

Perceived Parenting Style In Relation To Behaviour Problems among Learning Disabled Children

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Abstract: Parenting Style in relation to Educative process is nothing but directing the children to have worthy interests in the various phases of life. It is the prime concern of education to direct the undeveloped capacities, attitudes, interests, urges, and the needs of the young people into the most desirable channels. Apart from the genetic endowment, children are influenced by the home environment throughout his life. Unhealthy parent child relationship and social characteristics of family have been found to contribute to disturbed behavior in children. Present study entitled as '**PARENTING STYLE IN RELATION TO BEHAVIOUR PROBLEM AMONG LEARNING DISABLED CHILDREN**'. Data Collected from 200 Learning Disabled children of malappuram, kerala, India. The study intended to find out the relation between perceived parenting style and specific behavioral problems of child among learning disabled children and impact on sub samples such as gender and socio economic status. There is no significant gender difference in behavior problems and perceived parenting style. Present study indicates that there is a significant relationship between parenting style and behavior problem. Which means children with more behavioral problems perceived their parents negatively than children with less behavior problems. There is no significant relationship between child perceived parenting style and socio economic status. There is no significant relation between behavior problem and socio economic status. Being the heart of the family, parents are the ones who deal with the issues associated with their child's disability, therefore, it is very important for parents to take some time to care for themselves. Awareness of the parents about the importance of their attitudes towards their children in managing the behavior problems.

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I. INTRODUCTION

Parenting Style in relation to Educative process is nothing but directing the children to have worthy interests in the various phases of life. Parent's care and control constitute the important experience that nurture the individuals at home. Apart from the genetic endowment, children are influenced by the home environment throughout his life. A parent develops and uses the knowledge and skills required to plan for children, give birth to them, and rear and care for them (Morrison, 1978). Studies have indicated that adolescent's reports of disagreements with their parents have been associated with adolescent emotional difficulties and poor school performance. In this context, it is assumed that effective parenting can help children to cope with stress, especially academic stress.

In early childhood naughty and mischievous, childish behavior is often enjoyed by everyone. Frequently, this enjoyment by others reinforces the mischievous behavior of children and they continue to behave in more or less similar ways. Thus, in order to get attention they may engage in negative behavioral styles. When such behavioral styles get entrenched at the cost of appropriate and desired developmental task, problems in the behavior of children become a matter of grave concern to parents and significant others. Many a times the reasons for development of such unwanted, inappropriate, or undesirable behaviors range from the reinforcements that they receive through the attention these behaviors get from the supposedly corrective measures adopted by the parents, to absence of appropriate models and consequences. According to Bandura (1962), behavioral problems among children are learned. Hence unlearning the old ways and relearning desirable behavior is the focus of behaviorism. Parents, teachers and other significant adults, besides peer groups, have a vital role in the development as well as extinction of undesirable behaviors.

II. PERCEIVED PARENTING STYLE

Perceived parenting style defined as an opinion of adolescences or children about styles of parental behaviours during their childhood. According to the definition assessment of children about parental behavior is important. There are two types of perceived parenting styles: care, and over production. Several studies have revealed that rejective and overprotective parenting styles significantly associated with emotional intelligence in

their children.(Fonte, 2009; Lopes et al.,2004). Children with overprotective parenting style lead to dependency to the parents and they could not be autonomous and overcome to their problems.

PROBLEM BEHAVIOR: Problem behavior is behavior that is socially defined as a problem, as a source of concern, or as undesirable by the social and or legal norms of conventional society and its institutions of authority;it is behavior that usually elicits some form of social control response whether minimal, such as a statement of disapproval, or extreme, such as incarceration. The earliest formation of what later come to be known as problem behavior theory was developed in the early 60s to guide a comprehensive study of alcohol abuse and other problem behaviors in a small, tri-ethnic community in southwestern Colorado(Jessor, Graves, Hanson and Jessor,1968).

III. NEED AND SIGNIFICANCE OF THE STUDY

Parenting is the most essential and enduring profession acknowledged by society. Unhealthy parent child relationship and social characteristics of family have been found to contribute to disturbed behavior in children. Disruptive parental actions like alcoholism, hostility, cruelty, neglect, overprotection of the child and excessive ambitions and expectations from the child are common factors that contribute to behavior problem in children. Due to lack of adequate skills in child rearing practices, some parents fail to control the mischievous behavior among their children.

Nowadays problems of young children have become complex and complicated and also they are on the increase. As literary level in the society has gone up, parents and elders have become more aware of child's behavior problems and are in search for corrective measures and professional help. The burden of managing childhood behavioral problems is so enormous that even well intentioned parents find themselves considering whether they are getting.

IV. OBJECTIVES

1. To find out the relation between perceived parenting style and specific behavioral problems of child among learning disabled children
2. Find out the impact of gender in relation to parenting style and behavioral problem among learning disabled children
3. Find out the impact of socio economic status in relation to parenting style and behavioral problem among learning disabled children

Sample :The present study was carried out on a representative sample of 200 learning disabled children of Kerala State,India. The sample drawn from schools of Malappuram district. Gender, and SES are considered as relevant variable in the study. The sample was drawn by simple random sampling method to get data of gender and SES in relation with perceived parenting style and behavioral problem

Instruments

Child's Report of Parent Behaviour Inventory
(shortened mother form; Devi 1992)

The data collected by present investigation was collected by using Child's Report of parent Behaviour Inventory (CR-PBI) and Child Problem Behaviour Checklist (CPBC)(to be responding by mothers).

This inventory is a Malayalam adaptation of the inventory with the same name originally prepared by Schaefer(1965) in English. It has been adapted by Devi, (1992) for use with Kerala population.

The adapted version of Child's Report of Parent Behaviour Inventory (CP-PBI) consists of 18 subscales of which 12 contain 8 items and the remaining six sub scales, 16 items each. This inventory has two forms, one for the father and the other for the mother, with equal number of comparable items. Altogether, the inventory consists of 192 items which are descriptions of concrete, specific, easily observable parent behaviours. The items are about how the children perceive the behavior of the parents.

For the present study 25 items were selected from mother form consisting of both 10 positive and 15 negative item.

Reliability

The split half method was used to study the reliability of the test. When using Cronbach's alpha method, the reliability of mother form of the test was found to be 0.7283. The value is moderate, indicating that the test is reliable

Validity

An examination of items which make up the test reveals that the test has satisfactory face validity

Scoring: Items were scored by using a scoring key. For positive items, a score of '2', '1' and '0' was given to "completely agree" " to the responses some extent" and "completely disagree" respectively. For negative items the

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scoring were in the reverse order, that is scoring 0, 1 & 2 were given for “completely agree”, “Agree to some extent” and completely disagree. The maximum possible score in the test is fifty and the minimum possible score is zero.

Child Problem Behavior Check list (Nessy& Thomas 2011)

Child Problem Behavior Checklist (Nessy& Thomas2011) measures a child’s problem behavior as perceived by mother. It consists of 40 items which were found best to mark out the target behavior.

Reliability: Reliability of the test estimated using Crombach’s alpha. The coefficients obtained using a sample of 60 subjects and reliability was 0.805.

Validity: Only those items which have the potential to measure the child problem behavior were included in the final form of the scale. Thus the face validity is ensured.

Scoring: The following instructions to the subjects were given at the beginning of the test

“ Given below are some characteristic patterns of conduct and behavior commonly seen among children. Kindly indicate to what extent these characteristics are seen in the particular child named above. If the characteristics mentioned is present in the child is higher level than what is normally expected, you may respond with a tick mark in column labeled ‘yes’ and if the characteristics is negligible in the child tick mark put in column labeled ‘No’. The scoring was done by giving a score of 1 for ‘yes’ response and 0 for ‘No’ response. The maximum possible score is 40 and minimum 0. High score in the check list indicated greater problem behavior.

Procedure:Using the collected data the perceived parenting style and behavioral problem was calculated using test of significance of difference between two means. Correlation coefficient of Perceived Parenting style and Behavioral problems for total samples and subsample were calculated using Personal product moment coefficient. Duncan’s behavior.

Result of correlation done on child Problem Behavior Check list and Parent Behavior Inventory. Correlations CPBPBI

CPBC	Pearson Correlation Sig. (2-tailed) N	1 200	-4.50** .000 200	
PBI	Pearson Correlation Sig. (2-tailed) N	-4.50** .000 200	1 .000 200	

Shows the Mean, SD of the scores of Child Problem Behaviour Checklist and Parent Behavior Inventory on the basis of socio economic status

	N	Mean	Std. Deviation
CPBC High	111	7.68	5.175
Middle	59	7.44	5.709
Low	30	7.70	5.748
Total	200	7.62	5.397
PBI High	111	30.01	6.161
Middle	59	34.20	6.570
Low	30	33.37	6.744
Total	200	31.75	6.638

Result of Duncan’s procedure for Problem Behavior Inventory across the socio economic status

SES	N	1	2
High	111	30.01	
Low	30		33.37
Middle	59		34.20
SIG.		1.000	.510

Findings of research

There is no significant gender difference in behavior problems and perceived parenting style.

There is a significant relationship between parenting style and behavior problem

Which means children with more behavioral problems perceived their parents negatively than children with less behavior problems.

There is no significant relationship between child perceived parenting style and socio economic status

There is significant difference between perceived parenting style and Socio Economic Status. Children's from high SES family tend to perceive their mothers, children from low and middle socio economic status family. At the same time the low and middle status family child do not differ much in the variable.

There is no significant relation between behavior problem and socio economic status

V. CONCLUSION

Being the heart of the family, parents are the ones who deal with the issues associated with their child's disability, therefore, it is very important for parents to take some time to care for themselves. Awareness of the parents about the importance of their attitudes towards their children in managing the behavior problems. For the development of good behavior, parental support is required. Counselors and professionals should help parents to understand their own attitudes towards children and how their children perceive them, and to manage their children by changing their attitude.

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