



STUDY OF GUIDANCE NEED ON DIFFERENT DIMENSIONS OF CHILDREN'S PERCEPTION OF PARENTING

Pramod Kumar Naik¹, Ph. D., Mr. Atindra Nath Dutta² & Mrs. Mamta Kumari³

¹Professor & Dean (Education) Dr. C.V. Raman University, Kota, Bilaspur, Chhattisgarh.

Assistant Professor (Education)

²Dr. C.V. Raman University, Kota, Bilaspur, Chhattisgarh. (Corresponding Author)

M. Phil Scholar (Education)

³Dr. C.V. Raman University, Kota, Bilaspur, Chhattisgarh.

Abstract

In an individual's life adolescence is that period which begins at the end of childhood and ends at the beginning of adulthood. The adolescence is neither a child nor an adult. This fact is often omitted by the teachers and parents. From a theoretical stand point adolescence is the best regarded as a recapitulation of the period of life. It is a second turn on the spiral of development. In this period the child again becomes unstable. His physical and mental adjustment is shaken and he at times behaves like an infant to adopt himself to his environment. At this time, the parents' role is very important. They should understand and guide their child. Perception is necessary thing for the adolescents. But over possessiveness is not good. It affects negatively. So, here the researchers chose the area of research as study of Guidance need on different dimensions of children's perception of parenting. Here the researchers selected 100 secondary school students as sample who are at adolescent age. The researchers used two tools for data collection which were Children's perception of parenting scale (CPPS) developed by AnandPyari, Raj KumariKalra and PoonamVasin. Guidance Needs Inventory (GNI) developed by Dr. J.S. Grewal. After analyzing the data the researchers found that there was influence of guidance need on children's perception of parenting.

Key words-Guidance, Children's Perception, Parenting Adolescents



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Introduction

Today's era is a changing era. Now a days combined families are dividing into nuclear families. The living way and standard of a family is also improving previously parents were having many children's & they used to live in a combined family (Grand-parents, uncles-aunt). Source of income was also limited as only one or two people were the sources of

income-children of that time had to share every belonging. The feeling of co-operation, care and adjustment was among the children of that time.

But now situation has changed. Children live in nuclear family i.e. with their mother and father only. Also in some families both mother and father are engaged in job. There is no doubt that the children of today are having many facilities but they are deprived of the parental care, love and affection because their parents are busy and there is no one at home to give them guidance. This affects their nurturing. They are distracting from their path. Specially an adolescent group (age 13-18 years) need a special care and guidance.

So, Perception of the child is a very necessary thing for parents. Especially, the adolescents should more care. There are different aspects of perception children's perspective of parenting by which the parents can solve the problems regarding the problems of the adolescents.

Significance of the study

In an individual's life, adolescence is that period which begins at the end of childhood and ends at the beginning of adulthood. The adolescence is neither a child nor an adult. This fact is often omitted by the teachers and parents. From a theoretical stand point adolescence is the best regarded as a recapitulation of the period of life. It is a second turn on the spiral of development. In this period, the child again becomes unstable. His physical and mental adjustment is shaken and he at times behaves like on infant to adopt himself to his environment.

Amongst girls the beginning of adolescence is generally marked by the appearance of menses. Among boys the beginning of adolescence is not clearly marked. Usually, the criterion employed for the consent of puberty is the appearance of public hairs.

Adolescence is a period of stress and storm. According to many psychologists, Authors and parents, the adolescence period is quite a tension ridden period of life. During this period many development take place like-physical, Mental social sexual, emotional etc.

There is a need for making a special study of this period because at this period the cases of delinquency are maximum. The child learns to smoke and to run away from the school. The period possesses excessive imagination. The child lives in the world of fantasy. He becomes a day-dreamer. At this period sexual usage becomes predominant and hetero sexual love develops. Thus, during this period, there is a great need of giving a proper guidance. During this period, parents role is quite importance.

Care of parents is a need of the adolescents. But over perceptivity of parents can be dangerous. The child can be excited and can pretend wrong about their parents. So, this will

be not shown any good effect rather than a bad effect only in the family. So, this can be an important matter of research about this field.

So, we see that how teachers' participation works effectively for the positive environment of the school administration. Thus the researcher has selected the problem as

“Study of Guidance need on Different Dimensions of Children's Perception of Parenting.”

Statement of the Problem: -The problem for the present study is stated as follows:

“Study of Guidance need on Different Dimensions of Children's Perception of Parenting.”

Objectives of the study-

1. To study mean influence of guidance of secondary school students on democratic dimension of children's perception of parenting.
2. To study mean influence of guidance of secondary school students on autocratic dimension of children's perception of parenting.
3. To study mean influence of guidance of secondary school students on accepting dimension of children's perception of parenting.
4. To study mean influence of guidance of secondary school students on rejecting dimension of children's perception of parenting.
5. To study mean influence of guidance of secondary school students on over protecting dimension of children's perception of parenting.
6. To study mean influence of guidance of secondary school students on over protecting dimension of children's perception of parenting.
7. To study mean influence of guidance of secondary school students on children's perception of parenting.

1. Hypotheses of the study-

H₀₁ There is no significant mean influence of guidance of secondary school students on democratic dimension of children's perception of parenting.

H₀₂ There is no significant mean influence of guidance of secondary school students on autocratic dimension of children's perception of parenting.

H₀₃ There is no significant mean influence of guidance of secondary school students on accepting dimension of children's perception of parenting.

H₀₄ There is no significant mean influence of guidance of secondary school students on rejecting dimension of children's perception of parenting.

H₀₅ There is no significant mean influence of guidance of secondary school students on over protecting dimension of children's perception of parenting.

H₀₆ There is no significant mean influence of guidance of secondary school students on over demanding dimension of children's perception of parenting.

H₀₇ There is no significant mean influence of guidance of secondary school students on children's perception of parenting.

Method-

In the present study researcher has used survey method.

Sample-

In the present study, the investigators selected the Bilaspur district of the state Chhattisgarh as their field of investigation. Due to limitation of time the investigators had to take a limited number of institutions for data collection. A sample size of 100 of secondary level students from ten secondary schools were taken for this purpose. The researchers took 50 male teachers and 50 female students from rural and urban schools. For this purpose the researchers used stratified random sampling technique.

Tool used-

Here we used two tools which are as follows:

1. **Children's perception of parenting scale (CPPS)** developed by Anand Pyari, Raj Kumari Kalra & Poonam Vasin has been used.

The present scale of children's perception of parenting has been developed for school going children (age-14 – 16 years) Initially 10 areas of parenting style were selected and the list was submitted to 15 judges. They pointed only 6 areas to provide the desired information. The first form of the scale was then developed. After this a large no of statements in different situations were submitted to 15 judges. Initially there were 176 items, after sorting second time 93 items were there and at last 62 items were finalized by 15 Judges.

The scale point approval is submitted by the amount of agreement i.e.

- (i) Strongly agree
- (ii) Agree
- (iii) Undecided
- (iv) Disagree
- (v) Strongly Disagree

Scoring Procedure

RESPONSE	SCORE
Strongly agree	05
Agree	04
Undecided	03
Disagree	02
Strongly Disagree	01

2. **Guidance Needs Inventory (GNI)** developed by Dr. J.S. Grewal has been used.

Guidance Needs Inventory (GNI) has been developed by J. S. Agarwal.

This inventory has 65 items. Among them, 10 items are related to physical dimension, 15 items to social dimension, 13 items to psychological dimension, 19 items to educational dimension and 8 items are related to vocational dimension. There are 5 options for each item in the questionnaire as - Highly True, Mostly True, Quite True, Least True and Not True.

The method of answering the questions was according to 5 degree Likert which varies from 0 to 4. The scoring for each option in each item is as following:

- a. 0 = Highly True,
- b. 1 = Mostly True,
- c. 2 = Quite True,
- d. 3 = Least True,
- e. 4= Not True.

The maximum mark in this inventory is 260 and minimum mark is 0.

Data were collected individually. The scoring of responses was done in accordance with the scoring key given in the manual. Statistical treatment of obtained data was done to test signification of each hypothesis.

Statistical Techniques Used -

The scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation, t- test, was used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

Variables-

Independent variable: -Guidance need,

Dependent variable: - Children's Perception of Parenting.

Analysis and Interpretation of Data-

H₀₁: There is no significant mean influence of guidance of secondary school students on autocratic dimension of children's perception of parenting.

Table No. – 01

Category	N	Mean	SD	S _{ED}	t-test Value	Df	Significance Level	Interpretation
Democratic Dimension	100	20.2	5.99667					
Guidance Need	100	144.8	21.9313	2.273636	54.802	198	0.05=>1.98 0.01=>2.62	HO1 Rejected

Interpretation of the data:

It is inferred from the Table No. – 01 that the calculated ‘t’ value is 54.802, which is greater than the Table Value at 0.05 level i.e. 1.98 but less than at 0.01 level i.e. 2.62. Hence hypothesis no. – 1 “There is no significant mean influence of guidance of secondary school students on democratic dimension of children’s perception of parenting.” is rejected.

Result: It has been found that there is a significant mean influence of guidance of secondary school students on democratic dimension of children’s perception of parenting.

H₀₂: There is no significant mean influence of guidance of secondary school students on autocratic dimension of children’s perception of parenting.

Table No. – 02

Category.	N	Mean	SD	S _{ED}	t-test Value	Df	Significance Level	Interpretation
Autocratic Dimension	100	23.13	6.1994	2.362681	48.8598	198	0.05=>1.98	HO2 Rejected
Guidance Need	100	138.57	22.799				0.01=>2.62	

Interpretation of the data:

It is inferred from the Table No. – 02 that the calculated ‘t’ value is 48.8598, which is greater than the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 2 “There is no significant mean influence of guidance of secondary school students on autocratic dimension of children’s perception of parenting.” is rejected.

Result: It has been found that there is asignificant mean influence of guidance of secondary school students on autocratic dimension of children’s perception of parenting.

H₀₃: There is no significant mean influence of guidance of secondary school students on accepting dimension of children’s perception of parenting.

Table No. – 03

Category.	N	Mean	SD	S _{ED}	t-test Value	Df	Significance Level	Interpretation
Acceptance Dimension	100	25.3	7.872103	2.468547	45.108	198	0.05=>1.98	HO3 Rejected
Guidance Need	100	136.65	23.39663				0.01=>2.62	

Interpretation of the data:

It is inferred from the Table No. – 03 that the calculated ‘t’ value is 45.108, which is greater than the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 3 “There is no significant mean influence of guidance of secondary school students on accepting dimension of children’s perception of parenting” is rejected.

Result: It has been found that there is a significant mean influence of guidance of secondary school students on accepting dimension of children’s perception of parenting.

H₀₄: There is no significant mean influence of guidance of secondary school students on rejecting dimension of children’s perception of parenting.

Table No. – 04

Category	N	Mean	SD	S _{ED}	t-test Value	Df	Significance Level	Interpretation
Rejecting Dimension	100	21.5	6.13596	2.39393	48.4223	198	0.05=>1.98	HO4 Rejected
Guidance Need	100	137.42	23.13967				0.01=>2.62	

Interpretation of the data:

It is inferred from the Table No. – 04 that the calculated ‘t’ value is 48.4223, which is greater than the Table Value at 0.05 level i.e. 1.98 but less than at 0.01 level i.e. 2.62. Hence hypothesis no. – 4 “There is no significant mean influence of guidance of secondary school students on rejecting dimension of children’s perception of parenting.” is accepted.

Result: It has been found that there is a significant mean influence of guidance of secondary school students on rejecting dimension of children’s perception of parenting.

H₀₅: There is no significant mean influence of guidance of secondary school students on over protecting dimension of children’s perception of parenting.

Table No. – 05

Category	N	Mean	SD	S _{ED}	t-test Value	Df	Significance Level	Interpretation
Over Protecting Dimension	100	26.4	8.62554	2.634667	40.4681	198	0.05=>1.98	HO5 Rejected
Guidance Need	100	133.02	24.8948				0.01=>2.62	

Interpretation of the data:

It is inferred from the Table No. – 05 that the calculated ‘t’ value is 40.4681, which is greater than both at the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 5 “There is no significant mean influence of guidance of secondary school students on over protecting dimension of children’s perception of parenting.” is rejected.

Result: It has been found that there is a significant mean influence of guidance of secondary school students on over protecting dimension of children’s perception of parenting.

H₀₆: There is no significant mean influence of guidance of secondary school students on over demanding dimension of children’s perception of parenting.

Table No. – 06

Category	N	Mean	SD	S _{ED}	t-test Value	Df	Significance Level	Interpretation
Over Demanding Dimension	100	24.67	7.47937	2.584172	42.0599	198	0.05=>1.98	HO6 Rejected
Guidance Need	100	133.36	24.7357				0.01=>2.62	

Interpretation of the data:

It is inferred from the Table No. – 06 that the calculated ‘t’ value is 42.0599, which is greater than both at the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 6 “There is no significant mean influence of guidance of secondary school students on over demanding dimension of children’s perception of parenting.” is rejected.

Result: It has been found that there is asignificant mean influence of guidance of secondary school students on over demanding dimension of children’s perception of parenting.

H₀₇: There is no significant mean influence of guidance of secondary school students children’s perception of parenting.

Table No. – 07

Category	N	Mean	SD	S _{ED}	t-test Value	Df	Significance Level	Interpretation
Democratic Dimension	100	146.08	26.3236	3.275019	3.5542	198	0.05=>1.98	HO7 Rejected
Guidance Need	100	157.72	19.48434				0.01=>2.62	

Interpretation of the data:

It is inferred from the Table No. – 07 that the calculated ‘t’ value is 3.5542, which is accepted both at the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 7 “There is no significant mean influence of guidance of secondary school students on children’s perception of parenting.” is rejected.

Result: It has been found that there is asignificant mean influence of guidance of secondary school students on children’s perception of parenting.

Findings –

- I. There is a significant mean influence of guidance of secondary school students on democratic dimension of children’s perception of parenting.

- II. There is a significant mean influence of guidance of secondary school students on autocratic dimension of children's perception of parenting.
- III. There is a significant mean influence of guidance of secondary school students on accepting dimension of children's perception of parenting.
- IV. There is a significant mean influence of guidance of secondary school students on rejecting dimension of children's perception of parenting.
- V. There is a significant mean influence of guidance of secondary school students on over protecting dimension of children's perception of parenting.
- VI. There is a significant mean influence of guidance of secondary school students on over demanding dimension of children's perception of parenting.
- VII. There is a significant mean influence of guidance of secondary school students on children's perception of parenting.

Conclusion–

The rejection of all hypothesis of the study have revealed that regarding to guidance need on children's perception of parenting, there is an influence of guidance need for adolescents. If the perception of parenting is high then the guidance need is low. But, it is also seen that over children's perception of parenting can impact negatively. So. We can say that, for adolescents, there will be a pleasure of children's perception on parenting.

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