

## A STUDY ON RELATIONSHIP BETWEEN ANTI SOCIAL BEHAVIOUR AND PARENTAL BEHAVIOUR OF HIGHER SECONDARY STUDENTS

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### ABSTRACT:

In this study, an endeavor has been made to think about the relationship between various measurements of parental conduct and hostile to social conduct of higher optional understudies. The parental conduct scale and ace social and reserved conduct scale were built and approved by the examiner have been utilized for this study to quantify the parental conduct and withdrawn conduct of higher optional understudies. The parental conduct scale incorporates four measurements of parental conduct in

particular, dictator conduct, legitimate conduct, lenient conduct and uninvolved conduct. The device has been controlled to an irregular example of 836 higher optional understudies considering in Cuddalore region of Tamil Nadu. The review technique has been taken after for the present study. The consequence of the study uncovers that there is a critical and negative relationship between withdrawn conduct and distinctive measurements of parental conduct. Just 29.7% of the aggregate difference in hostile to social conduct is ascribed by the distinctive measurements of parental conduct.

### KEYWORDS:

Parental Behaviour, Anti Social Behaviour, Aggressive, Empathy, Parenting Styles, Parental Support Programms.

### INTRODUCTION

Against social conduct is an example of conduct that is verbally or physically hurtful to the next individuals, creatures or property, including conduct that extremely abuses social desire for a specific domain. Parental conduct is a normal for a guardian. The raising of a tyke or kids, particularly the consideration, affection and direction given by guardian is called parental conduct. The parental raising style is for the most part ordered into four classes. They are legitimate, dictator, lenient and uninvolved child rearing. Legitimate guardians are firm, setting limits for their kids as youngsters get more established, and these guardians attempt to reason and disclose things to them. Tyrant guardians request dutifulness from their kids. They have extremely strict guidelines and debilitate articulations of contradiction. Tolerant guardians give their youngsters casual or conflicting bearing and albeit warm, require little of them. They have no power over their youngsters by any stretch of the imagination. Uninvolved guardians indicate little

enthusiasm for their kids. They are sincerely segregated, they see child rearing as simply giving nourishment, attire and sanctuary for their kid. Parental conduct is molded by the guardian's formative history, instruction and identity and more extensive setting of the guardian's life. Likewise, the guardians' conduct is affected by the guardians' work, the guardians' marriage, family funds, and different conditions.

What's more, guardians in various societies, diverse social classes, and distinctive ethnic gathering back their youngsters in an unexpected way. In any occasion, kids' conduct and mental advancement are connected to the parental conduct with which they are raised. Whatever guardians carry on to raise their young people, the objective of child rearing is to bring up a tyke who is sound and fruitful in life, who can add to self and to society, who acknowledges and attempts to advance the social request. Albeit all social orders mingle their childhood (all together that, as future givers to society, the general public can survive and flourish), there are checked contrasts in what distinctive social orders, or gatherings inside society, need to find in a young that has been effectively mingled. Said another path, there is incredible assorted qualities in the particular objectives guardians have in mingling their childhood. Accordingly it is a requirement for examination to discover the relationship between standoffish conduct and parental conduct of higher optional understudies.

## REVIEW OF LITERATURE

Hostile to social conduct is an example of conduct that is verbally or physically unsafe to the next individuals, creatures or property, including conduct that extremely abuses social desire for a specific domain. Parental conduct is a normal for a guardian. The raising of a kid or youngsters, particularly the consideration, adoration and direction given by guardian is called parental conduct. The parental raising style is basically arranged into four classes. They are definitive, dictator, lenient and uninvolved child rearing. Definitive guardians are firm, setting limits for their youngsters as kids get more seasoned, and these guardians attempt to reason and disclose things to them. Tyrant guardians request submission from their youngsters. They have exceptionally strict benchmarks and dishearten articulations of contradiction. Tolerant guardians give their kids casual or conflicting course and albeit warm, require little of them. They have no influence over their youngsters by any stretch of the imagination. Uninvolved guardians demonstrate little enthusiasm for their kids. They are sincerely withdrawn, they see child rearing as just giving nourishment, attire and asylum for their kid. Parental conduct is molded by the guardian's formative history, training and identity and more extensive connection of the guardian's life. Additionally, the guardians' conduct is impacted by the guardians' work, the guardians' marriage, family funds, and different conditions.

Also, guardians in various societies, distinctive social classes, and diverse ethnic gathering back their youngsters in an unexpected way. In any occasion, youngsters' conduct and mental advancement are connected to the parental conduct with which they are raised. Whatever guardians carry on to raise their teenagers, the objective of child rearing is to bring up a youngster who is solid and effective in life, who can add to self and to society, who acknowledges and attempts to promote the social request. Albeit all social orders mingle their childhood (all together that, as future benefactors to society, the general public can survive and flourish), there are checked contrasts in what distinctive social orders, or gatherings inside society, need to find in an adolescent that has been effectively mingled. Said another route, there is incredible assorted qualities in the particular objectives guardians have in mingling their childhood. In this manner it is a requirement for examination to discover the relationship between solitary conduct and parental conduct of higher auxiliary understudies.

## OBJECTIVES OF THE STUDY

1.To find out whether there is any significant relationship between different dimensions of parental behaviour and anti social behaviour of higher secondary students.

2.To find out whether there is any significant contribution of different dimensions of parental behaviour on anti social behaviour of higher secondary students.

Hypotheses of the study

1.There is no significant relationship between different dimensions of parental behaviour and anti social behaviour of higher secondary students.

2.There is no significant contribution of different dimensions of parental behaviour on anti social behaviour of higher secondary students.

**METHODOLOGY**

The standardizing study technique has been taken after to discover the relationship between against social conduct and diverse measurements of parental conduct. Expert social and introverted conduct scale and parental conduct scale developed and approved by the agent have been utilized for the present study to gauge the counter social conduct and parental conduct of higher auxiliary understudies. Genius social and introverted conduct scale comprises of 60 articulations with five point scale, 30 proclamations for expert social conduct and 30 explanations for withdrawn conduct. 30 withdrawn conduct explanations were utilized for the present examination to quantify introverted conduct. Low score demonstrates high introverted conduct and high score shows low withdrawn conduct. The parental conduct scale incorporates four measurements of parental conduct specifically, dictator conduct, legitimate conduct, lenient conduct and uninvolved conduct. It comprises of 44 things, 11 things in every class with five point scale. Low score shows low parental conduct and high score demonstrates high parental conduct. The aggregate score demonstrates the aggregate parental conduct. These instruments have been managed to the example of 836 first year higher optional understudies contemplating in Cuddalore area of Tamil Nadu. The information gathered from the specimen has been subjected to correlational and relapse investigation.

**ANALYSIS OF DATA AND INTERPRETATION**

To determine the relationship between different dimensions of parental behaviour and antisocial behaviour of first year higher secondary students, the coefficient of correlation has been found out and it is presented in Table 1.

**Table 1**

**Correlation between anti social behaviour and different dimensions of parental behaviour**

<b>Dimensions of parental behaviour</b>	<b>Authoritarian behaviour</b>	<b>Authoritative behavior</b>	<b>Permissive behaviour</b>	<b>Uninvolved behaviour</b>	<b>Total behaviour</b>
Anti social behaviour	-0.363**	-0.184**	-0.098*	-0.336**	-0.410**

Note - \*\* = significant at 0.01 level and \* = significant at 0.05 level

From the above Table 1 it is clearly shows that there is significantly low and negative correlation between antisocial behaviour and different dimensions of parental behaviour such as authoritarian behaviour, uninvolved behaviour and total parental behaviour. Also it shows that there is significantly negative correlation and negligible relationship between antisocial behaviour and dimensions of parental behaviour such as authoritative behaviour and permissive behaviour.

To find out significant contribution of dimensions of parental behaviour on dependent variable the anti social behaviour of first year higher secondary students, regression analysis has been carried out and it

has been given in Table 2 to 4.

**Table 2**

**Contribution of different dimensions of parental behaviour on anti social behaviour of higher secondary students**

Model	R	R square	Adjusted R square	Std.Error of the Estimate
1	0.435	0.189	0.186	16.771

- a. Predictors: (constant), total parental behaviour, authoritative behaviour, authoritarian behaviour, permissive behaviour and uninvolved behaviour
- b. Dependent variable: Anti social behaviour

**Table 3**

**Anova for contribution of different dimensions of parental behaviour on anti social behaviour**

Model	Sum of squares	Df	Mean square	F	Significance
Regression	68290.622	4	13658.124	48.572	0.000
Residual	308027.104	831	371.117		
Total	376317	835			

- a. Predictors: (constant), total parental behaviour, authoritative behaviour, authoritarian behaviour, permissive behaviour and uninvolved behaviour
- b. Dependent variable: Anti social behaviour

**Table 4**

**'t' value of contribution of different dimensions of parental behaviour on anti social behaviour**

Model	Unstandardized coefficients		Standardized coefficients	t	Significance
	B	Std.Error	Beta		
(constant)	71.585	4.032		17.593	0.000
Authoritative behaviour	-0.137	0.113	-0.033	-3.061	0.002
Authoritarian behaviour	0.473	0.127	0.147	7.637	0.000
Permissive behaviour	-0.020	0.113	-0.062	-0.245	0.807
Uninvolved behaviour	0.379	0.116	0.094	6.789	0.000

The Table 2 shows that the R square value, which is found to be 0.189. It is evident that only 18.9 % of the total variance in antisocial behaviour attributed by the different dimensions of parental behaviour of higher secondary students. The remaining percentage of variance 81.1% (1-R square) is to be accounted by other factors.

It is evident from the Table 3 that the F value is found to be 48.572, which is significant at 0.01 level. It



indicate that there is a significant contribution of different dimensions of parental behaviour on the dependent variable anti social behaviour of higher secondary students

The Table 4 shows that the 't' value, which reveals the authoritative, authoritarian and uninvolved parental behaviour ( $t = -3.061, 7.637, 6.789$ ) is significantly contributed to the dependent variable anti social behaviour of higher secondary students.

### FINDINGS

- There is a significantly low and negative correlation between antisocial behaviour and dimensions of parental behaviour such as authoritarian behaviour, uninvolved behaviour and total parental behavior and also significantly negative correlation and negligible relationship between antisocial behaviour and dimensions of parental behaviour such as authoritative behaviour and permissive behaviour.
- Only 18.1% of the total variance in anti social behaviour is attributed by the different dimensions of parental behaviour of higher secondary students. The remaining percentage of variance 81.9% (1-R square) is to be accounted by other factors.
- Authoritarian behaviour contributes on the dependent variable anti social behaviour of higher secondary students.
- Authoritative behaviour, permissive and uninvolved behaviour does not contribute on the dependent variable anti social behaviour of higher secondary students.

### RECOMMENDATIONS

Based on the findings some of the recommendations are listed below.

- 1.The parents must develop their parenting practices such as parental monitoring, autonomy of child, life skills and safety to minimize their children's unwanted behaviour.
- 2.Parents should participate in parental support programs which focus on both behaviour outcomes and training in parenting skills like serve as role model, spend time with child, share affection, make time for children.
- 3.Parental engagement interventions can significantly improve the relationship between parents and children.
- 4.Interventions for parents targeting students' behaviour outcomes bring significant benefits. Training parents to teach their children positive behaviour can be more than twice as effective as encouraging parents to watch to their children behaviour.

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