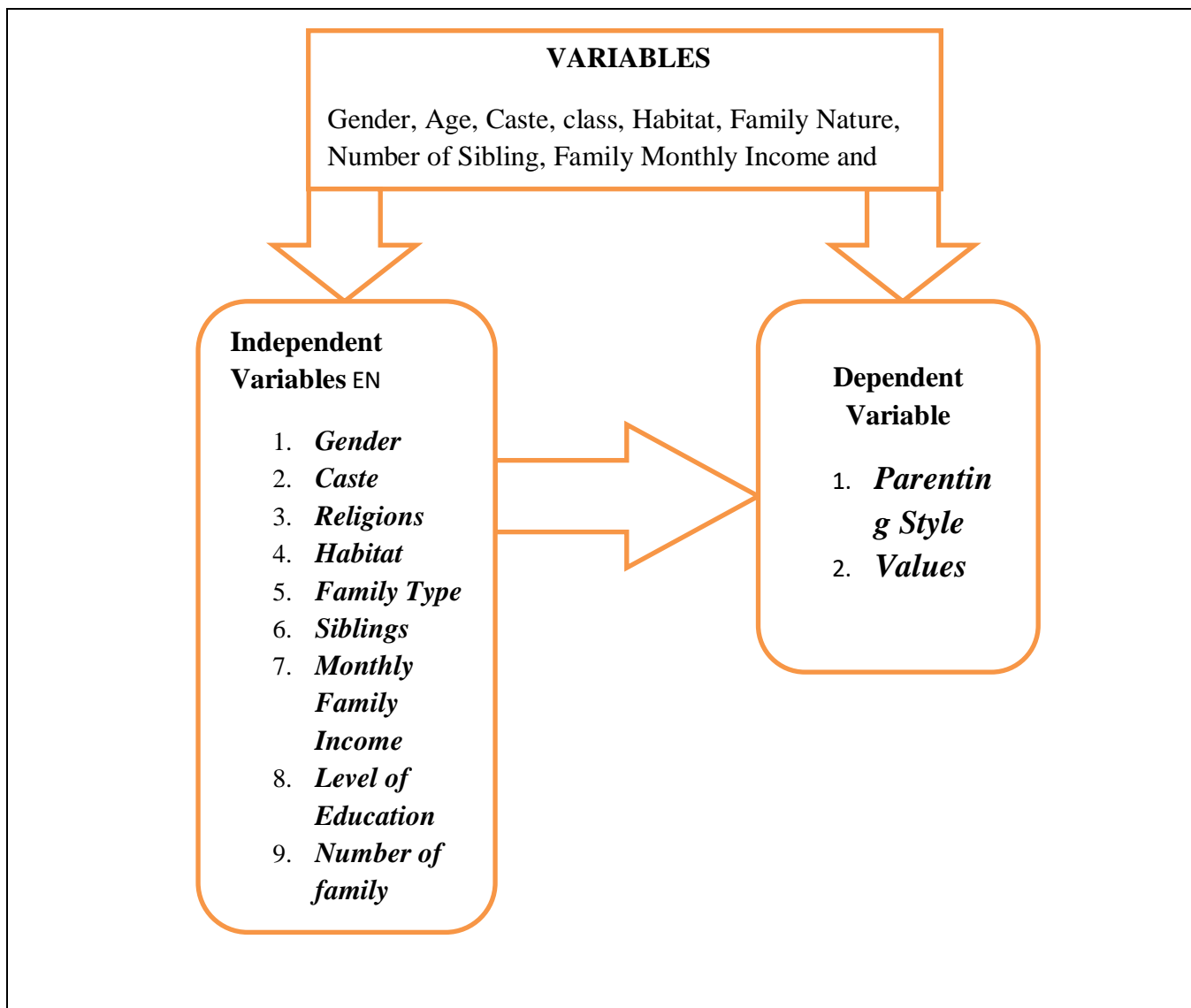
Level of Education: In the present study the researcher included level of education as an independent variable divided into two categories like-1.vii-ix2. x-xi.

Number of family: In the present study Number of family is divided into three categories like:A.3- 4 members B. 5-6 members C. 7-8 members.

Religion: In the present study the researcher included religions an independent variable divided into three categories like-1.Hindu, 2. Islam, 3. Others.

3.4.2 Dependent Variable

Correlation of Parenting Style and Life Value: The aim of the study was to measure the correlation of Parenting Style and Life Value of student at secondary school level. Hence, in the present study, correlation of Parenting Style and Life Value was selectees a dependent variable.



3.5.0 METHOD OF THE STUDY

The present piece of research was a correlation and cross sectional survey type of research. As the researcher intended to study the correlation between Parenting Style & Life Value of students at secondary school level and accordingly data was collected and analyzed that's why the study was a correlational study. Again it was a cross sectional survey type of research. In order to assess parenting styles and life value of students, the researcher collected data from different sub-sections of students at Upper-primary and

secondary school level of Hooghly District in West Bengal by conducting a survey.

3.6.0 TOOLS AND TECHNIQUES USED FOR DATA COLLECTION

In this study two tools were used for collecting data from students. To measure the parenting styles of secondary level students the researcher used a five point parenting scale developed by Bharadwaj, R. L., Sharma, H., & Garg, A. and adopted in Bengali version by L. L. Mohakud and N. Das and others measure the life value of secondary level school students the researcher used a five point life value scale developed by Duane and R. Kelly Crace, 1996 and adopted in Bengali version by L.L. Mohakud & Jhilik Pakira (2018).

Scoring of the parenting style Tool

To measure the parenting styles of secondary level students the researcher used a five point parenting scale developed by Bharadwaj, R. L., Sharma, H., & Garg, A. and adopted in Bengali version by L. L. Mohakud & N. Das.

There is a dichotomy in each parenting model that can be studied as the whole of mothering and fathering separately as well as parenting as a whole except the marital conflict Vs marital adjustment which can only be associated with the study of adequate or inadequate parenting as whole.

The final of this scale has 40 items related to eight different modes of parenting and are spread in a meaningful manner except those related to the marital conflict Vs marital adjustment. These items were placed in a block at number 36 to 40. The items numbered 4, 11, 18, 25, and 32 are stated negatively just to check the habitual disposition of responses.

Parenting scale can be administered either individually or to large group at a time. After establishing a good rapport and ensuring a clear understanding of instructions, the subjects are asked to respond to the first 35 items given in the scale by keeping in view the different modes of parenting that they receive from their mother at one time and father at second time separately. The items from number 36 to 40 are to be responded separately that subject to the relation between both the parents only at once. A rest of five minutes shall be provided to the subjects between the recoding of responses for mother and fathers separately. For more objective responses, the testers are advised to receive the responses for mother and father on two scales separately at least in group administrations.

The scoring of this parenting scale is of quantitative type and is based on five point scale as suggested by Likert. The scoring and determination of mothering and fathering as well as parenting is a complex one and the following things are to be kept in mind at the time of scoring the scale:-

1. Each item of the scale is to be scored from upper to lower in terms of 1,2,3,4,and 5. The scoring of item number 4, 11, 18, 25, and 32 will be in reverse order (i.e 5,4,3,2,1).
2. The obtained scores are to be transferred on the last page at the space provided for both the parents and are to be added vertically to determine the raw score for mothering and fathering separately for different modes of parenting.
3. The obtained raw scores for different modes of parenting are to be transformed into 'Z' score.
4. The Total of 'Z' scores for each mode of parenting in relation to both the parents shall be treated as parenting score of that specific mode of

parenting and the grand total of each parenting mode is to be treated as parenting score.

5. 'Z' scores obtained for the marital conflict vs. marital adjustment mode of parenting is to be added only once with other 'Z' scores obtained for seven modes of parenting to determine the parenting score as a whole.
6. 'Z' scores obtained for the marital conflict vs. marital adjustment are to be added on both the occasion along with other 'Z' scores obtained for different modes of parenting to determine the scores for mothering and fathering separately.

Scoring of the social Life Value Tool

To measure the Life Value of secondary level students the researcher used a five point life value scale developed by Duane and R. Kelly Crace,(1996) and adopted in Bengali version by L. L. Mohakud& Jhilik Pakira(2018). Content Validity was checked by some expert.The inventory consists of 44 items with 5 point scale of Likert. Maximum possible score is '220' and minimum possible score is '1'.However in this tool there were five categories of items on basis of ways of responding. 1. Almost Never Guides My Behaviour 2. Sometimes Guides My Behavior 3. Almost Always Guides My Behavior. The scoring of this scale is very simple. In this scale each item is scored from 1 to 5. This will give scores for the 15 major life values identified by this inventory.

Statement	Always guide my behaviour		Sometimes guide my behaviour		Never guide my behaviour
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Positive	1	2	3	4	5
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A= Questions 1 + 15 + 29. B=Questions 2 + 16 + 30. C= **Questions 3 + 17 + 31. D = Questions 4 + 18 + 32. E= Questions 5 + 19 + 33. F= Questions 6 + 20 + 34. G= Questions 7 + 21 + 35. H= Questions 8 + 22 + 36. I = Questions 9 + 23 + 37. J = Questions 10 + 24 + 38. K = Questions 11 + 25 + 39. L = Questions 12 + 26 + 40. M= Questions 13 + 27 + 41. N = Questions 14 + 28 + 42.**

3.7.0 Procedure of Data Collection

After a careful study of operations involved in this study, the researcher used a standardized scale namely parenting scale developed by Bharadwaj, R. L., Sharma, H., & Garg, A. and adopted in Bengali version by L. L. Mohakud & N. Das and life value scale developed by Duane and R. Kelly Crace, (1996) and adopted in Bengali version by L. L. Mohakud & Jhilik Pakira (2018). Adopted in Bengali version by the researcher along with his guide for collecting data. So, for obtaining data she met the students of the above mentioned high schools. He then distributed the scale to each of them and accordingly asked them to give their response by filling up it. While administering the scale the researcher gave a short and meaningful description about the use of the scale and items involved in it. He collected the scale from them after 30-35 minutes. However, the total process of data collection organized in 15 to 16 days.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1.0 Introduction

This chapter deals with the presentation, analysis and interpretation of the collected data. It involves the use of different statistical techniques for the analysis of the presented data. This chapter is the backbone of the total studies. In any kind of studies data analysis and interpretation plays a compulsory vital role on the basis of which the total research results or findings can be formulated. Hence, without this portion, the research works are always incomplete. Data of the present study are analyzed following descriptive and inferential statistics:

- ▶ Mean
- ▶ Standard Deviation
- ▶ Sten. Score
- ▶ T-Test
- ▶ ANOVA
- ▶ Pearson's Coefficient Of Correlation

4.2.0 Analysis and Interpretation of The Data

4.2.1 Analysis of Dimension wise Parenting Style of school going adolescents with relation to their Age, Gender, Case, Familial Monthly Income, Habitat, Educational Qualification, Type of family, No. of Member, Number of Siblings and Religion.

While measuring the parenting style 'Sten. value' ranging from 1 to 10 has been used in this study. In this scale 5.5 is considered as (Cut point) mid-sten. value and sten. value up to 5.5 was taken as low score representing the first category of each dimension like Rejection, Carelessness, Neglect, Utopian expectation, Lenient standard, Freedom, Faulty role expectation, Marital conflict and sten. value ranging from 5.6 to 10 was considered

as High score representing second category of each dimension like Acceptance, Protection, Indulgence, realism, moralism, Discipline, Realist role expectation, Marital adjustment. Here, low the score indicates negative parenting and high score indicates good parenting.

Table No. 4.2.2: Analysis of Dimension Wise Parenting Style of School Going Adolescents With Relation to Their Age

Dimensions	Age Levels	N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	14 to 15 Years	48	5.77	Acceptance
	16 to 17 Years	68	5.59	Acceptance
	18 to 20 Years	8	5.50	Acceptance
	Total	124	5.65	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	14 to 15 Years	48	3.27	Carelessness
	16 to 17 Years	68	3.16	Carelessness
	18 to 20 Years	8	2.25	Carelessness
	Total	124	3.15	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	14 to 15 Years	48	4.13	Neglect
	16 to 17 Years	68	3.69	Neglect
	18 to 20 Years	8	3.75	Neglect
	Total	124	3.86	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	14 to 15 Years	48	6.23	Realism
	16 to 17 Years	68	6.44	Realism
	18 to 20 Years	8	6.25	Realism
	Total	124	6.35	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	14 to 15 Years	48	4.04	Lenient standard
	16 to 17 Years	68	3.90	Lenient standard
	18 to 20 Years	8	4.13	Lenient standard
	Total	124	3.97	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	14 to 15 Years	48	5.21	Freedom
	16 to 17 Years	68	4.84	Freedom
	18 to 20 Years	8	4.13	Freedom
	Total	124	4.94	Freedom

Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	14 to 15 Years	48	5.10	Faulty role expectation
	16 to 17 Years	68	4.78	Faulty role expectation
	18 to 20 Years	8	4.63	Faulty role expectation
	Total	124	4.90	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	14 to 15 Years	48	4.31	Marital conflict
	16 to 17 Years	68	4.37	Marital conflict
	18 to 20 Years	8	3.38	Marital conflict
	Total	124	4.28	Marital conflict

Interpretation

The data in Table 4.2.1 revealed that, with respect to dimension A (**Rejection VS Acceptance**), parenting style of 14 to 15years, 16 to 17years and 18 to 20years age group school going adolescents parenting were **accepting** in style as their sten. value i.e. 5.77, 5.97 and 5.50 respectively were greater than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of 14 to 15 years age group school going adolescents was slightly higher than the other two age groups.

With respect to dimension –B (**Carelessness Vs. Protection**) parenting style of 14 to 15, 16 to 17 and 18 to 20 years old school going adolescents were **Careless** as their sten. value i.e. 3.27, 3.16 and 2.25 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of 14 to 15 years old school going adolescents was slightly higher than the other two age groups.

With respect to dimension –C (**Neglect VS. Indulgence**) the parenting style of 14 to 15, 16 to 17 and 18 to 20 years old school going adolescents were **Neglect** as their sten. value i.e. 4.13, 3.69 and 3.75 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of 14 to 15 years old school going adolescents was slightly higher than the other two age groups.

With respect to dimension –D (**Utopian expectation VS. Realism**) the parenting style of 14 to 15, 16 to 17 and 18 to 20 years old school going adolescents were **realistic** in nature as their sten. value i.e. 6.44, 6.25 and 6.35 respectively were greater than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of 14 to 15 years old school going adolescents was slightly higher than the other two age groups.

With respect to dimension –E (**Lenient standard Vs. Moralism**) the parenting style of 14 to 15, 16 to 17 and 18 to 20 years school going adolescents were **Lenient standard** as their sten. value i.e. 4.04, 3.90 and 4.13 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of 14 to 15 years old school going adolescents was slightly higher than the other two age groups.

With respect to dimension –F (**Freedom Vs. Discipline**) the parenting style of 14 to 15, 16 to 17 and 18 to 20 years old school going adolescents were **Freedom** as their sten. value i.e. 5.21, 4.84 and 4.13 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of 14 to 15 years old school going adolescents was slightly higher than the other two age groups.

With respect to dimension–G (**Faulty role expectation Vs. Realist role expectation**) the parenting style of 14 to 15, 16 to 17 and 18 to 20 years old school going adolescents were **Faulty role expectation** as their sten. value i.e. 5.10, 4.78 and 4.63 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of 14 to 15 years old children was slightly higher than the other two age groups.

With respect to dimension –H (**Marital conflict VS. Marital adjustment**) the parenting style of 14 to 15, 16 to 17 and 18 to 20 years old school going adolescents were in **Marital conflict** as their sten. value i.e. 4.31, 4.37 and 4.38 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of the three age group school going adolescents was almost same.

Table No. 4.2.2: Analysis of Dimension Wise Parenting Style of School Going Adolescents with Relation to their Gender

	sex of the Respondents	N	Mean Sten. Value	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	Male	57	5.86	Acceptance
	Female	67	5.48	Acceptance

Sten. Value of Dimension B Carelessness Vs. Protection	Male	57	3.16	Carelessness
	Female	67	3.13	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	Male	57	4.12	Neglect
	Female	67	3.64	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	Male	57	6.39	Realism
	Female	67	6.31	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	Male	57	4.04	Lenient standard
	Female	67	3.91	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	Male	57	5.00	Freedom
	Female	67	4.88	Freedom
Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	Male	57	5.18	Faulty role expectation
	Female	67	4.66	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	Male	57	4.35	Marital conflict
	Female	67	4.22	Marital conflict

Interpretation

The data in Table 4.2.2 revealed that, with respect to dimension A (**Rejection VS Acceptance**), parenting style for male school going adolescents were **accepting** in style as their sten. value i.e. 5.8 was greater than the cut point (mid-sten. value) i.e. 5.5. But for female children parenting style were **rejection** in style as their sten. value i.e. 5.48 was less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –B (**Carelessness Vs. Protection**) parenting style for male and female school going adolescents were **Careless** as their sten. value i.e. 3.16 and 3.13 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style for male and female children was almost same.

With respect to dimension –C (**Neglect VS. Indulgence**) the parenting style for male and female school going adolescents were **Neglect** as their sten. value i.e. 4.12 and 3.64 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style for male school going adolescents was slightly higher than the female school going adolescents.

With respect to dimension –D (**Utopian expectation VS. Realism**) the parenting style for male and female school going adolescents were **realistic** as their sten. value i.e. 6.39 and 6.31 respectively were greater than the cut point (mid-sten. value) i.e. 5.5. However, the parenting styles for the children of both sexes were almost same.

With respect to dimension –E (**Lenient standard Vs. Moralism**) the parenting style for male and female school going adolescents were **Lenient standard** as their sten. value i.e. 4.04 and 3.91 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting styles for both sexes were almost same.

With respect to dimension –F (**Freedom Vs. Discipline**) the parenting style for male and female school going adolescents were **Freedom** as their sten. value i.e. 5.00, 4.88 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style for children of both sexes was almost same.

With respect to dimension–G (**Faulty role expectation Vs. Realist role expectation**) the parenting style for male and female school going adolescents were **Faulty role expectation** as their sten. value i.e. 5.18 and 4.66 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style for male school going adolescents was slightly higher than female school going adolescents.

With respect to dimension–H (**Marital conflict VS. Marital adjustment**) the parenting style for male and female school going adolescents were in **Marital conflict** as their sten. value i.e. 4.35 and 4.22 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style for both sexes is almost same.

Table No. 4.2.3: Analysis of Dimension Wise Parenting Style of school going adolescents with relation to their Caste

		N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	General	40	5.65	Acceptance
	OBC	20	5.30	Rejection
	SC	25	5.40	Rejection
	ST	39	6.00	Acceptance

	Total	124	5.65	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	General	40	2.93	Carelessness
	OBC	20	2.00	Carelessness
	SC	25	3.00	Carelessness
	ST	39	4.05	Carelessness
	Total	124	3.15	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	General	40	4.00	Neglect
	OBC	20	3.25	Neglect
	SC	25	3.60	Neglect
	ST	39	4.21	Neglect
	Total	124	3.86	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	General	40	6.23	Realism
	OBC	20	7.05	Realism
	SC	25	6.32	Realism
	ST	39	6.13	Realism
	Total	124	6.35	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	General	40	4.00	Lenient standard
	OBC	20	3.60	Lenient standard
	SC	25	3.72	Lenient standard
	ST	39	4.28	Lenient standard
	Total	124	3.97	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	General	40	4.83	Freedom
	OBC	20	4.05	Freedom
	SC	25	4.56	Freedom
	ST	39	5.74	Discipline
	Total	124	4.94	Freedom

Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	General	40	4.85	Faulty role expectation
	OBC	20	4.30	Faulty role expectation
	SC	25	4.64	Faulty role expectation
	ST	39	5.41	Faulty role expectation
	Total	124	4.90	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	General	40	4.35	Marital conflict
	OBC	20	3.80	Marital conflict
	SC	25	4.04	Marital conflict
	ST	39	4.62	Marital conflict
	Total	124	4.28	Marital conflict

Interpretation

The data in Table 4.1 revealed that, with respect to dimension A (**Rejection VS Acceptance**), parenting style of General, ST category school going adolescents were **accepting** in style as their sten. value i.e. 5.65 and 6.00 respectively were greater than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of SC and OBC group school going adolescents was rejection in nature as their sten. value i.e. 5.30 and 5.40 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –B (**Carelessness Vs. Protection**) parenting style of General, OBC, SC and ST category school going adolescents were **Careless** as their sten. value

i.e. 2.93, 2.00, 3.00 and 4.05 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–C (**Neglect VS. Indulgence**) the parenting style of General, OBC, SC and ST category school going adolescents were **Neglect** as their sten. value i.e. 4.00, 3.25, 3.60 and 4.21 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–D (**Utopian expectation VS. Realism**) the parenting style of General, OBC, SC and ST category school going adolescents were **realistic** in nature as their sten. value i.e. 6.23, 7.05, 6.32 and 6.13 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –E (**Lenient standard Vs. Moralism**) the parenting style General, OBC, SC and ST category school going adolescents were **Lenient standard** as their sten. value i.e. 4.00, 3.60, 3.72 and 4.28 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–F (**Freedom Vs. Discipline**) the parenting style of General, OBC and SC category school going adolescents were **Freedom** as their sten. value i.e. 4.83, 4.05 and 4.56 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of ST group students is **Discipline** in nature as their sten. value i.e. 5.74 respectively was greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–G (**Faulty role expectation Vs. Realist role expectation**) the parenting style of General, OBC, SC and ST category school going adolescents were **Faulty role expectation** as their sten. value i.e. 4.85, 4.30, 4.64 and 5.41 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the mean sten. Value of ST category school going adolescents was greater than that of other categories.

With respect to dimension–H (**Marital conflict VS. Marital adjustment**) the parenting style of General, OBC, SC and ST caste students were in **Marital conflict** as their sten. value i.e. 4.35, 3.80, 4.04 and 4.62 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

Table No. 4.2.4: Analysis of Dimension Wise Parenting Style of School Going Adolescents With Relation to Their Familial Monthly Income

Dimensions in Parenting	Familial Monthly Income	N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	up to 5000	98	5.63	Acceptance
	5001 to 10000	26	5.73	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	up to 5000	98	3.38	Carelessness
	5001 to 10000	26	2.27	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	up to 5000	98	3.94	Neglect
	5001 to 10000	26	3.58	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	up to 5000	98	6.36	Realism
	5001 to 10000	26	6.31	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	up to 5000	98	4.01	Lenient standard
	5001 to 10000	26	3.81	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	up to 5000	98	5.08	Freedom
	5001 to 10000	26	4.38	Freedom
Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	up to 5000	98	4.96	Faulty role expectation
	5001 to 10000	26	4.65	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	up to 5000	98	4.44	Marital conflict
	5001 to 10000	26	3.69	Marital conflict

Interpretation

The data in Table 4.2.4 revealed that, with respect to dimension A (**Rejection VS Acceptance**), the parenting style for upto 5000 and 5001 to 10000 monthly family income group school going adolescents were **accepting** in style as their sten. value i.e. 5.63 and 5.73 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –B (**Carelessness Vs. Protection**) the parenting style for upto 5000 and 5001 to 10000 monthly family income group school going adolescents were

Careless as their sten. value i.e. 3.38 and 3.58 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –C (**Neglect VS. Indulgence**) the parenting style for upto 5000 and 5001 to 10000 monthly family income group school going adolescents were **Neglect** as their sten. value i.e. 3.94 and 3.58 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–D (**Utopian expectation VS. Realism** the parenting style for upto 5000 and 5001 to 10000 monthly family income group school going adolescents were **realistic** as their sten. value i.e. 6.36 and 6.31 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –E (**Lenient standard Vs. Moralism** the parenting style for upto 5000 and 5001 to 10000 monthly family income group school going adolescents were **Lenient standard** as their sten. value i.e. 4.01 and 3.81 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –F (**Freedom Vs. Discipline**) the parenting style for upto 5000 and 5001 to 10000 monthly family income group school going adolescents were **Freedom** as their sten. value i.e. 5.08 and 4.38 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting value of up to 5000 income group was higher than the other group.

With respect to dimension–G (**Faulty role expectation Vs. Realist role expectation**) the parenting style for upto 5000 and 5001 to 10000 monthly family income group school going adolescents were **Faulty role expectation** as their sten. value i.e. 4.96 and 4.65 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–H (**Marital conflict VS. Marital adjustment**) the parenting style for upto 5000 and 5001 to 10000 monthly family income group school going adolescents were in **Marital conflict** as their sten. value i.e. 4.44 and 3.69 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting value of up to 5000 income group was higher than the other group.

Table No. 4.2.5: Analysis Of Dimension Wise Parenting Style of School Going Adolescents With Relation To Their Habitat

Dimensions in Parenting	Habitat of the Respondents	N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	Rural	86	5.70	Acceptance
	Semi-Urban	38	5.55	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	Rural	86	3.48	Carelessness
	Semi-Urban	38	2.39	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	Rural	86	4.08	Neglect
	Semi-Urban	38	3.37	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	Rural	86	6.45	Realism
	Semi-Urban	38	6.11	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	Rural	86	3.99	Lenient standard
	Semi-Urban	38	3.92	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	Rural	86	4.99	Freedom
	Semi-Urban	38	4.82	Freedom
Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	Rural	86	4.92	Faulty role expectation
	Semi-Urban	38	4.84	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	Rural	86	4.50	Marital conflict
	Semi-Urban	38	3.79	Marital conflict

Interpretation:

The data in Table 4.2 revealed that, with respect to dimension A (**Rejection VS Acceptance**), parenting style for rural and semi-urban group of school going adolescents were **accepting** in style as their sten. value i.e. 5.70 and 5.55 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–B (**Carelessness Vs. Protection**) parenting style for rural and semi-urban group of school going adolescents were **Careless** as their sten. value i.e. 3.48 and 2.39 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–C (**Neglect VS. Indulgence**) the parenting style for rural and semi-urban school going adolescents were **Neglect** as their sten. value i.e. 4.08 and 3.37 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–D (**Utopian expectation VS. Realism**) the parenting style for rural and semi-urban school going adolescents were **realistic** as their sten. value i.e. 6.45 and 6.11 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–E (**Lenient standard Vs. Moralism**) the parenting style for rural and semi-urban school going adolescents were **Lenient standard** as their sten. value i.e. 3.99 and 3.92 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–F (**Freedom Vs. Discipline**) the parenting style for rural and semi-urban school going adolescents were **Freedom** as their sten. value i.e. 4.99, 4.82 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–G (**Faulty role expectation Vs. Realist role expectation**) the parenting style for rural and semi-urban school going adolescents were **Faulty role expectation** as their sten. value i.e. 4.92 and 4.84 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–H (**Marital conflict VS. Marital adjustment**) the parenting style for rural and semi-urban school going adolescents were in **Marital conflict** as their sten. value i.e. 4.50 and 3.79 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

Table No. 4.2.6: Analysis Of Dimension Wise Parenting Style Of School Going Adolescents With Relation To Their Education Qualification

Dimensions in Parenting	Educational Qualification	N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	Class VIII to IX	59	5.75	Acceptance
	Class X to XI	65	5.57	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	Class VIII to IX	59	3.27	Carelessness
	Class X to XI	65	3.03	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	Class VIII to IX	59	4.03	Neglect
	Class X to XI	65	3.71	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	Class VIII to IX	59	6.31	Realism
	Class X to XI	65	6.38	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	Class VIII to IX	59	4.03	Lenient standard

	Class X to XI	65	3.91	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	Class VIII to IX	59	5.15	Freedom
	Class X to XI	65	4.74	Freedom
Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	Class VIII to IX	59	5.02	Faulty role expectation
	Class X to XI	65	4.78	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	Class VIII to IX	59	4.39	Marital conflict
	Class X to XI	65	4.18	Marital conflict

Interpretation:

The data in Table 4.2.6 showed that, with respect to dimension A (**Rejection VS Acceptance**), parenting style for Grade VIII to IX and X to XI school going adolescents were **accepting** in style as their sten. value i.e. 5.75 and 5.57 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–B (**Carelessness Vs. Protection**) parenting style for Grade VIII to IX and X to XI school going adolescents were **Careless** as their sten. value i.e. 3.27 and 3.03 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–C (**Neglect VS. Indulgence**) parenting style for Grade VIII to IX and X to XI school going adolescents were **Neglect** as their sten. value i.e. 4.03 and 3.71 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–D (**Utopian expectation VS. Realism**) parenting style for Grade VIII to IX and X to XI school going adolescents were **realistic** as their sten. value i.e. 6.31 and 6.38 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –E (**Lenient standard Vs. Moralism**) parenting style for Grade VIII to IX and X to XI school going adolescents were **Lenient standard** as their sten. value i.e. 4.03 and 3.91 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –F (**Freedom Vs. Discipline**) parenting style for Grade VIII to IX and X to XI school going adolescents were **Freedom** as their sten. value i.e. 5.15, 4.74 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –G (**Faulty role expectation Vs. Realist role expectation**) parenting style for Grade VIII to IX and X to XI school going adolescents were **Faulty role expectation** as their sten. value i.e. 5.02 and 4.78 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–H (**Marital conflict VS. Marital adjustment**) parenting style for Grade VIII to IX and X to XI school going adolescents were in **Marital conflict** as their sten. value i.e. 4.39 and 4.18 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

Table No. 4.2.7: Analysis Of Dimension Wise Parenting Style Of School Going Adolescents With Relation To Their Type Of Family

Dimensions in Parenting	Type of family	N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	Joint	43	5.53	Acceptance
	Nuclear	81	5.72	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	Joint	43	2.49	Carelessness
	Nuclear	81	3.49	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	Joint	43	3.47	Neglect
	Nuclear	81	4.07	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	Joint	43	6.23	Realism
	Nuclear	81	6.41	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	Joint	43	3.79	Lenient standard
	Nuclear	81	4.06	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	Joint	43	4.56	Freedom
	Nuclear	81	5.14	Freedom
Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	Joint	43	4.65	Faulty role expectation
	Nuclear	81	5.02	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	Joint	43	3.98	Marital conflict
	Nuclear	81	4.44	Marital conflict

Interpretation:

The data in Table 4.2 revealed that, with respect to dimension A (**Rejection VS Acceptance**), parenting style for school going adolescents, who belong from joint and nuclear family were **accepting** in style as their sten. value i.e. 5.53 and 5.72 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–B (**Carelessness Vs. Protection**) parenting style for school going adolescents, who belong from joint and nuclear family were **Careless** as their sten. value i.e. 2.49 and 3.49 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–C (**Neglect VS. Indulgence**) parenting style for school going adolescents, who belong from joint and nuclear family were **Neglect** as their sten. value i.e. 3.47 and 4.07 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –D (**Utopian expectation VS. Realism**) parenting style for school going adolescents, who belong from joint and nuclear family were **realistic** as their sten. value i.e. 6.23 and 5.41 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–E (**Lenient standard Vs. Moralism**) parenting style for school going adolescents, who belong from joint and nuclear family were **Lenient standard** as their sten. value i.e. 3.79 and 4.06 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –F (**Freedom Vs. Discipline**) parenting style for school going adolescents, who belong from joint and nuclear family were **Freedom** as their sten. value i.e. 4.56 and 5.14 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–G (**Faulty role expectation Vs. Realist role expectation**) parenting style for school going adolescents, who belong from joint and nuclear family were **Faulty role expectation** as their sten. value i.e. 4.65 and 5.02 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –H (**Marital conflict VS. Marital adjustment**) parenting style for joint and nuclear students were in **Marital conflict** as their sten. value i.e. 3.98 and 4.44 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

Table No. 4.2.8: Analysis of Dimension Wise Parenting Style of School Going Adolescents With Relation To Their Number of Family Members

		N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	3 to 4	59	5.69	Acceptance
	5 to 6	55	5.62	Acceptance
	7 to 8	10	5.60	Acceptance
	Total	124	5.65	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	3 to 4	59	3.64	Carelessness
	5 to 6	55	2.69	Carelessness
	7 to 8	10	2.70	Carelessness
	Total	124	3.15	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	3 to 4	59	4.34	Neglect
	5 to 6	55	3.35	Neglect
	7 to 8	10	3.90	Neglect
	Total	124	3.86	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	3 to 4	59	6.46	Realism
	5 to 6	55	6.29	Realism
	7 to 8	10	6.00	Realism
	Total	124	6.35	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	3 to 4	59	4.15	Lenient standard
	5 to 6	55	3.80	Lenient standard
	7 to 8	10	3.80	Lenient standard
	Total	124	3.97	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	3 to 4	59	5.31	Freedom
	5 to 6	55	4.71	Freedom
	7 to 8	10	4.00	Freedom
	Total	124	4.94	Freedom
Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	3 to 4	59	5.20	Faulty role expectation
	5 to 6	55	4.58	Faulty role expectation

	7 to 8	10	4.80	Faulty role expectation
	Total	124	4.90	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	3 to 4	59	4.61	Marital conflict
	5 to 6	55	3.93	Marital conflict
	7 to 8	10	4.30	Marital conflict
	Total	124	4.28	Marital conflict

Interpretation

The data in Table 4.1 showed that, with respect to dimension A (**Rejection VS Acceptance**), parenting style of 3 to 4 family members, 5 to 6 family members and 7 to 8 family members group school going adolescents were **accepting** in style as their sten. value i.e. 5.69, 5.62 and 5.60 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–B (**Carelessness Vs. Protection**) parenting style of 3 to 4 family members, 5 to 6 family members and 7 to 8 family members group school going adolescents were **Careless** as their sten. value i.e. 3.64, 2.69 and 2.70 respectively were less than the cut point (mid-sten. value) i.e. 5.5

With respect to dimension–C (**Neglect VS. Indulgence**) parenting style of 3 to 4 family members, 5 to 6 family members and 7 to 8 family members group school going adolescents were **Neglect** as their sten. value i.e. 4.34, 3.35 and 3.90, respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–D (**Utopian expectation VS. Realism**) parenting style of 3 to 4 family members, 5 to 6 family members and 7 to 8 family members group school going adolescents were **realistic** as their sten. value i.e. 6.46, 6.29 and 6.00 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–E (**Lenient standard Vs. Moralism**) parenting style of 3 to 4 family members, 5 to 6 family members and 7 to 8 family members group school going adolescents were **Lenient standard** as their sten. value i.e. 4.15, 3.80 and 3.97 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–F (**Freedom Vs. Discipline**)the parenting style of 3 to 4 family members, 5 to 6 family members and 7 to 8 family members group school going adolescents were **Freedom** as their sten. value i.e. 5.31, 4.71 and 4.00 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–G (**Faulty role expectation Vs. Realist role expectation**) the parenting style of 3 to 4 family members, 5 to 6 family members and 7 to 8 family members group school going adolescents were **Faulty role expectation** as their sten. value i.e. 5.20, 4.58 and 4.80 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–H (**Marital conflict VS. Marital adjustment**) the parenting style of 3 to 4 family members, 5 to 6 family members and 7 to 8 family members group school going adolescents were in **Marital conflict** as their sten. value i.e. 4.61, 3.93 and 4.30 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

Table No. 4.2.9: Analysis of Dimension Wise Parenting Style of School Going Adolescents With Relation To Their Number of Siblings

		N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	Single Child	10	6.20	Acceptance
	One Sibling	74	5.54	Acceptance
	Two Siblings	33	5.73	Acceptance
	Three Siblings	7	5.71	Acceptance
	Total	124	5.65	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	Single Child	10	4.40	Carelessness
	One Sibling	74	3.18	Carelessness
	Two Siblings	33	2.70	Carelessness
	Three Siblings	7	3.14	Carelessness
	Total	124	3.15	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	Single Child	10	5.00	Neglect
	One Sibling	74	3.97	Neglect
	Two Siblings	33	3.30	Neglect
	Three Siblings	7	3.71	Neglect
	Total	124	3.86	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	Single Child	10	6.90	Realism
	One Sibling	74	6.20	Realism
	Two Siblings	33	6.52	Realism
	Three Siblings	7	6.29	Realism

	Total	124	6.35	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	Single Child	10	4.60	Lenient standard
	One Sibling	74	4.04	Lenient standard
	Two Siblings	33	3.82	Lenient standard
	Three Siblings	7	3.00	Lenient standard
	Total	124	3.97	Lenient standard
Sten. Value of Dimension F Freedom Vs. Discipline	Single Child	10	5.80	Discipline
	One Sibling	74	5.05	Freedom
	Two Siblings	33	4.58	Freedom
	Three Siblings	7	4.14	Freedom
	Total	124	4.94	Freedom
Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	Single Child	10	6.00	Realist
	One Sibling	74	4.86	Faulty role expectation
	Two Siblings	33	4.64	Faulty role expectation
	Three Siblings	7	4.86	Faulty role expectation
	Total	124	4.90	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	Single Child	10	4.10	Marital conflict
	One Sibling	74	4.43	Marital conflict
	Two Siblings	33	3.97	Marital conflict
	Three Siblings	7	4.43	Marital conflict
	Total	124	4.28	Marital conflict

Interpretation:

The data in Table 4.2.9 revealed that, with respect to dimension-A (**Rejection VS Acceptance**), parenting style of single child, one sibling, two siblings and three siblings

group school going adolescents were **accepting** in style as their sten. value i.e. 6.20, 5.54, 5.73 and 5.71 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to Dimension-B (**Carelessness Vs. Protection**) parenting style of single child, one sibling, two siblings and three siblings group school going adolescents were **Careless** as their sten. value i.e. 4.40, 3.18, 2.70 and 3.14 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension-C (**Neglect VS. Indulgence**) parenting style of single child, one sibling, two siblings and three siblings group school going adolescents were **Neglect** as their sten. value i.e. 5.00, 3.97, 3.30 and 3.71 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension-D (**Utopian expectation VS. Realism**) parenting style of single child, one sibling, two siblings and three siblings group school going adolescents were **realistic** as their sten. value i.e. 6.90, 6.20, 6.52 and 6.29 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension-E (**Lenient standard Vs. Moralism**) parenting style of single child, one sibling, two siblings and three siblings group school going adolescents were **Lenient standard** as their sten. value i.e. 4.60, 4.04, 3.82 and 3.00 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension-F (**Freedom Vs. Discipline**) parenting style of one sibling, two siblings and three siblings group school going adolescents were **Freedom** as their sten. value i.e. 5.05, 4.58 and 4.14 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style single child group of students were Discipline as their sten. Value i.e. 5.80 was greater than the cut point (mid-sten. Value) i.e. 5.5.

With respect to dimension-G (**Faulty role expectation Vs. Realist role expectation**) parenting style of two siblings and three siblings group school going adolescents were **Faulty role expectation** as their sten. value i.e. 4.86, 4.64 and 4.86 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style for single child group school going adolescents were **Realist role expectation** as their sten. Value i.e. 6.0 was greater than the cut point (mid-sten. Value) i.e. 5.5.

With respect to dimension –H (**Marital conflict VS. Marital adjustment**) parenting style of single child, one siblings, two sibling and three sibling group students were in **Marital conflict** as their sten. value i.e. 4.10, 4.43, 3.97 and 4.43 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

Table No. 4.2.10: Analysis of Dimension Wise Parenting Style of school going adolescents with relation to their Religion

		N	Mean	Interpretation
Sten. Value of Dimension A Rejection Vs. Acceptance	Hindu	81	5.62	Acceptance
	Islam	14	5.36	Rejection
	Others	29	5.90	Acceptance
	Total	124	5.65	Acceptance
Sten. Value of Dimension B Carelessness Vs. Protection	Hindu	81	3.05	Carelessness
	Islam	14	1.57	Carelessness
	Others	29	4.17	Carelessness
	Total	124	3.15	Carelessness
Sten. Value of Dimension C Neglect VS. Indulgence	Hindu	81	3.84	Neglect
	Islam	14	3.29	Neglect
	Others	29	4.21	Neglect
	Total	124	3.86	Neglect
Sten. Value of Dimension D Utopian expectation VS. Realism	Hindu	81	6.17	Realism
	Islam	14	6.93	Realism
	Others	29	6.55	Realism
	Total	124	6.35	Realism
Sten. Value of Dimension E Lenient standard Vs. Moralism	Hindu	81	3.99	Lenient standard
	Islam	14	3.50	Lenient standard
	Others	29	4.14	Lenient standard
	Total	124	3.97	Lenient standard

Sten. Value of Dimension F Freedom Vs. Discipline	Hindu	81	4.80	Freedom
	Islam	14	4.00	Freedom
	Others	29	5.76	Discipline
	Total	124	4.94	Freedom
Sten. Value of Dimension G Faulty role expectation Vs. Realist role expectation	Hindu	81	4.91	Faulty role expectation
	Islam	14	4.36	Faulty role expectation
	Others	29	5.10	Realist role expectation
	Total	124	4.90	Faulty role expectation
Sten. Value of Dimension H Marital conflict VS. Marital adjustment	Hindu	81	4.26	Marital conflict
	Islam	14	3.43	Marital conflict
	Others	29	4.76	Marital conflict
	Total	124	4.28	Marital conflict

Interpretation

The data in Table 4.2.10 showed that, with respect to dimension A (**Rejection VS Acceptance**), the parenting style of Hindu and Other religions group of school going adolescents were **accepting** in style as their sten. value i.e. 5.62 and 5.90 respectively were greater than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of Islam religion school going adolescents were rejection in style as their sten. value i.e. 5.36 respectively was less than the cut point (mid-sten. Value) i.e. 5.5.

With respect to dimension-B (**Carelessness Vs. Protection**) the parenting style of Hindu, Islam and Other religious group school going adolescents were **Careless** as their sten. value i.e. 3.05, 1.57 and 4.17 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension-C (**Neglect VS. Indulgence**) the parenting style of Hindu, Islam and Other religious group school going adolescents were **Neglect** as their sten. value i.e. 3.84, 3.29 and 4.21 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–D (**Utopian expectation VS. Realism**) the parenting style of Hindu, Islam and Other religious group school going adolescents were **realistic** as their sten. value i.e. 6.17, 6.93 and 6.55 respectively were greater than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–E (**Lenient standard Vs. Moralism**) the parenting style of Hindu, Islam and Other religious group school going adolescents were **Lenient standard** as their sten. value i.e. 3.99, 3.90 and 4.14 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension –F (**Freedom Vs. Discipline**) the parenting style of Hindu and Islam religions group school going adolescents were **Freedom** as their sten. value i.e. 4.80 and 4.00 respectively were less than the cut point (mid-sten. value) i.e. 5.5. However, the parenting style of other religions school going adolescents were discipline as their sten. Value i.e.5.76 is higher than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–G (**Faulty role expectation Vs. Realist role expectation**) the parenting style of Hindu, Islam and Other religious group the cut point (mid-sten. value) i.e. 5.5 were **Faulty role expectation** as their sten. value i.e. 4.91, 4.36 and 5.10 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

With respect to dimension–H (**Marital conflict VS. Marital adjustment** the parenting style of Hindu, Islam and Other religious group the cut point (mid-sten. value) i.e. 5.5 were in **Marital conflict** as their sten. value i.e. 4.26, 3.43 and 4.28 respectively were less than the cut point (mid-sten. value) i.e. 5.5.

Table 4.2.11 Representing Age Wise Descriptive Statistics and ANOVA Result for Total Mothering, Total Fathering and Total Parenting

Variable and its Labels		N	Mean	SD	Std. Error	
Total Mothering	14 to 15 Years	48	311.94	50.710	7.319	
	16 to 17 Years	68	300.38	49.905	6.052	
	18 to 20 Years	8	297.75	39.387	13.926	
	Total	124	304.69	49.613	4.455	
Total Fathering	14 to 15 Years	48	302.52	40.668	5.870	
	16 to 17 Years	68	298.25	47.913	5.810	
	18 to 20 Years	8	279.13	32.848	11.613	
	Total	124	298.67	44.436	3.990	
Total Parenting	14 to 15 Years	48	648.60	96.050	13.864	
	16 to 17 Years	68	632.06	100.972	12.245	
	18 to 20 Years	8	603.50	63.169	22.334	
	Total	124	636.62	97.184	8.727	

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Total Mothering	Between Groups	4168.363	2	2084.181	.845	.432
	Within Groups	298584.371	121	2467.639		
	Total	302752.734	123			
Total Fathering	Between Groups	3779.839	2	1889.920	.956	.387
	Within Groups	239091.604	121	1975.964		
	Total	242871.444	123			
Total Parenting	Between Groups	17083.942	2	8541.971	.903	.408
	Within Groups	1144621.244	121	9459.680		
	Total	1161705.185	123			

Interpretation :

The above table 4.2.11 states about mean score in total mothering, for 14 to 15, 16 to 17 and 18 to 20 years' age group school going adolescents, the scores are 311.94, 300.38 and 297.75 respectively. The one-way ANOVA result ($F=0.845$) for total mothering revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.432>0.05$). Hence, it can be concluded that there is no

significant difference in total mothering among different age group school going adolescents.

The above table also depicting mean score in total fathering, for 14 to 15, 16 to 17 and 18 to 20 years' age group school going adolescents, the scores are 302.52, 298.25 and 279.13 respectively. The one-way ANOVA result ($F=0.956$) for total fathering revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.387>0.05$). Hence, it can be concluded that there is no significant difference in total fathering among different age group school going adolescents.

The above table also depicting mean score in total parenting, for 14 to 15, 16 to 17 and 18 to 20 years' age group school going adolescents, the scores are 648.60, 632.06 and 603.50 respectively. The one-way ANOVA result ($F=0.903$) for total parenting revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.408>0.05$). Hence, it can be concluded that there is no significant difference in total parenting among different age group school going adolescents.

Table 4.12 Representing Gender Wise Descriptive Statistics and T-Test Result for Total Mothering, Total Fathering and Total Parenting

Group Statistics					
	sex of the Respondents	N	Mean	Std. Deviation	Std. Error Mean
Total Mothering	Male	57	312.32	50.340	6.668
	Female	67	298.19	48.414	5.915
Total Fathering	Male	57	303.18	45.407	6.014
	Female	67	294.84	43.566	5.322
Total Parenting	Male	57	650.58	99.696	13.205
	Female	67	624.75	94.111	11.497

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total Mothering	Equal variances assumed	1.589	122	.115	14.122	8.885
	Equal variances not assumed	1.584	117.222	.116	14.122	8.913

Total Fathering	Equal variances assumed	1.042	122	.300	8.340	8.004
	Equal variances not assumed	1.038	117.114	.301	8.340	8.031
Total Parenting	Equal variances assumed	1.482	122	.141	25.833	17.427
	Equal variances not assumed	1.475	116.353	.143	25.833	17.509

Interpretation :

The above table 4.2.12 showing that the difference in mean total mothering score is (i.e. 14.122) for 57 male and 67 female students is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.115>0.05$). Hence, it can be concluded that there is no significant influence of gender of the students on total mothering.

The above table also showing that the difference in mean total fathering score is (i.e. 8.34) for 57 male and 67 female students is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.300>0.05$). Hence, it can be concluded that there is no significant influence of gender of the students on total fathering.

The above table also showing that the mean difference in total parenting is (i.e. 25.833) for 57 male and 67 female students is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.141>0.05$). Hence, it can be concluded that there is no significant influence of gender of the students on total parenting.

Table 4.13 Representing Caste Wise Descriptive Statistics and ANOVA Result for Total Mothering, Total Fathering and Total Parenting

		N	Mean	Std. Deviation	Std. Error
Total Mothering	General	40	304.08	49.450	7.819
	OBC	20	286.00	51.967	11.620
	SC	25	288.24	44.612	8.922
	ST	39	325.44	45.236	7.244
	Total	124	304.69	49.613	4.455
Total Fathering	General	40	297.38	42.940	6.789
	OBC	20	281.80	43.966	9.831
	SC	25	297.84	42.428	8.486
	ST	39	309.18	46.154	7.390
	Total	124	298.67	44.436	3.990

Total Parenting		General	40	634.18	97.237	15.375	
		OBC	20	598.30	106.198	23.747	
		SC	25	618.20	87.480	17.496	
		ST	39	670.59	90.600	14.508	
		Total	124	636.62	97.184	8.727	
ANOVA							
			Sum of Squares	df	Mean Square	F	Sig.
Total Mothering	Between Groups		30551.809	3	10183.936	4.490	.005
	Within Groups		272200.925	120	2268.341		
	Total		302752.734	123			
Total Fathering	Between Groups		10083.765	3	3361.255	1.733	.164
	Within Groups		232787.679	120	1939.897		
	Total		242871.444	123			
Total Parenting	Between Groups		83093.775	3	27697.925	3.082	.030
	Within Groups		1078611.411	120	8988.428		
	Total		1161705.185	123			

Interpretation

The above table 4.2.11 states about mean score in total mothering, for General, OBC, Sc and ST category of school going adolescents, the scores are 304.08, 286.00, 288.24 and 325.44 respectively. The one-way ANOVA result ($F=4.490$) for total mothering revealed that the variances are statistically significant as the p value is less than 0.05 level of significance ($p=0.005<0.05$). Hence, it can be concluded that there is significant difference in total mothering among different caste category school going adolescents.

The above table also depicting mean score in total fathering, for General, OBC, Sc and ST category group school going adolescents, the scores are 297.38, 281.80, 297.84 and 309.18 respectively. The one-way ANOVA result ($F=1.733$) for total fathering revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.164>0.05$). Hence, it can be concluded that there is no significant difference in total fathering among different age group school going adolescents.

The above table also depicting mean score in total parenting, for General, OBC, Sc and ST category group school going adolescents, the scores are 634.18, 598.30, 618.20 and 670.59 respectively. The one-way ANOVA result ($F=3.082$) for total parenting revealed

that the variances are statistically significant as the p value is less than 0.05 level of significance ($p=0.030<0.05$). Hence, it can be concluded that there is significant difference in total parenting among different age group school going adolescents.

4.14 Representing Income Wise Descriptive Statistics and ANOVA Result for Total Mothering , Total Fathering and Total Parenting

Group Statistics						
	Familial Monthly Income	N	Mean	Std. Deviation	Std. Error Mean	
Total Mothering	Up to 5000	98	308.06	49.453	4.995	
	5001 to 10000	26	291.96	49.073	9.624	
Total Fathering	Up to 5000	98	300.86	45.271	4.573	
	5001 to 10000	26	290.42	40.910	8.023	
Total Parenting	Up to 5000	98	644.07	96.523	9.750	
	5001 to 10000	26	608.54	96.340	18.894	

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total Mothering	Equal variances assumed	1.478	122	.142	16.100	10.892
	Equal variances not assumed	1.485	39.546	.146	16.100	10.843
Total Fathering	Equal variances assumed	1.065	122	.289	10.434	9.797
	Equal variances not assumed	1.130	42.721	.265	10.434	9.235
Total Parenting	Equal variances assumed	1.669	122	.098	35.533	21.285
	Equal variances not assumed	1.671	39.369	.103	35.533	21.261

Interpretation :

The above table showing that the difference in mean total mothering score is (i.e. 16.10) between students, whose familial monthly income is up to 5000 and 5001 to 10000 is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.142>0.05$). Hence, it can be concluded that there is no significant influence of familial monthly income of the students on total mothering.

The above table also showing that the mean difference in total fathering is (i.e. 10.434) for students whose familial monthly income is up to 5000 and 5001 to 10000 is statistically not significant as the p value is greater than 0.05 level of significance

($p=0.289>0.05$). Hence, it can be concluded that there is no significant influence of familial monthly income of the students on total fathering.

The above table also showing that the mean difference in total parenting is (i.e. 35.533) for students whose familial monthly income is up to 5000 and 5001 to 10000 is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.098>0.05$). Hence, it can be concluded that there is no significant influence of familial monthly income of the students on total parenting.

4.15 Representing Habitat Wise Descriptive Statistics And Anova Result For Total Mothering , Total Fathering And Total Parenting

Group Statistics						
	Habitat of the Respondents	N	Mean	Std. Deviation	Std. Error Mean	
Total Mothering	Rural	86	309.87	49.045	5.289	
	Semi-Urban	38	292.95	49.523	8.034	
Total Fathering	Rural	86	302.15	46.322	4.995	
	Semi-Urban	38	290.79	39.277	6.372	
Total Parenting	Rural	86	645.37	100.616	10.850	
	Semi-Urban	38	616.82	86.946	14.104	
		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total Mothering	Equal variances assumed	1.766	122	.080	16.925	9.582
	Equal variances not assumed	1.760	70.274	.083	16.925	9.618
Total Fathering	Equal variances assumed	1.317	122	.190	11.362	8.630
	Equal variances not assumed	1.403	82.835	.164	11.362	8.096
Total Parenting	Equal variances assumed	1.516	122	.132	28.556	18.831
	Equal variances not assumed	1.605	81.345	.112	28.556	17.795

Interpretation:

The above table showing that the difference in mean total mothering score is (i.e. 16.925) for 86 rural and 38 urban school going adolescents is statistically not significant as the p

value is greater than 0.05 level of significance ($p=0.080>0.05$). Hence, it can be concluded that there is no significant influence of habitat of the school going adolescents on total mothering.

The above table showing that the difference in mean total fathering score is (i.e. 11.362) for 86 rural and 38 urban school going adolescents is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.190>0.05$). Hence, it can be concluded that there is no significant influence of habitat of the school going adolescents on total fathering.

The above table showing that the difference in mean total parenting score is (i.e. 28.556) for 86 rural and 38 urban school going adolescents is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.132>0.05$). Hence, it can be concluded that there is no significant influence of habitat of the school going adolescents on total parenting.

4.16 Representing Educational Qualification Wise Descriptive Statistics and ANOVA Result For Total Mothering, Total Fathering and Total Parenting

Group Statistics						
	Educational Qualification	N	Mean	Std. Deviation	Std. Error Mean	
Total Mothering	Class VIII to IX	59	310.75	52.023	6.773	
	Class X to XI	65	299.18	47.045	5.835	
Total Fathering	Class VIII to IX	59	302.24	44.409	5.782	
	Class X to XI	65	295.43	44.555	5.526	
Total Parenting	Class VIII to IX	59	647.66	101.896	13.266	
	Class X to XI	65	626.60	92.346	11.454	
		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total Mothering	Equal variances assumed	1.300	122	.196	11.561	8.896
	Equal variances not assumed	1.293	117.428	.198	11.561	8.940
Total Fathering	Equal variances assumed	.851	122	.396	6.807	7.999
	Equal variances not assumed	.851	120.922	.396	6.807	7.998

Total Parenting	Equal variances assumed	1.207	122	.230	21.061	17.443
	Equal variances not assumed	1.202	117.522	.232	21.061	17.526

Interpretation :

The above table showing that the difference in mean total mothering score is (i.e. 11.561) for 59 class VIII to IX and 65 class X to XI school going adolescents is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.196>0.05$). Hence, it can be concluded that there is no significant influence of educational qualification of the school going adolescents on total mothering.

The above table showing that the difference in mean total fathering score is (i.e. 6.807) for 59 VIII to IX and 65 X to XI school going adolescents is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.396>0.05$). Hence, it can be concluded that there is no significant influence of educational qualification of the school going adolescents on total fathering.

The above table showing that the difference in mean total parenting score is (i.e. 21.061) for 59 VIII to IX and 65 X to XI school going adolescents is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.230>0.05$). Hence, it can be concluded that there is no significant influence of educational qualification of the school going adolescents on total parenting.

4.17 Representing Type of Family Wise Descriptive Statistics and ANOVA Result for Total Mothering, Total Fathering and Total Parenting

Group Statistics					
	Type of family	N	Mean	Std. Deviation	Std. Error Mean
Total Mothering	Joint	43	288.65	46.353	7.069
	Nuclear	81	313.20	49.445	5.494
Total Fathering	Joint	43	288.12	36.040	5.496
	Nuclear	81	304.27	47.564	5.285
Total Parenting	Joint	43	610.81	79.562	12.133
	Nuclear	81	650.32	103.199	11.467
		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference

				tailed)	Difference	Difference
Total Mothering	Equal variances assumed	-2.688	122	.008	-24.546	9.133
	Equal variances not assumed	-2.742	90.692	.007	-24.546	8.953
Total Fathering	Equal variances assumed	-1.949	122	.054	-16.155	8.291
	Equal variances not assumed	-2.119	107.379	.036	-16.155	7.625
Total Parenting	Equal variances assumed	-2.187	122	.031	-39.507	18.061
	Equal variances not assumed	-2.367	106.095	.020	-39.507	16.694

Interpretation :

The above table showing that the difference in mean total mothering score is (i.e. -24.546) for 43 joint family and 81 nuclear family school going adolescents is statistically not significant as the p value is less than 0.05 level of significance ($p=0.008<0.05$). Hence, it can be concluded that there is significant influence of family type of the school going adolescents on total mothering.

The above table showing that the difference in mean total fathering score is (i.e. -16.155) for 43 joint family and 81 nuclear family school going adolescents is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.054>0.05$). Hence, it can be concluded that there is no significant influence of family type of the school going adolescents on total fathering.

The above table showing that the difference in mean total parenting score is (i.e. 18.061) for 43 joint family and 81 nuclear family school going adolescents is statistically not significant as the p value is less than 0.05 level of significance ($p=0.031<0.05$). Hence, it can be concluded that there is significant influence of family type of the school going adolescents on total parenting.

4.18 Representing Number of Family Member Wise Descriptive Statistics and ANOVA Result for Total Mothering, Total Fathering and Total Parenting

		N	Mean	Std. Deviation	Std. Error
Total Mothering	3 to 4	59	315.29	52.488	6.833

	5 to 6	55	293.16	44.920	6.057
	7 to 8	10	305.50	47.214	14.930
	Total	124	304.69	49.613	4.455
Total Fathering	3 to 4	59	311.37	49.006	6.380
	5 to 6	55	288.05	37.314	5.031
	7 to 8	10	282.10	33.218	10.504
	Total	124	298.67	44.436	3.990
Total Parenting	3 to 4	59	659.07	107.436	13.987
	5 to 6	55	616.73	84.790	11.433
	7 to 8	10	613.60	72.439	22.907
	Total	124	636.62	97.184	8.727

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Total Mothering	Between Groups	13940.605	2	6970.302	2.920	.058
	Within Groups	288812.129	121	2386.877		
	Total	302752.734	123			
Total Fathering	Between Groups	18463.911	2	9231.955	4.978	.008
	Within Groups	224407.533	121	1854.608		
	Total	242871.444	123			
Total Parenting	Between Groups	56794.148	2	28397.074	3.110	.048
	Within Groups	1104911.038	121	9131.496		
	Total	1161705.185	123			

Interpretation:

The above table states about mean score in total mothering, for 3 to 4, 5 to 6 and 7to 8 family member school going adolescents, the scores are 315.29, 293.16 and 305.50 respectively. The one-way ANOVA result ($F=2.920$) for total mothering revealed that the variances are statistically significant as the p value is less than 0.05 level of significance ($p=0.058<0.05$). Hence, it can be concluded that there is significant difference in total mothering among different school going adolescents with relation to their number of family members.

The above table also depicting mean score in total fathering, for 3 to 4, 5 to 6 and 7to 8 family member school going adolescents, the scores are 311.37, 288.05 and 282.10 respectively. The one-way ANOVA result ($F=4.978$) for total fathering revealed that the variances are statistically significant as the p value is less than 0.05 level of significance

($p=0.008<0.05$). Hence, it can be concluded that there is significant difference in total fathering among different school going adolescents with relation to their number of family members.

The above table also depicting mean score in total parenting, for 3 to 4, 5 to 6 and 7to 8 family member school going adolescents, the scores are 659.07, 616.73 and 613.60 respectively. The one-way ANOVA result ($F=3.110$) for total parenting revealed that the variances are statistically significant as the p value is less than 0.05 level of significance ($p=0.048<0.05$). Hence, it can be concluded that there is significant difference in total parenting among different school going adolescents with relation to their number of family members.

4.19 Representing Number of Siblings Wise Descriptive Statistics and ANOVA Result for Total Mothering, Total Fathering and Total Parenting

		N	Mean	Std. Deviation	Std. Error
Total Mothering	Single Child	10	341.70	37.333	11.806
	One Sibling	74	303.61	49.790	5.788
	Two Siblings	33	298.79	48.192	8.389
	Three Siblings	7	291.00	55.791	21.087
	Total	124	304.69	49.613	4.455
Total Fathering	Single Child	10	327.30	24.286	7.680
	One Sibling	74	301.43	46.240	5.375
	Two Siblings	33	286.27	43.304	7.538
	Three Siblings	7	287.00	33.382	12.617
	Total	124	298.67	44.436	3.990
Total Parenting	Single Child	10	715.50	65.134	20.597
	One Sibling	74	635.85	99.530	11.570
	Two Siblings	33	619.55	92.539	16.109
	Three Siblings	7	612.57	91.653	34.642
	Total	124	636.62	97.184	8.727

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Total Mothering	Between Groups	16245.484	3	5415.161	2.268	.084
	Within Groups	286507.250	120	2387.560		
	Total	302752.734	123			
Total Fathering	Between Groups	14786.636	3	4928.879		

Total Parenting	Within Groups	228084.808	120	1900.707	2.593	.056
	Total	242871.444	123			
	Between Groups	75933.425	3	25311.142	2.797	.043
	Within Groups	1085771.761	120	9048.098		
	Total	1161705.185	123			

Multiple Comparison

Dependent Variable	(I) No. of Siblings of the Respondents	(J) No. of Siblings of the Respondents	Mean Difference	Std. Error	Sig.
Total Fathering	Single Child	One Sibling	25.868	14.689	.081
		Two Siblings	41.027 [*]	15.737	.010
		Three Siblings	40.300	21.485	.063
	One Sibling	Single Child	-25.868	14.689	.081
		Two Siblings	15.160	9.126	.099
		Three Siblings	14.432	17.240	.404
	Two Siblings	Single Child	-41.027 [*]	15.737	.010
		One Sibling	-15.160	9.126	.099
		Three Siblings	-.727	18.142	.968
	Three Siblings	Single Child	-40.300	21.485	.063
		One Sibling	-14.432	17.240	.404
		Two Siblings	.727	18.142	.968
Total Parenting	Single Child	One Sibling	79.649 [*]	32.048	.014
		Two Siblings	95.955 [*]	34.336	.006
		Three Siblings	102.929 [*]	46.876	.030
	One Sibling	Single Child	-79.649 [*]	32.048	.014
		Two Siblings	16.306	19.911	.414
		Three Siblings	23.280	37.615	.537
	Two Siblings	Single Child	-95.955 [*]	34.336	.006
		One Sibling	-16.306	19.911	.414
		Three Siblings	6.974	39.582	.860
	Three Siblings	Single Child	-102.929 [*]	46.876	.030
		One Sibling	-23.280	37.615	.537
		Two Siblings	-6.974	39.582	.860
*. The mean difference is significant at the 0.05 level.					

Interpretation:

The above table states about mean score in total mothering, for single, one, two and three sibling school going adolescents, the scores are 341.70, 303.61, 298.79 and 291.00 respectively. The one-way ANOVA result ($F=2.268$) for total mothering revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.084>0.05$). Hence, it can be concluded that there is no significant difference in total mothering among different school going adolescents with relation to their number of siblings.

The above table also depicting mean score in total fathering, for single, one, two and three sibling school going adolescents, the scores are 327.30, 301.43, 286.27 and 287.00 respectively. The one-way ANOVA result ($F=2.593$) for total fathering revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.056>0.05$). Hence, it can be concluded that there is no significant difference in total fathering among different school going adolescents with relation to their number of siblings.

The above table also depicting mean score in total parenting, for single, one, two and three sibling school going adolescents, the scores are 715.50, 435.85, 619.55 and 612.57 respectively. The one-way ANOVA result ($F=2.797$) for total parenting revealed that the variances are statistically significant as the p value is less than 0.05 level of significance ($p=0.043<0.05$). Hence, it can be concluded that there is significant difference in total parenting among different school going adolescents with relation to their number of siblings.

4.20 Representing Religion Wise Descriptive Statistics and ANOVA Result for Total Mothering, Total Fathering and Total Parenting

		N	Mean	Std. Deviation	Std. Error
Total Mothering	Hindu	81	300.63	50.131	5.570
	Islam	14	281.71	45.017	12.031
	Others	29	327.10	43.120	8.007
	Total	124	304.69	49.613	4.455
Total Fathering	Hindu	81	299.00	43.003	4.778
	Islam	14	279.07	42.471	11.351
	Others	29	307.21	47.802	8.877

		Total	124	298.67	44.436	3.990
Total Parenting		Hindu	81	633.35	97.410	10.823
		Islam	14	592.57	93.441	24.973
		Others	29	667.03	91.464	16.984
		Total	124	636.62	97.184	8.727
ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Total Mothering	Between Groups	23294.298	2	11647.149	5.043	.008
	Within Groups	279458.436	121	2309.574		
	Total	302752.734	123			
Total Fathering	Between Groups	7499.756	2	3749.878	1.928	.150
	Within Groups	235371.687	121	1945.221		
	Total	242871.444	123			
Total Parenting	Between Groups	54858.470	2	27429.235	2.999	.054
	Within Groups	1106846.715	121	9147.494		
	Total	1161705.185	123			

Dependent Variable	(I) Religion of the Respondents	(J) Religion of the Respondents	Mean Difference	Std. Error	Sig.
Total Mothering	Hindu	Islam	18.915	13.910	.176
		Others	-26.474*	10.400	.012
	Islam	Hindu	-18.915	13.910	.176
		Others	-45.389*	15.640	.004
	Others	Hindu	26.474*	10.400	.012
		Islam	45.389*	15.640	.004
		Islam	28.135	14.353	.052
Total Parenting	Hindu	Islam	40.774	27.683	.143
		Others	-33.689	20.697	.106
	Islam	Hindu	-40.774	27.683	.143
		Others	-74.463*	31.126	.018
	Others	Hindu	33.689	20.697	.106
		Islam	74.463*	31.126	.018
*. The mean difference is significant at the 0.05 level.					

Interpretation

The above table states about mean score in total mothering, for Hindu, Islam and other religious school going adolescents, the scores are 300.63, 281.71 and 327.10 respectively. The one-way ANOVA result ($F=5.043$) for total mothering revealed that the variances are statistically significant as the p value is less than 0.05 level of significance ($p=0.008<0.05$). Hence, it can be concluded that there is significant difference in total mothering among different religious school going adolescents.

The above table also depicting mean score in total fathering, for Hindu, Islam and other religious school going adolescents, the scores are 299.00, 279.07 and 307.21 respectively. The one-way ANOVA result ($F=1.928$) for total fathering revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.150>0.05$). Hence, it can be concluded that there is no significant difference in total fathering among different religious school going adolescents.

The above table also depicting mean score in total parenting, for Hindu, Islam and other religious school going adolescents, the scores are 633.35, 592.57 and 667.00 respectively. The one-way ANOVA result ($F=2.999$) for total parenting revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.054>0.05$). Hence, it can be concluded that there is no significant difference in total parenting among different religious school going adolescents.

Table No. 4.22 Representing Gender Wise Total Number Of Students, SD And Std. Error, Mean Comparison For Value

22-A Group Statistics					
	sex of the Respondents	N	Mean	Std. Deviation	Std. Error Mean
Value Score	Male	57	148.65	13.397	1.774
	Female	67	154.37	12.363	1.510

22-B						
		t-test for Equality of Means				
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Value Score	Equal variances assumed	-2.472	122	.015	-5.724	2.315
	Equal variances not assumed	-2.456	115.221	.016	-5.724	2.330

Interpretation:

The above table showing that the difference in mean value score is (i.e. -5.724) for 57male and 67 female school going adolescents is statistically significant as the p value is less than 0.05 level of significance ($p=0.015 < 0.05$). Hence, it can be concluded that there exists a significant influence of gender of the school going adolescents on their value.

Table No 4.23 Representing Caste Wise Descriptive Statistics and ANOVA Result for Values in School Going Adolescents

	N	Mean	Std. Deviation	Std. Error	
General	40	151.60	13.570	2.146	
OBC	20	152.25	10.538	2.356	
SC	25	148.96	13.779	2.756	
ST	39	153.41	13.564	2.172	
Total	124	151.74	13.112	1.178	
ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	307.996	3	102.665	.591	.622
Within Groups	20839.746	120	173.665		
Total	21147.742	123			

Interpretation:

The above table states about mean score in General, OBC, SC and ST school going adolescents, the scores are 151.60, 152.25, 148.96 and 153.41 respectively. The one-way ANOVA result ($F=0.591$) for caste category revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.622 > 0.05$). Hence, it can be concluded that caste has no significant impact on value of different school going adolescents.

Table No 4.24 Representing Monthly Family Income Wise Descriptive Statistics and ANOVA Result for camparision of Value of School Going Adolescents

Group Statistics					
	Familial Monthly Income	N	Mean	Std. Deviation	Std. Error Mean

Value Score	Up to 5000	98	151.11	13.442	1.358	
	5001 to 10000	26	154.12	11.725	2.299	
		t-test for Equality of Means				
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Value Score	Equal variances assumed	-1.039	122	.301	-3.003	2.892
	Equal variances not assumed	-1.125	44.093	.267	-3.003	2.670

Interpretation:

The above table showing that the difference in mean value score is (i.e. -3.003) for up to 5000 and 5001 to 10000 family monthly income groups school going adolescents is statistically significant as the p value is more than 0.05 level of significance ($p=0.301>0.05$). Hence, it can be concluded that there is no significant influence of family monthly income of the school going adolescents on value.

Table No 4.25 Representing Habitat Wise Descriptive Statistics and ANOVA Result for comarision of Value of School Going Adolescents

Group Statistics						
	Habitat of the Respondents	N	Mean	Std. Deviation	Std. Error Mean	
Value Score	Rural	86	151.38	14.541	1.568	
	Semi-Urban	38	152.55	9.211	1.494	
		t-test for Equality of Means				
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Value Score	Equal variances assumed	-.456	122	.649	-1.169	2.562
	Equal variances not assumed	-.540	106.915	.591	-1.169	2.166

Interpretation:

The above table showing that the difference in mean value score is (i.e. -1.169) for 86 rural and 38 semi urban school going adolescents is statistically not significant as the p value is getter than 0.05 level of significance ($p=0.649>0.05$). Hence, it can be concluded

that there is a no significant influence of habitat of the school going adolescents on their value.

Table No 4.26 Representing Educational Qualification Wise Descriptive Statistics and ANOVA Result for comparison of Value of School Going Adolescents

Group Statistics						
	Educational Qualification	N	Mean	Std. Deviation	Std. Error Mean	
Value Score	Class VIII to IX	59	149.90	13.541	1.763	
	Class X to XI	65	153.42	12.581	1.560	
		t-test for Equality of Means				
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Value Score	Equal variances assumed	-1.499	122	.136	-3.517	2.346
	Equal variances not assumed	-1.494	118.542	.138	-3.517	2.354

Interpretation

The above table showing that the difference in mean value score is (i.e. -3.517) for class VIII to IX and X to XI school going adolescents is not statistically significant as the p value is greater than 0.05 level of significance ($p=0.136 > 0.05$). Hence, it can be concluded that there is a no significant influence of educational qualification of the school going adolescents on value.

Table No 4.27 Representing Type Of Family Wise Descriptive Statistics and ANOVA Result for Values among School Going Adolescents

Group Statistics						
	Type of family	N	Mean	Std. Deviation	Std. Error Mean	
Value Score	Joint	43	150.40	12.566	1.916	
	Nuclear	81	152.46	13.415	1.491	
		t-test for Equality of Means				
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference

Value Score	Equal variances assumed	-.832	122	.407	-2.061	2.477
	Equal variances not assumed	-.849	90.751	.398	-2.061	2.428

Interpretation :

The above table showing that the difference in mean value score is (i.e. -2.061) for joint and nuclear school going adolescents is statistically not significant as the p value is greater than 0.05 level of significance ($p=0.407>0.05$). Hence, it can be concluded that there is a no significant influence of type of family of the school going adolescents on their values.

Table No 4.28 Representing Number of Family Member Wise Descriptive Statistics and ANOVA Result for Values among School Going Adolescents

	N	Mean	Std. Deviation	Std. Error	
3 to 4	59	152.15	14.092	1.835	
5 to 6	55	152.49	12.497	1.685	
7 to 8	10	145.20	8.991	2.843	
Total	124	151.74	13.112	1.178	
ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	468.769	2	234.385	1.371	.258
Within Groups	20678.973	121	170.901		
Total	21147.742	123			

Interpretation

The above table 4.2.11 states about mean score in total family members, for 3 to 4, 5 to 6 and 7 to 8 school going adolescents, the scores are 152.15, 152.49 and 145.20 respectively. The one-way ANOVA result ($F=1.371$) for total mothering revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.258>0.05$). Hence, it can be concluded that there is no significant difference in values of school going adolescents with respect to their number of family members.

Table No 4.29 Representing Numbers of Siblings Wise Descriptive Statistics and ANOVA Result for Values among School Going Adolescents

	N	Mean	Std. Deviation	Std. Error	
Single Child	10	153.50	10.533	3.331	
One Sibling	74	152.05	13.107	1.524	
Two Siblings	33	151.67	14.728	2.564	
Three Siblings	7	146.29	8.361	3.160	
Total	124	151.74	13.112	1.178	
ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	246.696	3	82.232	.472	.702
Within Groups	20901.046	120	174.175		
Total	21147.742	123			

Interpretation:

The above table states about mean score in number of siblings , for single child, one siblings, two siblings and three siblings group school going adolescents, the scores are 153.50, 152.05, 151.67 and 146.29 respectively. The one-way ANOVA result ($F=0.472$) for no. Of siblings revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.702>0.05$). Hence, it can be concluded that there is no significant difference in values among different school going adolescents with respect to their number of siblings.

Table No 4.30 Representing Religions Wise Descriptive Statistics And ANOVA Result For Values among School Going Adolescents

Group Statistics					
	N	Mean	Std. Deviation	Std. Error	
Hindu	81	150.25	13.211	1.468	
Islam	14	153.79	11.807	3.156	
Others	29	154.93	13.145	2.441	
Total	124	151.74	13.112	1.178	
ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	534.461	2	267.230	1.569	.213
Within Groups	20613.281	121	170.358		

Total	21147.742	123			
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Interpretation

The above table states about mean score in religions, for Hindu, Islam and other religious group school going adolescents, the scores are 150.25, 153.79 and 154.93 respectively. The one-way ANOVA result ($F=1.569$) for religion revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.213>0.05$). Hence, it can be concluded that religion have no significant impact on values of school going adolescents.

Table No. 4.31 Presenting Correlation Result between total mothering and life value of school going adolescents

	Mean	Std. Deviation	N
Value Score	151.74	13.112	124
Total Mothering	304.69	49.613	124
Correlations			
		Value Score	Total Mothering
Value Score	Pearson Correlation	1	-.106
	Sig. (2-tailed)		.242
	N	124	124
Total Mothering	Pearson Correlation	-.106	1
	Sig. (2-tailed)	.242	
	N	124	124

Interpretation:

A Pearson correlation was calculated to examining the relationship between total mothering and life value of school going adolescents. A weak negative, but statistically not significant correlation was found ($r, (2): -0.106, p=.242>0.05$). So, from here it can be calculated that there is no significant relationship exists between total mothering and life value of the school going adolescents.

Table No. 4.32 Presenting Correlation Result between total fathering and life-value of school going adolescents

	Mean	Std. Deviation	N
Value Score	151.74	13.112	124
Total Fathering	298.67	44.436	124
Correlations			
		Value Score	Total Fathering

Value Score	Pearson Correlation	1	-.058
	Sig. (2-tailed)		.526
	N	124	124
Total Fathering	Pearson Correlation	-.058	1
	Sig. (2-tailed)	.526	
	N	124	124

Interpretation:

A Pearson correlation was calculated to examining the relationship between total fathering and life value of school going adolescents. A weak negative, but statistically not significant correlation was found (r, (2): -0.058, $p=.526 > 0.05$). So, from here it can be calculated that there is no significant relationship exists between total fathering and life value of the school going adolescents.

Table No. 4.33 Presenting Correlation Result between total parenting and life value of school going adolescents

	Mean	Std. Deviation	N
Value Score	151.74	13.112	124
Total Parenting	636.62	97.184	124
Correlations			
		Value Score	Total Parenting
Value Score	Pearson Correlation	1	-.082
	Sig. (2-tailed)		.363
	N	124	124
Total Parenting	Pearson Correlation	-.082	1
	Sig. (2-tailed)	.363	
	N	124	124

Interpretation:

A Pearson correlation was calculated to examining the relationship between total parenting and life value of school going adolescents. A weak negative, but statistically not significant correlation was found (r, (2): -0.82, $p=.363 > 0.05$). So, from here it can be calculated that there is no significant relationship exists between total parenting and value of the school going adolescents.

CHAPTER-V

MAJOR FINDINGS AND CONCLUSION

CHAPTER-V

MAJOR FINDINGS AND CONCLUSION

5.1.0 Introduction

This present chapter of “Major Findings and Conclusion” is concerned with the conclusive features of the entire study. The analysis and interpretation of data of the previous chapter, led the researcher towards this conclusive phase. The final or concluding aspects of the study has been described in this chapter in a very brief manner. But while description has been made in this chapter due care has been taken to include all the significant features of the conclusion, otherwise there would be the miss in the charm of the practicability of the study. However, the content materials of the present chapter has been categorized under five broad heads namely Major Findings of the Study, Discussion and Conclusion of The Results, Implication of the Study, Limitation of the Study, Suggestions for Further Study.

5.2.0 Major Findings of the Study

The major findings of the present study are stated below under the following headings:

5.2.1 Analyses of Dimension wise Parenting Style as a whole of school going adolescents with relation to different demographic variables like Gender, Age, Caste, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion.

9. It had been found that all categories of students with respect to various demographic variables like Gender, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion perceived good parenting styles or accepting parenting styles except caste wise students from OBC and SC category.
10. It had been found that irrespective of Gender, Caste, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly

Income, Number of family members and Religion, all school going adolescents perceived low parenting styles or careless parenting styles.

11. It had been found that irrespective of Gender, Caste, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion, all school going Adolescents perceived low parenting styles or neglect parenting styles.
12. It had been found that irrespective of Gender, Caste, Age, Educational qualification, Habitat, Family Nature, Number of Sibling, Number of family members and Religion, all school going Adolescents perceived high parenting styles or parenting styles of realism in styles.
13. It had been found that all categories of school going adolescents with regard to their Gender Gender, Caste, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion, perceived low parenting styles i.e lenient standard.
14. It had been found that irrespective of gender, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members, school going adolescents perceived low parenting styles or parenting styles of freedom in styles whereas with respect to caste and religion it is found that ST category and others category of caste and religion respectively perceived good parenting style i.e. discipline.
15. It had been found that except religion wise students from Others category, all categories of students with respect to various demographic variables like Gender, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion perceived low parenting styles or parenting styles of faulty role expectation in styles.
16. It had been found that irrespective of Gender, Age, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion, all school going Adolescents perceived low parenting styles or parenting styles of marital conflict in styles.

5.2.1 Total Mothering Styles of school going adolescents with relation to different demographic variables like Gender, Age, Caste, Educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income, Number of family members and Religion.

- 9 Result revealed that age has no significant impact on total mothering of school going adolescents.
- 10 No significant gender difference in their Total Mothering of school going Adolescents.
- 11 It is found that caste has significant impact on total mothering of school going adolescents.
- 12 Educational qualification of students has found significant impact on total mothering of school going adolescents.
- 13 Habitat wise no significant difference found in total mothering of school going adolescents.
- 14 Result revealed that total mothering of school going adolescents differ due to variation in family nature or type.
- 15 There existed no significant difference in perceived total mothering styles of school going Adolescents with regard to their number of siblings.
- 16 There existed no significant difference in perceived total mothering styles of school going Adolescents with regard to their monthly family income.
- 17 There existed significant difference in perceived total mothering styles of school going adolescents with regard to number of family members.
- 18 There existed significant difference in perceived total mothering styles of school going adolescents with regard to religions.

5.2.2 Total Fathering Styles of school going adolescents with relation to different demographic variables like Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.

- 19 It is found that age has no significant impact on total fathering of school going adolescents.

- 20 No significant gender difference in their total fathering of school going Adolescents.
- 21 It is found that caste has no significant impact on total fathering of school going adolescents.
- 22 Educational qualification of students has found no significant impact on total fathering of school going adolescents.
- 23 Habitat wise no significant difference found in total fathering of school going adolescents.
- 24 Result revealed that total fathering of school going adolescents does not differ due to variation in family nature or type.
- 25 There existed no significant difference in perceived total fathering styles of school going adolescents with regard to their number of siblings.
- 26 There existed no significant difference in perceived total fathering styles of school going Adolescents with regard to their monthly family income.
- 27 There existed significant difference in perceived total fathering styles of school going adolescents with regard to number of family members.
- 28 There is no significant difference in perceived total fathering styles of school going adolescents with regard to religions.

5.2.3 Total Parenting Styles of school going adolescents with relation to different demographic variables like Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.

- 29 It is found that age has no significant impact on total parenting of school going adolescents.
- 30 No significant gender difference in their total parenting of school going Adolescents.
- 31 It is found that caste has significant impact on total parenting of school going adolescents.
- 32 Educational qualification of students has found no significant impact on total parenting of school going adolescents.

- 33 Habitat wise no significant difference found in total parenting of school going adolescents.
- 34 Result revealed that total parenting of school going adolescents differs due to variation in family nature or type.
- 35 There existed significant difference in perceived total parenting styles of school going adolescents with regard to their number of siblings.
- 36 There existed no significant difference in perceived total parenting styles of school going Adolescents with regard to their monthly family income.
- 37 There existed significant difference in perceived total parenting styles of school going adolescents with regard to number of family members.
- 38 There is no significant difference in perceived total parenting styles of school going adolescents with regard to religions.

5.2.4 Values of school going adolescents with relation to different demographic variables like Gender, Age, Caste, educational qualification, Habitat, Family Nature, Number of Sibling and Family Monthly Income and Number of family members.

- 39 It is found that age has no significant impact on values of school going adolescents.
- 40 It is revealed that gender has significant impact on the values of school going adolescents.
- 41 It is found that caste has no significant impact on values of school going adolescents.
- 42 Educational qualification of students has found no significant impact on values of school going adolescents.
- 43 Habitat wise no significant difference found in values of school going adolescents.
- 44 Result revealed that values of school going adolescents do not differ due to variation in family nature or type.
- 45 There does not exist any significant difference in values of school going adolescents with regard to their number of siblings.

46 There existed no significant difference in values of school going Adolescents with regard to their monthly family income.

47 There does not exist any significant difference in values of school going adolescents with regard to number of family members.

48 There is no significant difference in values of school going adolescents with regard to religions.

5.2.5 Correlation between Total mothering and Value of school going adolescents.

49 There is no significant correlation exists between total mothering and life value of school going adolescents.

5.2.6 Correlation between Total fathering and life Value of school going adolescents.

50 There is no significant correlation exists between total fathering and life value of school going adolescents.

5.2.7 Correlation between Total parenting and Value of school going adolescents.

51 There is no significant correlation exists between total parenting and life value of school going adolescents

5.3.0 Educational Implications of the Study

Although the study was conducted on to a Small Sample of 124 school going Adolescents Level of Hooghly District in West Bengal, it has some implications for education and other related areas.

- a) This study also helps to develop responsibility of father and mother for better parenting of their children
- b) Special attempts should be taken to provide ample opportunities for enhancing socialization among students both at home and school.
- c) Attempts should be taken for improving different life values among students.
- d) The result of the study can be implemented in all developmental stages of mankind throughout West Bengal.
- e) The result of the study can be implemented in various types of students from different religions and castes.
- f) Attempts should be taken to develop the values of students.
- g) Attempts should be taken for providing more and appropriate infrastructural support for better implementation of values in child development.

- h) The result of the study can be helped to develop social interactional skill among students.
- i) This study is important because it helps to improve the parenting quality of students.
- j) This study is also providing knowledge to students about effective agent of socialization.

5.5.0 Limitation of the Study

In the present study the researcher left no stone unturned to a high standard. But, owing to various reasons such as time, money etc., and researcher was to carry on his research under unavoidable limitations. These are as follows:

1. Due to shortage of time, the researcher could not make survey of large number of children. He made an intensive study with a limited number of children which might not represent the population. Hence, the generalization of the result may be slightly different and may not be applicable exactly to the population.
2. The present study was conducted only at surface level. It was not extensive and “in-depth” study.
3. Due to shortage of time, the researcher could not make survey of large number of Students. He made an intensive study with a limited number of Students which might not represent the population. Hence, the generalization of the result may be slightly different and may not be applicable exactly to the population (The investigator has been completed his study based upon only 124 samples. But it would have been completed more than 500 samples).
4. The sample of study did not cover all types of Secondary schools like Vocational, all boards of school, all medium of instruction, all classes and all streams etc.
5. The study did not cover various dimension of values unable to assess effectiveness of Values among the school going Adolescents Level.
6. The study was confined only school going Adolescents Level of Hooghly District (three sub div.) in West Bengal.
7. The sample of the study did not cover different religious children like Buddhist, Sikh, Jain etc.

8. Due to lack of time, the researcher cannot study more than four independent variables.
9. This study could not analysed correlation between dimension wise Values and parenting styles.
10. The present study has been conducted on a Bengali Medium school of rural setting and semi-urban setting.

5.6.0 Suggestions for Further Study

This study indicates the needs for conducting the research on the following lines to estimate a concrete generalization:

1. Studies may be conducted in different Districts of West Bengal.
2. Further the study could not employed any qualitative method or technique like observation, case studies, interviews or interview schedule for getting proper data regarding Values and parenting style which were known as more reliable and valid source of data collection regarding it.
3. Studies may be conducted with collecting data from parents and other community members along with students regarding values and parenting style of ST student at secondary school level.
4. Studies can be conducted on all types of school going Adolescents level like vocational, all boards of school, all medium of instruction, all classes and all streams etc.
5. Studies can be conducted with more variables.
6. Studies can be conducted focusing on different dimensions of Parenting styles and Values among school going Adolescents level.
7. Studies may be conducted covering different stages and ages of students.
8. Studies can be conducted on all types of religion and caste belonging in different part of West Bengal.
9. The present study has been conducted on a Bengali Medium school of rural setting and semi-urban setting. But this type of study may be extended to many regional language medium school as well as schools having urban setting.

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APPENDIX

APPENDIX-A

অভিভাবকত্ব সূচক(PARENTING SCALE)

প্রস্তুতকারী: আর.এল.ভারতদ্বাজ, এইচ.শর্মা এবং এ.গর্গ (১৯৯৮)
বাংলা অনুবাদ:- ললিতললিতাভমহাকুড(সহকারি অধ্যাপক)
এবং নিউটন দাস(স্নাতকোত্তর শিক্ষার্থী) শিক্ষা বিভাগ, যাদবপুর বিশ্ববিদ্যালয়,
কলকাতা-৩২

অনুগ্রহ করে নিম্নলিখিত ক্ষেত্রগুলি পূরণ করুন:

নাম(Name) _____ □□□□□ (Date) _____
জাতি(Caste) _____ লিঙ্গ(sex) _____ বয়স(Age) _____
ধর্ম(Religion) _____ শ্রেণী(Class) _____
পরিবারের সদস্য সংখ্যা _____ ভাইবোন(Siblings) _____
বাসস্থান _____
□□□□□□□□□□ ফলাফল _____

নির্দেশনা

- এই সূচকে মোট ৪০টি বক্তব্য দেওয়া আছে। অনুগ্রহ করে তোমার পিতা-মাতার আচরণ স্মরণ রেখে প্রত্যেকটি প্রশ্নের উত্তর দাও।
- প্রত্যেকটি প্রশ্নের ৫টিকরে বিকল্প আছে। এই ৫টি বিকল্পের মধ্যে তোমার ক্ষেত্রে যেটি সঠিক মনে হচ্ছে সেই বিকল্পের ঘরে চিহ্ন দাও।
- প্রথম ৩৫টি বক্তব্যের উত্তর তোমার সঙ্গে পিতা-মাতার সম্পর্কের পরিপ্রেক্ষিতে পৃথক পৃথক ভাবে দিতে হবে। এক্ষেত্রে প্রত্যেকটি বক্তব্যের বিকল্পগুলির জন্যে দুটি করে ঘর দেওয়া আছে। প্রথমটি পিতার উদ্দেশ্যে এবং দ্বিতীয়টি মাতার উদ্দেশ্যে। কিন্তু শেষের ৫টি বক্তব্যের উত্তর তোমার পিতা-মাতার একত্রে সম্পর্কের পরিপ্রেক্ষিতে কেবল একটি বক্তব্যের উত্তর দিতে হবে।

নং		বাবা	মা
১	তোমার বাবা-মা তোমার চিন্তাভাবনাকে কি---		
	১. কখনও পছন্দ করেন না		

	2. পছন্দ করেন না 3. অনির্দিষ্ট 4. পছন্দ করেন 5. অনেক বেশি পছন্দ করেন		
২	খেলাধুলার সময় যখন তুমি আহত হও, তখন তোমার বাবা-মা---- 1. কখনও উদ্বিগ্ন হন না 2. উদ্বিগ্ন হন না 3. অনির্দিষ্ট 4. খেলতে দেন না 5. কখন খেলতে দেন না		
৩	তোমার বাবা-মা কি--- 1. তোমার সরল অনুরোধ পুরোপুরি প্রত্যাখান করেন 2. তোমার সরল অনুরোধ প্রত্যাখান করেন 3. অনির্দিষ্ট 4. তোমার সরল অনুরোধ অনুমতি দেন 5. তোমার সরল অনুরোধকে সর্বদা অনুমতি দেন		
৪	তোমার কঠোর পরিশ্রম কি তোমার বাবা মাকে--- 1. অত্যাধিক সন্তুষ্ট করায় 2. সন্তুষ্ট করায় 3. অনির্দিষ্ট 4. সন্তুষ্ট করায় না 5. কখনও সন্তুষ্ট করায় না		
৫	তোমার বাবা-মা কি--- 1. অধিকাংশ উত্তেজনামূলক গল্প বলেন 2. উত্তেজনামূলক গল্প বলেন 3. অনির্দিষ্ট 4. নীতিমূলক ছোটো গল্প বলেন 5. সবসময় নীতিমূলক ছোটো গল্প বলেন		
৬	তোমার বাবা-মা কি--- 1. তুমি কেমন ধরনের বন্ধুত্ব স্থাপন করো তা নিয়ে কখনও কিছু মনে করেন না 2. তুমি কেমন ধরনের বন্ধুত্ব স্থাপন করো তা নিয়ে		

	<p>কিছু মনে করেন না</p> <p>3. অনির্দিষ্ট</p> <p>4. চান তোমার বন্ধুরা ভাল হোক</p> <p>5. সবসময় চান তোমার বন্ধুরা ভাল হোক</p>		
৭	<p>যেকোনো ধরনের সমস্যা(সামান্য অথবা গুরুত্বর)</p> <p>তোমার বাব-মা কে—</p> <p>1. বেশি উদ্বিগ্ন করে</p> <p>2. উদ্বিগ্ন করে</p> <p>3. অনির্দিষ্ট</p> <p>4. উদ্বিগ্ন করে না</p> <p>5. কখনও উদ্বিগ্ন করে না</p>		
৮	<p>তোমার বাব-মা কি----</p> <p>1. সবসময় তোমার সমালোচনা করেন</p> <p>2. তোমার সমালোচনা করেন</p> <p>3. অনির্দিষ্ট</p> <p>4. তোমার প্রশংসা করেন</p> <p>5. সবসময় তোমার প্রশংসা করেন</p>		
৯	<p>যখন তুমি অসুস্থ হও,তোমার বাব-মা কি----</p> <p>1. কখনও নজর দেন না</p> <p>2. নজর দেন না</p> <p>3. অনির্দিষ্ট</p> <p>4. চিন্তিত হন</p> <p>5. বেশি চিন্তিত হন</p>		
১০	<p>কোন প্রতিকূল পরিস্থিতিতে তোমার মা কি---</p> <p>1. কখনও তোমার কথা শুনে না</p> <p>2. তোমার কথা শুনে না</p> <p>3. অনির্দিষ্ট</p> <p>4. তোমার পরামর্শ গ্রহণ করেন</p> <p>5. সবসময় তোমার পরামর্শ গ্রহণ করেন</p>		
১১	<p>তোমার দ্বারা সম্পাদিত ভালো উন্নতির জন্যে তোমার বাবা-মা কি---</p> <p>1. কখনও তোমার উপরে কোন চাপ প্রয়োগ করেন না</p> <p>2. তোমার উপরে কোন চাপ প্রয়োগ করেন না</p>		

	3. অনির্দিষ্ট 4. তোমার উপরে কোন চাপ প্রয়োগ করেন 5. সবসময় তোমার উপরে কোন চাপ প্রয়োগ করেন		
১২	অন্যের কোন জিনিষ তোমার দখলে দেখে তোমার বাবা-মা কি--- 1. কখনও তোমাকে কিছু বলেন না 2. তোমাকে কিছু বলেন না 3. অনির্দিষ্ট 4. তোমাকে ফিরিয়ে দিতে বলেন 5. সবসময় তোমাকে ফিরিয়ে দিতে বলেন		
১৩	কোনো কাজ করতে যাওয়ার আগে তোমার বাব মা-র কাছ থেকে- 1. কখনও অনুমতি চাও না 2. অনুমতি চাও না 3. অনির্দিষ্ট 4. তাদের অনুমতি চাও 5. সবসময় তাদের অনুমতি চাও		
১৪	সামান্য সমস্যার উপর তোমার বাবা-মা কি----- 1. কখনও তাদের আচরন নিয়ন্ত্রনে রাখতে পারেন না 2. তাদের আচরন নিয়ন্ত্রনে রাখতে পারেন না 3. অনির্দিষ্ট 4. তাদের আচরন নিয়ন্ত্রনে রাখেন 5. সবসময় তাদের আচরন নিয়ন্ত্রনে রাখেন		
১৫	তোমার বাবা-মা কি মনে করেন তুমি--- 1. পরিবারের উপরে একটা বড়ো বোঝা 2. পরিবারের উপরে একটা বোঝা 3. অনির্দিষ্ট 4. পরিবারের জন্য মঙ্গলজনক 5. পরিবারের জন্য অনেক বেশি মঙ্গলজনক		
১৬	তোমার বাবা-মা কি তোমার প্রতি--- 1. কখনও নজর দেন না 2. নজর দেন না 3. অনির্দিষ্ট		

	4. নজর দেন 5. সবসময় নজর দেন		
১৭	তোমার সমস্যা সমাধানে তোমার বাবা-মা কি---- 1. কখনও মনোযোগ দেন না 2. মনোযোগ দেন না 3. অনির্দিষ্ট 4. তোমার সহযোগিতা করেন 5. সবসময় তোমার সহযোগিতা করেন		
১৮	তোমার সফলতার জন্য তোমার প্রচেষ্টাকে তোমার বাবা-মা কি----- 1. অত্যধিক গুরুত্বপূর্ণ ভাবে বিবেচনা করেন 2. গুরুত্বপূর্ণ ভাবে বিবেচনা করেন 3. অনির্দিষ্ট 4. গুরুত্বপূর্ণ বলে বিবেচনা করেন না 5. কখনও গুরুত্বপূর্ণ বলে বিবেচনা করেন না		
১৯	তোমার বাবা-মা কি----- 1. কখনও তোমাকে নিয়ন্ত্রন করেন না 2. তোমাকে নিয়ন্ত্রন করেন না 3. অনির্দিষ্ট 4. তোমাকে শৃঙ্খলার মধ্যে রাখেন 5. সবসময় তোমাকে শৃঙ্খলার মধ্যে রাখেন		
২০	তোমার বাবা-মা কি----- 1. কখনও তোমাকে আদর্শ আচরনের জন্য অনুপ্রানিত করেন না 2. তোমাকে আদর্শ আচরনের জন্য অনুপ্রানিত করেন না 3. অনির্দিষ্ট 4. তোমাকে আদর্শ আচরনের জন্য অনুপ্রানিত করেন 5. সর্বদা তোমাকে আদর্শ আচরনের জন্য অনুপ্রানিত করেন		
২১	তোমার বাবা-মা কি-----		

	1. সর্বদা হৃদয়হীন 2. হৃদয়হীন 3. অনির্দিষ্ট 4. হৃদয়হীন নয় 5. কখনও হৃদয়হীন নয়		
২২	তোমার বাবা-মা সবসময় কি----- 1. তোমার প্রতি খুব রেগে যান 2. তোমার প্রতি রেগে যান 3. অনির্দিষ্ট 4. তোমার প্রতি খুশি হন 5. তোমার প্রতি অনেক বেশি খুশি হন		
২৩	যখন তুমি কোন দুঃসাহসী কাজ করো ,তখন তোমার বাবা-মা কি----- 1. এটার প্রতি কখনও নজর দেন না 2. এটার প্রতি নজর দেন না 3. অনির্দিষ্ট 4. এটা তোমাকে করতে দেন না 5. কখনও এটা তোমাকে করতে দেন না		
২৪	তোমার বাবা-মা কি----- 1. কখনও তোমার সঠিক/বেঠিক জেদ কে মেনে নেন না 2. তোমার সঠিক/বেঠিক জেদ কে মেনে নেন না 3. অনির্দিষ্ট 4. তোমার সঠিক/বেঠিক জেদ কে পূরণ করেন 5. সর্বদা তোমার সঠিক/বেঠিক জেদ কে পূরণ করেন		
২৫	তোমার বাবা-মা কি----- 1. তোমার প্রচেষ্টাকে অনেক প্রশংসা করেন 2. তোমার প্রচেষ্টাকে প্রশংসা করেন 3. অনির্দিষ্ট 4. তোমার প্রচেষ্টার ত্রুটি খোঁজেন 5. তোমার প্রচেষ্টার অনেক বেশি ত্রুটি খোঁজেন		
২৬	তোমার বাবা-মা কি-----		

	1. কখনও তোমাকে একটা বই পড়তে পরামর্শ দেন না 2. তোমাকে একটা ভালো বই পড়তে পরামর্শ দেন না 3. অনির্দিষ্ট 4. তোমাকে একটা ভালো বই পড়তে অনুপ্রেরনা দেন 5. সবসময় তোমাকে একটা ভালো বই পড়তে অনুপ্রেরনা দেন		
২৭	তোমার বাবা-মা কি----- 1. কখনও তোমার হাত- খরচের ব্যাপারে জিজ্ঞাসা করেন না 2. তোমার হাত- খরচের ব্যাপারে জিজ্ঞাসা করেন না 3. অনির্দিষ্ট 4. তোমার হাত- খরচের ব্যাপারে জিজ্ঞাসা করেন 5. সবসময় তোমার হাত- খরচের ব্যাপারে জিজ্ঞাসা করেন		
২৮	তোমার বাবা-মা কি----- 1. সবসময় খারাপ এবং অশ্লীল ভাষা ব্যবহার করেন 2. খারাপ এবং অশ্লীল ভাষা ব্যবহার করেন 3. অনির্দিষ্ট 4. খারাপ এবং অশ্লীল ভাষা ব্যবহার করেন না 5. কখনও খারাপ এবং অশ্লীল ভাষা ব্যবহার করেন না		
২৯	তোমার বাবা-মা কি----- 1. তোমাকে কখনও ভালবাসেন না 2. তোমাকে ভালবাসেন না 3. অনির্দিষ্ট 4. তোমাকে ভালবাসেন 5. তোমাকে খুব ভালবাসেন		
৩০	তোমার বাবা-মা কি----- 1. কখনও তোমার যত্ন নেন না 2. তোমার যত্ন নেন না 3. অনির্দিষ্ট		

	4. তোমার যত্ন নেন 5. তোমার অনেক বেশি যত্ন নেন		
৩১	তোমার বাবা-মা কি----- 1. কখনও তোমাকে খুশি রাখতে সচেতন নয় 2. তোমাকে খুশি রাখতে সচেতন নয় 3. অনির্দিষ্ট 4. তোমাকে খুশি রাখতে যত্ন নেন 5. তোমাকে খুশি রাখতে অনেক বেশি যত্ন নেন		
৩২	তোমার বাবা-মা কি----- 1. কখনও তোমাকে ভালো সিনেমা দেখার জন্য পরামর্শ দেন না 2. তোমাকে ভালো সিনেমা দেখার জন্য পরামর্শ দেন না 3. অনির্দিষ্ট 4. তোমাকে ভালো সিনেমা দেখার জন্য পরামর্শ দেন 5. সবসময় তোমাকে ভালো সিনেমা দেখার জন্য পরামর্শ দেন		
৩৩	তোমার বাবা-মা কি----- 1. কখনও তোমার ব্যর্থতার জন্য দোষারোপ করেন না 2. তোমার ব্যর্থতার জন্য দোষারোপ করেন না 3. অনির্দিষ্ট 4. তোমার ব্যর্থতার জন্য দোষারোপ করেন 5. তোমার ব্যর্থতার জন্য খুব দোষারোপ করেন		
৩৪	তোমার বাবা-মা কি----- 1. কখনও তোমার ভ্রমনের সম্পর্কে কিছু জিজ্ঞাসা করেন না 2. তোমার ভ্রমনের সম্পর্কে কিছু জিজ্ঞাসা করেন না 3. অনির্দিষ্ট 4. তোমার ভ্রমনের সম্পর্কে জিজ্ঞাসা করেন 5. সবসময় তোমার ভ্রমনের সম্পর্কে জিজ্ঞাসা করেন		

৩৫	তোমার বাবা-মা-র আচরন তোমাকে----		
	1. অনেক সমস্যায় ফেলে		
	2. সমস্যায় ফেলে		
	3. অনির্দিষ্ট		
	4. আনন্দ দেয়		
	5. অনেক বেশি আনন্দ দেয়		

তোমার বাব-মা-র সম্পর্কের কথা মাথায় রেখে নিম্নোক্ত প্রশ্নগুলির উত্তর দাও:-

৩৬। তোমার বাবা-মা কি-----

- A. একে-অপরের প্রতি খুবই বিরক্ত হন (.....)
- B. একে-অপরের প্রতি বিরক্ত হন (.....)
- C. অনির্দিষ্ট(.....)
- D. একে-অপরের প্রতি আনন্দিত হন(.....)
- E. একে-অপরের প্রতি খুবই আনন্দিত হন(.....)

৩৭□ তোমার বাবা-মা বিভিন্ন ধরনের সমস্যার উপর—

- A. কখনও একমত হন না(.....)
- B. একমত হন না(.....)
- C. অনির্দিষ্ট(.....)
- D. একমত হন(.....)
- E. সবসময় একমত হন(.....)

৩৮□ তোমার বাবা-মা-র কি---

- A. মতামতের মধ্যে বেশি পার্থক্য আছে(.....)
- B. মতামতের মধ্যে পার্থক্য আছে(.....)
- C. অনির্দিষ্ট(.....)
- D. মতামতের মধ্যে পার্থক্য নেই(.....)

E. মতামতের মধ্যে একদম ইপার্ক্যানেই(.....)

৩৯□তোমার বাবা-মা-র কি---

- A. সবসময় একে-অপরের দোষ খোঁজেন(.....)
- B. একে-অপরের দোষ খোঁজেন(.....)
- C. অনির্দিষ্ট(.....)
- D. একে-অপরের দোষ খোঁজেননা(.....)
- E. কখনও একে-অপরের দোষ খোঁজেননা(.....)

৪০□পারস্পারিক বিবাদের জন্য তোমার বাবা-মা কি---

- A. সবসময় তোমাকে দোষারোপ করেন(.....)
- B. তোমাকে দোষারোপ করেন(.....)
- C. অনির্দিষ্ট(.....)
- D. তোমাকে দোষারোপ করেননা(.....)
- E. কখনও তোমাকে দোষারোপ করেননা(.....)

<#î~ ›)œÄöîy• þTM!îû>yþTM„þ ç)%oþ„þ
 (Brown, Duane and R. Kelly Crace – 2000)
 îy,œy x~⁰oîy” éôé 2018
 !Gþ!œ„þ þTMy!„þîûy (SRF) ~î, œ!œ“þ œ!œ“þy|þ ›£y„%þvþ (Asst.
 Prof.)
 þ!ÿÇþy!î|þy†– ëy”îþ^{TM0}oîû !îÛ»!î”Äyœëû– ëy”îþ^{TM0}oîû–
 „þœ„þy“þy éôé 32
 ~y> éôé _____ îëûç éôé _____ !œD éôé
 þ^{TM0}oîû&î / ßþf#
 <y!“þ éôé Gen / OBC / SC / ST öþTMÿy éôé _____
 þþTMy!îûîy!îû„þ xyëû éôé S›y!ç„þV _____ ~œy„þy éôé

@ùl̥y>/xy•y @ùl̥y>éôéxy•y Ỳłîû/Ỳłîû
 ÷îy!ł,,p xîßpiy éôé !îy!ł“p / x!îy!ł“p / !îyłéôé!î!FŠé§¬ / !î•îy
 !ỲÇpy†“p öëy†Ä“py éôé _____ pTM!îûîyîû éôé
 öëî / ~,,p,,p
 pTM!îûîyöîîû ç”çÄ ç,...Äy éôé _____
 >)œÄöîy• łœ öçłz !îÛ>yç ëy îÄ!_<îû xy%obyîû îÄîłyîû– !çkpyhsp
 @ùl̥ł’ ²l̥|p!“p „py<öî,,p ²l̥|py!î“p „böîîûĐ
 vþz”yłîû’ éôé ë!” ö,,pyöî~y îÄ!_« !îÛ>yç „böîîû~ öë ç“pÄ „bíy îœy
 ...%îłz =îû&çpTM)’Ä “pyłöîœ !“p!~ x~Ä
 îÄ!_<öî”îû „pyöîŠé ç“pÄîy”# łçëûyîû ö%obyÛTy „bíûöîî~ çîÄ”yĐ
 !~öî”ÄŸ~y éôé pTMöîîû pTMy“pyëû „p“p,,p=!œ >)œÄöîy• îy
 !îÛ>yöîçîû “py!œ,,py ö”çëûy xyöîŠéĐ ²l̥!“p!Ýp !îî,!“pîû ²l̥!“p
 xy pTM~yîû !îÛ>yç îy x~%|)p!“p „p“pÝpy >yeyëû xy pTM~yîû îÄîłyîû–
 „py< îy !çkpyhsp @ùl̥ł’öî,,p ²l̥|py!î“p îy
 pTM!îû%oby!œ“p „böîîû “pyîû <Ä pTMœy%oby!Ýp !î,,pÒ vþz_îû
 ö”çëûy xyöîŠéĐ ~...yöî~ ö,,pyöî~y vþz_îû!Ýpłz |%bœ îy !àp,,p ~ëûĐ
 xy pTM~yîû pTMŠéöî”îû vþz_îû!Ýp xy pTM~yîû >)œÄöîy•öî,,płz î’Ä~y
 „bíûöîîĐ xöî~Äîû ~ëûĐ “pyłz ²l̥öî“pÄ,,p!Ýp !îî,!“p
 >öî~yöîëy† çł,,pyöîîû pTMvþY~ ~î, pTMœy%oby!Ýp !î,,pöîÒîû >öî•Ä öë
 ö,,pyöî~y ~,,p!Ýpöî“p SvV !%bł« !”~Đ vþz_öîîûîû
 !î,,pÒ=!œ łœ éôôôé
 1V „p...~łz xy>îû îÄîłyîû îy „py<,,pÄöî,,p pTM!îû%oby!œ“p îy

²İ|py!î“p ,böiîû~yĐ
2V ‡~‡~ îy ...%î öi!ÿ xy>yîû îÄîfyîû îy „py<„b>Äöi„b
pTM!îû%py!œ“p îy ²İ|py!î“p ,böiîû~yĐ
3V >yöiGp >yöiGp pTM!îû%py!œ“p ,böiîûĐ
4V ‡~‡~ xy>yîû îÄîfyîû îy „py<„b>Ä– !çkpyhsb @ùİf’ fZ“pÄy!”öi„b
pTM!îû%py!œ“p îy ²İ|py!î“p ,böiîûĐ
5V çîÄ”y îy pTM%öiîûypTM%!îû|pyöiî pTM!îû%py!œ“p îy ²İ|py!î“p
,böiîûĐ >)œÄöiîy• „b...~fZ xy>yîû îÄîfyîû îy „py<öi„b pTM!îû%py!œ“p ,böiîû ~yĐ ‡~ ‡~ xy>yîû
îÄîfyîû îy „py<öi„b pTM!îû%py!œ“p ,böiîû ~yĐ >yöiGp >yöiGp xy>yîû îÄîfyîû îy „py<öi„b
pTM!îû%py!œ“p ,böiîûĐ ‡~ ‡~ xy>yîû îÄîfyîû îy „py<öi„b pTM!îû%py!œ“p ,böiîûĐ pTM%öiîûypTM%!îû
|pyöiî xy>yîû îÄîfyîû îy „py<öi„b pTM!îû%py!œ“p ,böiîûĐ
1 çšpœ fçëûyîû <öi~Ä xy!> !~öi< ...%îfZ œvþüy„%b îy
%bÄyöiœ!O, ²İ„b!“b„biûĐ ~fZ !İÛ»yç îy x~%|)p!“p
xybTM~yîû îÄîfyîûöi„b „b“pÝpy pTM!îû%py!œ“p ,böiîû éôé
1 2 3 4 5
2 xöi~Äîû „pyöiŠé pTMŠöiî~îû >y~%|î fçëûyĐ ~fZ !İÛ»yç
îy x~%|)p!“p xybTM~yîû îÄîfyîû îy „py<öi„b „b“pÝpy
pTM!îû%py!œ“p ,böiîû éôôôé
1 2 3 4 5
3 pTM!îûöiîÿ îûÇpy „biûy éôé ~fZ öiîy• xybTM~yöi„b îy
xybTM~yîû „py<öi„b „b“pÝpy pTM!îû%py!œ“p ,böiîû éôôôé
1 2 3 4 5
4 x~Äy~Ä îÄ!_<îû %py!f”yîû S%pyçëûyéôépTMyçëûyV ²İ!“p
ç,öiî”~ÿ#œ fçëûyîû >)œÄöiîy• !Ýp îy !İÛ»yç

1 2 3 4 5

!.,bŠ%é „,bîûyîû ö%oþÜTy éôé ~£z ›)œÄöîy• îy !îU»yç

„bönné éóóóé

1 2 3 4 5

þTMyçëûyîû £zFŠéyéôéxypTMyîû îÂîfÿyîû îy „by<öi„b

1 2 3 4 5

7 !~öi!û Yÿû#öiñûû ëb ö~çëûy éóôôé 1 2 3 4 5

$$\hat{1}\hat{A}\hat{1}\hat{y}\hat{1}\hat{u} \quad \hat{1}\hat{y} \quad ,,\hat{p}\hat{y}\hat{<}\hat{o}\hat{i},,\hat{p} \quad ,,\hat{p}\hat{“}\hat{p}\hat{Y}\hat{p}\hat{y} \quad \hat{p}^{\text{TM}}!\hat{1}\hat{u}\hat{\%}\hat{p}\hat{y}!\hat{\text{œ}}\hat{“}\hat{p} \quad ,,\hat{p}\hat{o}\hat{i}\hat{1}\hat{u}\hat{D}$$

1 2 3 4 5

9 ßp°y•#~|pyöîî íy,,by Sxy!› ëy „bíûöì“þ %öpy£z “py „þ!îûV 1 2 3 4 5 ›)œÄöîfy•

„b...~£z xy>yû îÄîfyû îy „by<öi„b pTM!û%öby!æ“b „böiû ~yĐ ‡~ ‡~ xy>yû îÄîfyû îy „by<öi„b

$p^{TM}! \hat{u} \otimes p y! \alpha \leftarrow p \text{ „} p \hat{o} i \hat{u} \sim y \hat{D} \rightarrow y \hat{o} i \hat{G} p \rightarrow y \hat{o} i \hat{G} p \rightarrow x y \hat{y} \hat{u} \hat{i} \hat{A} \hat{i} f \hat{y} \hat{u} \hat{i} y \text{ „} p y \hat{o} i \text{ „} p \text{ „} p^{TM}! \hat{u} \otimes p y! \alpha \leftarrow p \text{ „} p \hat{o} i \hat{u} \hat{D} \hat{\dagger} \hat{\dagger}$

[illegible]

$\beta^{\text{TM}} \approx 0.9$

10 xy>yîû þTM!îûîyîû ç %|pyîûþTMyöiŸîû öœy,,þ<öi~îû ,,þyöiŠé

xy>yîû @ùîƒ~öïëy†Ä“pyîû ›)œÄöîÿ• îy !îÛ»yçÐ

1 2 3 4 5

11 xy>yîû !~ôi<îû <~Ä ø>ëû íy,,byĐ 1 2 3 4 5

12 ²lòi~“pÄöi,,bíû „byöiŠé !~!Åbíûöiëy†Ä ₪çëûyĐ 1 2 3 4 5

13 vþz§~!“~bíû <~Ä !îKþy~öi,,b îÄîfyîû „bíûyĐ 1 2 3 4 5

14 xöi~,,b Çþ>“þyîû x!•,,þyîû# ₪çëûyîû ²l!“þ !îÛ»yçĐ 1 2 3 4 5

15 xy>yîû „by<öi,,b xyöiîûy vþz§~“þ „bíûyĐ 1 2 3 4 5

16 xöi~Äîû myîûy @ùlƒ’öiëy†Ä ₪çëûyĐ 1 2 3 4 5

17 þ™!îûöiîöiÿîû ëb ö~çëûyĐ 1 2 3 4 5

18 x~Äy~Äöi”îû øyƒyëÄ „bíûyĐ 1 2 3 4 5

19 ~“%þ~ !<!~ø îy •yîû’y ÷~“bíû# „bíûyĐ 1 2 3 4 5

20 Ýþy,,þy öiûy<†yîû „bíûyĐ 1 2 3 4 5

21 þÿy!îûîû#,,b †àþ~†“þ !”,,b öiöi,,b ø%~îû ₪çëûyĐ 1 2 3 4 5

22 !~ôi<îû øysþîûÄ øÁ™öi,,Åþ ~#îûî íy,,byĐ 1 2 3 4 5

23 !~ôi<îû >“þy>“þ ”y~ „bíûyĐ 1 2 3 4 5

24 xy>yîû þ™!îûîyîû îy ö†yÛþ#îû ø,ßþ,ñ!“þ ç ú!“þöiƒÄîû
²l!“þ ×kþyÿ#œ ₪çëûyĐ

1 2 3 4 5

25 xîøîû ø>öiëû !ßþîû|þyöiî îy Ýy!hsþþ™)’Å|þyöiî !%øþhsþy
„bíûyĐ

1 2 3 4 5

26 ø,,þöiœîû „byöiŠé !îÛ»yçöiëy†Ä ₪çëûyĐ 1 2 3 4 5

27 !îKþy~ øÁ™öi,,Åþ !î!þ§~ !<!~ø <y~yĐ 1 2 3 4 5 »)œÄöiîy• „þ...~ƒz xy>yîû îÄîfyîû

îy „by<öi,,b þ™!îû%øþy!œ“þ „þöiîû ~yĐ ‡~ ‡~ xy>yîû îÄîfyîû îy „by<öi,,b þ™!îû%øþy!œ“þ „þöiîû ~yĐ
>yöiGþ >yöiGþ xy>yîû îÄîfyîû îy „by<öi,,b þ™!îû%øþy!œ“þ „þöiîûĐ ‡~ ‡~ xy>yîû îÄîfyîû îy „by<öi,,b

	p TM !îû%py!œ“p „böîûĐ p TM %öîûyp TM !îû pyöî xy>yîû îÄ£yîû îy „by<öî„p p TM !îû%py!œ“p „böîûĐ			
28	!~öì<öì”îû	öïöì„p	ö„byöì~y!„pŠ%é	îy ö„bvþz îvþü
	íy„böì“p	p TM yöîû	“py	!îÛ»yç „þîûyĐ
1	2	3	4	5
29	xyöîûy	pyœ	!„pŠ%é	p TM yîyîû <~Ä öî!ÿ p TM !îû×
	„þîûyĐ			
1	2	3	4	5
30	xy!>	!~öì<	öë>~	xy!> ö“p>!~£z~ ~£z pyî~y
	îy			!îÛ»yçĐ
1	2	3	4	5
31	²ÿ„„p!“p„p	öçï”öìëÅîû „p”îû „þîûy îy >)œÄ	ö”çëûyĐ	1 2 3 4 5
32	xöì~Äîû x!•„byîû	çÁ TM öì„Åp	!%p!hsþ“p	íy„byĐ 1 2 3 4 5
33	~“%p~	ö„byöì~y	!î;ìëû îy !<!~ç	xy!îÛñyîû „þîûyĐ 1 2 3 4 5
34	îvþü öœy„p	£öì“p	%opyçëûyĐ	Sîy!vþü– †y!vþü– çÁ TM !_V 1 2 3 4 5
35	ö...œyëû ...%î	pyœ	îy ÿ!_«ÿyœ#	£öì“p %opyçëûyĐ 1 2 3 4 5
36	!~öì<îû	!î! p§¬	„byöì<	=’p TM ~yîû ç%...Äy!“pöì„p
	~!vþüöìëû			ëyçëûyĐ
1	2	3	4	5