



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Child Rearing Practices And Adjustment Of College Students: A Correlational Study

***Dr.Ranvir Kumar, **Dr.Nagendra Narayan Mishra**

*** University Department of Psychology, L.N. M.U. Darbhanga, Pin-846008**

****HoD, PG Department of Psychology, L. S. College, Muzaffarpur, B. R. A. Bihar University, Muzaffarpur, pin-842001**

ABSTRACT

Before going to discuss about child rearing practices and adjustment of college students, the researcher felt essential to describe something about the child rearing practices and adjustment. The term "child-rearing practices" describes the various ways that parents and other caregivers bring up their kids, including how they handle punishment, love, and tolerance. These behaviors result in differences in parenting styles and are impacted by social contexts, cultural norms, and family values. Whereas, adjustment is the act of modifying one's behavior to attain harmony with oneself, others or the environment in order to preserve the equilibrium between the environment and the individual. Psychology has examined adjustment as both a process and an accomplishment.

In order to prepare children to be engaged members of their community, parents teach them social standards, values and behaviors. They offer a warm and caring atmosphere, which is essential for a child's mental health. Parents set expectations and guidelines for their children's behavior, employing a variety of techniques to help them to learn self-control. Whether through official education or unofficial learning opportunities, the parents are essential in supporting a child's intellectual development. The child rearing practices are of many kinds among them in permissive style of child rearing parents tend to be more indulgent and less strict with their kids which can cause them to struggle with self-control. In authoritative child rearing practice parents are not only communicate openly and offer emotional supports but they also establish clear norms and expectations whereas in authoritarian parenting style parents impose restrictions and demand rigid obedience from their children, showing little regard for their needs or feelings. Lastly, in neglectful child rearing practice children may be negatively impacted by their parents due to lack of proper nurturing, care and guidance.

Keywords: Childrearing, adjustment, harmony, values and behaviour

INTRODUCTION

Child Rearing Attitudes has been studied as a predictor variable of adjustment in the present study. The sample of the present study consists of college students. Therefore, the child rearing attitudes as perceived by the college students had to be studied. Several studies have been conducted in India and abroad establishing the relationship between parenting and personality perspective of their children. Parenting is a primary socialisation technique. Socialisation refers two aspect – what is to be socialised and how is to be socialised? What is to be socialised refers to content of socialisation and how is to be socialised refers to the technique of socialisation. As a matter of fact both content and technique influence the personality pattern.

The technique of socialisation refers to parenting style. The content of socialisation refers to do's and don'ts by the parents. Parents instruct their children do something and don't do something. Few parenting style are: - laissez-faire, permissive or democratic, strict or authoritarian. Another parenting style which is popular today is referred to as authoritative style.

In laissez-faire type of parenting, parents do not bother much and leave the children to develop at their own. In permissive or democratic style, the parents are liberal in their parenting style. In authoritarian parenting style, parents exercise lot of control and restrictions upon their children.

In authoritative parenting parents try to give logic for their do's and don'ts. They are strict but give the rationale to follow their do's and don'ts in the interest of their children.

However, it is also necessary to mention few of them so that the question of interest of the present study may be related with those studies. A study examined the relationships between perceived parental style and personality traits among young adults using correlation analysis. She collected data from 102 adults and found that authoritative parenting was positively correlated with agreeableness or extraversion, and conscientiousness. Additionally, authoritarian parenting was significant positive predictor of neuroticism and a negative predictor of extraversion, while authoritative parenting was a significant positive predictor of agreeableness and conscientiousness.

Roshni Ramesh and Ramanna G B. (2023) conducted a study to examine the relationship between personality of the children and the personality style of their mothers. Find the personality factors (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) relation to the parenting style (Authoritative, Authoritarian, and Permissive). The results indicate that the children whose mother's adopted authoritative parenting style were found to be high on agreeableness, openness, and consciousness. Qiran zheng (2023) studied the relationship between parenting and personality development of the adolescent. The results suggested that parenting style not only directly related to certain personality outcome, but also interpret with adolescents' personality and other problem behaviours. It was found that parental rejection and adolescents self-criticism both effect personality development through bidirectional relationships. The researcher also found cross-cultural differences in the described relationship pattern. The results also indicate that authoritative parenting style results in desirable personality traits and fewer behavioural problems. On the other hand, permissive and authoritarian parenting style tends to be lead to well adaptive personality and performance, as well as exploring and internalising problems.

Koyel Mandal, Suchandra Das & Kalpana Dutta, Satyabrata Roy Chaudhary (2021) conducted a study to determine the relationship between parenting style and adolescents' self-esteem. The authors attempted to examine the relationship between three parenting styles (Authoritarian, Authoritative, and Permissive) and self-esteem of the children. A strong relationship was found between Authoritative parenting style and the higher self-esteem of the children. 73.2 % children whose self-esteem was high were subjected to their authoritative parenting style of their mothers.

Alka (2020) conducted a study to examine the role of parenting on personality development of children. The results indicated that the parenting had great impact on the personality development of the children. Authoritative parenting were found to be associated with better academic performance of the children as compared to the children of authoritarian, uninvolved, and permissive/indulgent parenting. The study also found that classroom behaviour was not found to be associated with parenting style.

Some researchers have attempted to find out the relationship between parenting style, parental personality, and the temperament in children with anxiety disorder. This study was conducted in a clinical setting.

A study was conducted on "Parenting Style and Parent-Adolescent Relationship in the Indian Context" the study attempted to understand the experience of adolescents of the Parent-Adolescents Relationship and how different parenting styles were different in Indian context. The study was conducted in two phases. In the first phase parenting style were identified with higher resilience. The study was conducted upon 60 school going adolescents in New Delhi. Authoritarian and authoritative styles were found to be associated with higher resilience and negligent parenting styles were found to be associated with lower resilience. The second phase of the study one participant from each parenting style was asked to describe parent-adolescent relationship. ("(PDF) Parenting Styles and Parent-Adolescent ... - ResearchGate") The narratives were analysed using the grounded theory of Qualitative research method and the parent-adolescent relationship was found to be associated with three central aspects- Adolescent perception of parental behaviour, parental expectation, and communication between parent and adolescent – which differed on the bases of different styles.

Researchers have found parenting-related knowledge, attitudes, and behaviours throughout the past few decades that are linked to better child development outcomes and can be the focus of parenting-related programmes, policies, and communications initiatives. However, there is a lack of agreement regarding the aspects of parenting that are most crucial for promoting children's wellbeing, and the knowledge about effective parenting has not always been sufficiently integrated across various service sectors to provide all parents with the knowledge and assistance they require. Additionally, the absence of coordinated and focused efforts to support parents is due to the ineffective incorporation of knowledge about effective parenting into policy.

Among the most significant figures in young children's life are their father and mother. Children learn from birth and depend on their parents, as well as other carers who take on the role of a parent, to provide for them, to take care of them, and to set them on a course that would advance their general well-being. While most parents look forward to see their kids' personalities develop, many also don't know how to care best for them. Although being a parent it is typically a joyous occasion, there are times when parents' lives are

wrought with difficulties and uncertainty regarding their ability to ensure their child's medical, emotional, or financial well-being.

Parents use the resources that are readily available to them or that they are aware of in order to provide their children with favourable experiences. But at best, these resources might differ in quantity, accessibility, and quality; at worst, they might only be provided occasionally or not at all. Resources may be nearby (such as family members) or far away (e.g., government programs). They can be insufficient in terms of substance or be too pricey to obtain. Support for parents of young children, whether found in early childhood programmes, school-based classrooms, well-child clinics, or family networks, is essential to promoting healthy early childhood experiences, promoting positive outcomes for kids, and assisting parents in forging strong relationships with their kids.

Children's growth and development—their social-emotional and cognitive functioning, academic success, and mental and physical health—depend on the parent-child relationship that the parent sought and continues to work towards. Early life experiences have an impact on a child's wellbeing throughout their lives.

The influence of parents may never be higher than in a child's formative years, when their brains are rapidly developing and almost all of their experiences are influenced by their parents and the good or bad situations in which they find themselves. Children's knowledge and skills, as well as their learning expectations, beliefs, objectives, and coping mechanisms, are all developed and improved with the assistance of parents. Parents expose their kids to the social environment where they gain self-awareness and a sense of their place and value in it. These understandings affect their choices and experiences throughout their lives.

Effective parenting techniques must also overcome a number of obstacles. One relates to the magnitude and complexity of challenges that affect how well parents use their understanding of effective parenting, including their capacity to put that understanding into practise and their ability to access and engage with evidence-based parenting-related programmes and services. Such challenges, which include poverty, parental mental illness and substance use, and domestic violence, afflict a lot of families in the United States. Lack of focus on developing practical methods for involving and utilising fathers' strengths, which are covered later in this chapter and elsewhere in this report, is a second issue.

The knowledge of how fathers' parenting influences children's outcomes and the understanding of how mothers, fathers, and other carers work to promote children's development are even more limited. Thirdly, little is known about how culture and racial discrimination directly affect childrearing principles and practises or the growth of children (National Research Council and Institute of Medicine, 2000).¹ Few studies have examined parenting differences among demographic communities that differ in race and ethnicity, culture, and immigrant experience, among other factors, and the implications for children's development, despite acknowledging and paying attention to the importance of culture in the field of developmental science.

A psychological process called adjustment begins at birth and lasts until death. Education is the work of a trainer who prepares young people to deal with social, personal, and financial challenges in life.

Adjustment serves as a built-in mechanism for achieving equilibrium with challenging circumstances or other practical life issues. Other members of society can look at it and determine if the person is well-adjusted or not. When we think about the current situation, we discover that there are many conflicts, rivalries, disputes, misunderstandings, mistrust, and feelings of isolation, unless the person is able to make a useful modification.

When someone has maladjustment issues, they frequently struggle to accept their behaviours or are unable to justify them. A maladjusted person is frequently perplexed by situational necessities, and they are constantly battling restless feelings as they attempt to discover answers to stress problems. However, if they understand the cause and the cure, they can finally find peace. On the other hand, poor adjustment prevents one from performing an effective personality. The subconscious mind of a student plays a crucial part in this process since it regulates the behaviours that are created by their insight. People who are in good mental health are aware of their environmental goals.

There is a noticeable rise in single-parent and two-parent households where both parents are employed. Father and mother participation in early childrearing is crucial for the development of both the child and the family as a whole. People may be forced to choose between job stability and parenting because there aren't any employer rules that support working parents. Because of how men and women are categorised in our society, the major caretakers of the family are frequently women, and this role has a greater impact on women's working lives than it does on men's. Employers may be seriously encouraged to discriminate against employees and job seekers of that gender by employment norms that only apply to one gender.

The majority of parents around the world have similar child-rearing practises; if there are any discrepancies, cultural variables are to blame. Parents are a child's first teachers. It is a structural process in which parents nurture a child's social, physical, intellectual, and emotional development as they raise them from infancy to adulthood.

The psychology of adjustment, which focuses on specific aspects of knowing oneself, others, and living in harmony with both, is in fact grounded in our concern with the quality of life.

The adult progresses through life by building on the successes of the stage that came before, overcoming the challenges of the present stage, and preparing for the one that lies ahead. Inability to complete these activities successfully results in personal misery, social rejection, immaturity, incompetence, and further challenges in completing later developmental tasks. Thus, the process of further growth may be hampered. Therefore, in order to help adults deal with the "stress" strain that is specific to this stage, it is required to obtain a fair understanding of the problem of adult adjustment.

REVIEW OF LITERATURE

The review will consist of studies relating to parent-child relationship and behavioural pattern and personality of children and adolescents, studies relating to parental practices and styles and their role in personality, and studies pertaining to child rearing attitudes of parental acceptance-rejection and personality and behavioural pattern of their children and adolescents.

According to research, kids who are socially adept are independent instead of suggestible, responsible instead of irresponsible, cooperative instead of resistive, purposeful instead of aimless, friendly instead of

angry, and self-controlled instead of impetuous (Landy and Osofsky, 2009). In essence, a child who is socially competent demonstrates social skills (e.g., interacts positively with others, communicates emotions clearly), is able to build peer relationships (e.g., is accepted by other kids), and possesses a number of unique qualities (e.g., shows capacity to empathize, has coping skills). Parents encourage and model healthy connections for their children, as well as give them enriching and engaging experiences and chances to practise these social skills, to assist children develop these skills (Landy and Osofsky, 2009).

Also, parents can assist their kids in developing these abilities by involving them in daily duties and family traditions like attending church and caring for younger siblings. These activities take place in the house and are governed by cultural and language customs, expectations, and behaviours. They are also shared and initiated by parents, siblings, and other relatives (Rogoff, 2003). In this setting, young children engage with their parents, grandparents, siblings, and other family members who either overtly or implicitly teach them how to develop suitable social behaviours, fit in with society's standards, learn linguistic conventions, and develop cognitive abilities (Sameroff and Fiese, 2000).

Young African American and Latino children who had a sibling who had been involved in the juvenile justice system showed increased social competence with peers, according to research by (Brotman and colleagues, 2005). The programme was created to lessen parents' use of negative parenting techniques and increase their ability to stimulate their children's learning. In a study conducted in Europe, (Berkovits and coworkers 2010) observed ethnically varied parents taking part in a condensed parent skills course that was offered in paediatric primary care with the goal of promoting children's prosocial behaviour. According to the data, there has been a considerable drop in child behaviour issues and an increase in parents' belief in personal control, aimless, friendly instead of angry, and self-controlled instead of impetuous (Landy and Osofsky, 2009). In essence, a child who is socially competent demonstrates social skills (e.g., interacts positively with others, communicates emotions clearly), is able to build peer relationships (e.g., is accepted by other kids), and possesses a number of unique qualities (e.g., shows capacity to empathize, has coping skills). Parents encourage and model healthy connections for their children, as well as give them enriching and engaging experiences and chances to practise these social skills, to assist children develop these skills (Landy and Osofsky, 2009).

Also, parents can assist their kids in developing these abilities by involving them in daily duties and family traditions like attending church and caring for younger siblings. These activities take place in the house and are governed by cultural and language customs, expectations, and behaviours. They are also shared and initiated by parents, siblings, and other relatives (Rogoff, 2003). In this setting, young children engage with their parents, grandparents, siblings, and other family members who either overtly or implicitly teach them how to develop suitable social behaviours, fit in with society's standards, learn linguistic conventions, and develop cognitive abilities (Sameroff and Fiese, 2000).

Young African American and Latino children who had a sibling who had been involved in the juvenile justice system showed increased social competence with peers, according to research by (Brotman and colleagues, 2005). The programme was created to lessen parents' use of negative parenting techniques and increase their ability to stimulate their children's learning. In a study conducted in Europe, (Berkovits and

coworkers 2010) observed ethnically varied parents taking part in a condensed parent skills course that was offered in paediatric primary care with the goal of promoting children's prosocial behaviour. According to the data, there has been a considerable drop in child behaviour issues and an increase in parents' belief in personal control.

Recent research indicates that additional elements of the home environment, such as maternal sensitivity, may play a role in the association between household turmoil and inferior child outcomes. Longitudinal study, for instance, demonstrates that parents' capacity to effectively read, interpret, and respond to their children's needs is reduced in chaotic circumstances (Vernon-Feagans et al., 2012). Also, there are fewer and lower quality interactions between carers and young children in these settings, which are thought to boost their capacities to hold and voluntarily manage their attention. Since children are young and lack the self-regulation skills to filter out irrelevant stimuli without adult assistance, this connection is likely to be especially significant (Conway and Stifter, 2012).

RESEARCH METHODOLOGY

Sample: A total number of 200 graduate students studying in urban colleges of Muzaffarpur District were sampled for the present study. Only male students were included in the sample. A list of male students from the city of Muzaffarpur was obtained and 200 were randomly sampled for the present study. A sample random technique was used. The sample was drawn from Four colleges of Muzaffarpur town (1) L.S. College Muzaffarpur, (2) R.D.S. College Muzaffarpur, (3) M.P. Science College Muzaffarpur and (4) L.N.T. Muzaffarpur. 50 graduate students from each of these four colleges of Muzaffarpur town were randomly sampled.

Tools: The following measures were administered upon the sampled respondents for collecting the data.

1. Rohner's Parental Acceptance Rejection Questionnaire (PARQ) -Adult Form purports to measure four dimensions of perceived child-rearing attitudes (Warmth/Affection, Aggression/Hostility, Neglect/Indifferent and Rejection (Undifferentiated)).
2. Mohsin-Shamsad Adaptation (Hindi) of Bell's Adjustment Inventory (Modified Version, 1987)

Statistical Methods: Three main statistical measures were computed with the help of SPSS (Statistical Package for Social Sciences): Descriptive Statistic, Co-efficient of Correlations Pearson' r, Liner Multiple Regression and Graphical presentation.

Procedure: The lists of graduate male students studying in L.S. College Muzaffarpur, R.D.S. College Muzaffarpur, M.P. Science College Muzaffarpur and L.N.T. Muzaffarpur were obtained after contacting the offices of these colleges. 50 male students from each of these four colleges were randomly sampled. The measures were administered upon the participant's individually or in groups as per their convenience. Before administering the measures proper rapport was established with the participants.

Those who appeared to be unwilling to participate were excluded from the sample and replaced by other participants. Normally 40 to 60 minutes were required for responding to the questions/statements of the three measures (with 9 variables). On the whole, the respondent participants cooperated well with the researcher and some of them were keen to know their scores, particularly on the locus of control and the four areas of adjustment. The keenness to know was less among the

participants to know the scores on their child-rearing attitudes. This may be attributed to the fact that they already knew their perceived maternal child-rearing attitudes.

Hypothesis: Four dimensions of Child-Rearing Attitudes (Warmth/Affection, Aggression/Hostility, Neglect/Indifference and Rejection (Undifferentiated)) will be significant determinants of four areas of Adjustment (Home, Health, Social and Emotional).

RESULTS & DISCUSSIONS

Aim of the present study is to examine the effects of child rearing attitudes of mother (Warmth/Affection, Aggression/Hostility, Neglect/Indifference and Rejection (Undifferentiated) and Locus of control on four dimension of adjustment like (Home, Health, Social, Emotional).

Table-1 shows the descriptive statistics of the obtained data below.

Table-1 Descriptive Analysis

Variables	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Home	200	8.53	2.091
Health	200	9.86	1.441
Social	200	11.61	2.093
Emotional	200	10.40	2.317
Warmth/Affection	200	42.59	4.978
Aggression/Hostility	200	27.89	4.926
Neglect/Indifferent	200	26.30	3.966
Rejection(Undiffer entiated)	200	21.55	4.419
Valid N (listwise)	200		

The above table shows that the means of the four dimensions of Child Rearing Attitudes (Warmth/Affection, Aggression/Hostility, Neglect/Indifference, and Rejection (Undifferentiated)) are 42.59, 27.89, 26.30, 21.55 high scores. On dimensions, Warmth/Affection shows a positive perceived Child-Rearing Attitude and the low scores are indicative of negative perceived child attitudes. A mean value of 42.59 shows that the overall perception of the Warmth/Affection is in a positive direction. It seems more college students have perceived their maternal Child-Rearing Attitudes as positive. On the other hand, the higher mean values on the other three Child-Rearing Attitudes (Aggression/Hostility, Neglect/Indifference, and Rejection (Undifferentiated)) are indicative of negative perceived Child-Rearing Attitudes. The mean values of three dimensions (27.89, 26.30, & 21.55) show moderate levels of perceived maternal Child-Rearing Attitudes. On dimensions Aggression/Hostility, and Neglect/ Indifference indicate lower scores which means a positive perception of Child-Rearing Attitudes.

These two scales have 50 items each (by way of each statement) and are scored 4 points (2 positive & 2 negative).

The possible range of scores of these two dimensions is between 50 & 60. A score of below 30 means perceived child-rearing attitudes in the positive direction. The results on these two dimensions indicate that more college students perceived their maternal child-rearing attitude as positive.

On the fourth dimension of Child-Rearing Attitudes, the mean value of 21.55 indicates a slightly negative perception of Child-Rearing Attitudes by college students. This dimension has 10 items (by way of statements) and the possible range of scores is 10 & 40. Scores below 20 are indicative of perceived positive Child-Rearing Attitudes. The present mean score of 21.55 is slightly in the negative direction. A slight increase in the mean value in this direction is because about 10 of the 200 respondents scored around 25. Hence, the mean shows a slightly negative trend in this Child-Rearing Attitude.

As a matter of fact, most of the college students perceived their maternal child-rearing attitudes in the positive direction on all four dimensions of Child-Rearing Attitudes.

The perusal of the above table also contains Means and SDs of outcome or dependent variables (four areas of Adjustment: Home, Health, Social, & Emotional). It is relevant to point out here that lower scores are indicative of good adjustment and higher scores indicate poor adjustment.

The Mean and SD of the Home Adjustment scores were found to be 8.53 and 2.09. This mean indicates overall good adjustment of the respondents.

One of the objectives of the present study was to find out the relationships among variables under study: Child-Rearing Attitudes (Warmth/Affection, Aggression/Hostility, Neglect/Indifference, Rejection (Undifferentiated)), and four areas of Adjustment (Home, Health, Social, and Emotional). This objective was divided into 36 sub-objectives keeping into consideration the four dimensions of Child-Rearing Attitudes (Warmth/Affection, Aggression/Hostility, Neglect/Indifference, Rejection (Undifferentiated)), and four areas of Adjustment (Home, Health, Social, and Emotional).

Table No.2
Correlation Matrix of the Present Study

Correlation Matrix									
	Home	Health	Social	Emotional	LOC	Warmth	Aggression	Neglect	Rejection
Home	1.000	.381	.100	.314	.194	-.259	.189	.231	.367
Health	.381	1.000	.324	.307	.465	-.415	.377	.247	.197
Social	.100	.324	1.000	.314	.231	-.295	.141	.070	.237
Emotional	.314	.307	.314	1.000	.159	-.392	.358	.291	.331
Warmth/Affection	-.259	-.415	-.295	-.392	-.170	1.000	-.321	-.290	-.389
Aggression/Hostility	.189	.377	.141	.358	.153	-.321	1.000	.437	.370
Neglect/Indifferent	.231	.247	.070	.291	-.011	-.290	.437	1.000	.384

Rejection (Undifferentiated)	.367	.197	.237	.331	.011	-.389	.370	.384	1.000
---------------------------------	------	------	------	------	------	-------	------	------	-------

One of the objectives of the present study was to find out the relationships among variables under study: Child-Rearing Attitudes (Warmth/Affection, Aggression/Hostility, Neglect/Indifference, Rejection (Undifferentiated)), Locus of Control, and four areas of Adjustment (Home, Health, Social, and Emotional). This objective was divided into 36 sub-objectives keeping into consideration the four dimensions of Child-Rearing Attitudes (Warmth/Affection, Aggression/Hostility, Neglect/Indifference, Rejection (Undifferentiated)), Locus of Control, and four areas of Adjustment (Home, Health, Social, and Emotional).

Based on the main objective and the corresponding sub-objectives, the main hypothesis and the sub-hypotheses were also formulated. The above table gives Pearson's r Values of all the variables under study. The Pearson r between Warmth/Affection and Aggression/Hostility is found to be $-.321$ (significant negative correlation at $.0001$ level). The sub-hypothesis (3.01) that "There is a significant negative correlation between Warmth/Affection and Aggression/Hostility has been accepted".

The Coefficient of Correlation between Warmth/Affection and Neglect/Indifference is found to be $-.290$ (significant at $.0001$ levels). Thus, the sub-hypothesis (3.02) "There is a significant negative correlation between Warmth/Affection and Neglect/Indifference is hereby accepted.

The correlation between Warmth/Affection and Rejection (Undifferentiated) is found to be $-.389$ (significant at $.0001$ level) here also the sub-hypothesis 3.03) "There is a significant negative correlation between Warmth/Affection& Rejection (Undifferentiated)" has been accepted.

It is relevant to point out here that out of 4 dimensions of Child-Rearing Attitudes only one (Warmth/Affection) has been positively worded and higher scores on the dimension indicate Positive Child-Rearing Attitudes. On the other hand, the three other dimensions of Child-Rearing Attitudes (Aggression/Hostility, Neglect/Indifference, and Rejection (Undifferentiated)) are negatively worded and higher scores on these three dimensions reveal Negative Child-Rearing Attitudes.

The perusal of the table showing the Correlation Matrix shows that the Pearson r between Aggression/Hostility and Neglect/Indifference is $.437$ (significant at $.001$ levels) this shows that there is a significant positive relationship between Aggression/Hostility and Neglect/Indifference. The sub-hypothesis (3.04) "There is a significant positive correlation between Aggression/Hostility& Neglect/Indifference." has been accepted.

The Correlation between Aggression/Hostility& Rejection (Undifferentiated) is shown to be $.370$ (significant at $.01$ levels). Therefore, the sub-hypothesis (3.05) "There is a significant positive correlation between Aggression/Hostility& Rejection (Undifferentiated)" has been accepted.

The Pearson r between Neglect/Indifference and Rejection (Undifferentiated) is found to be $.384$ (significant at $.001$ level). The sub-hypothesis (3.06) "There is a significant positive correlation between Neglect/Indifference and Rejection (Undifferentiated)" has been accepted.

On the whole, the correlation matrix reveals significant Pearson r among all the four dimensions of Child-Rearing Attitudes and all the sub-hypotheses pertaining to this relationship have been accepted at .001 level.

Besides Child-Rearing Attitudes another predictor variable of the present study was the Locus of Control. The correlation between Locus of Control and Warmth/Affection was found to be -.170 significant at .05 level. Higher scores on Warmth/Affection indicate a Positive Child-Rearing Attitude and higher scores on Locus of Control show externality. Therefore, the negative correlation shows that Locus of Control and external Locus of Control are negatively correlated. Conversely, Warmth/Affection has a positive association with Internal Locus of Control. The sub-hypothesis (3.07) "There is a positive significant correlation between Warmth/Affection and Locus of Control" has been accepted.

The Correlation between Aggression/Hostility Locus of Control is found to be .153 (significant at .05 level) therefore, the sub-hypothesis (3.08) "There is a significant negative correlation between Aggression/Hostility and Locus of Control." has not been accepted. The negative correlation was hypothesised but the present Coefficient of Correlation between Locus of Control and Aggression/Hostility is showing a positive correlation.

The Pearson r between Locus of Control and Neglect/Indifference is found to be -.011 (not significant). Therefore, the hypothesis (3.09) "There is a significant negative correlation between Neglect/Indifference and Locus of Control" has not been accepted.

The Pearson r between Locus of Control and Rejection (Undifferentiated) was found to be .011 (not significant) hence, the sub-hypothesis (3.10) "There is a significant negative correlation between Locus of Control and Rejection (Undifferentiated)." could not be accepted.

The Coefficient of Correlations (Pearson r) between the Locus of Control and 4 areas of Adjustment were also computed. The Correlation between Locus of Control and Home Adjustment was found to be .194 (significant at .01 levels) thus, the sub-hypothesis (3.11) "There is a significant positive correlation between Locus of Control and Home Adjustment" has been accepted.

The Pearson r between Locus of Control and Health Adjustment was found to be .465 (Significant at .001 level) Since the mean scores on Locus of Control show a tendency towards internality it may be inferred that Internal Locus of Control and Health Adjustment are positively correlated. Thus, the Sub-Hypothesis (3.12) "There is a significant positive correlation between Locus of Control and Health Adjustment" is hereby accepted.

The Pearson r between Locus of Control and Social Adjustment was also computed as shown in the Correlation Matrix table It was found to be .231 which is significant at .001 level. Hence, the sub-hypothesis (3.13) "There is a significant positive correlation between Locus of Control and Social Adjustment" is accepted.

The Coefficient of Correlation (Pearson r) between Locus of Control and Emotional Adjustment was found to be .156 which is significant at .05 level Hence the Sub-Hypothesis (3.14) "There is a significant positive correlation between Locus of Control and Emotional Adjustment" is hereby accepted.

The perusal of the table of Correlation Matrix shows that Correlations (Pearson r) among four dimensions of Child-Rearing Attitude (Predictor or Independent variables) and four areas of Adjustment (Outcome or Predicted or Dependent variables) were computed.

The Pearson r between Warmth/Affection and Home Adjustment was found to be $-.259$ which is negatively significant at $.001$ levels. It is relevant to point out here that higher scores on Warmth/Affection are indicative of positive Child-Rearing Attitudes whereas higher scores on Home Adjustment show poor adjustment. Lower scores on Home Adjustment show good adjustment. This shows that college students who perceived their mothers as having warmth and affection were having better Home Adjustment. Thus, Sub-Hypothesis (3.15) "There is a significant positive correlation between Child rearing attitude of Warmth/Affection and Home Adjustment" is accepted.

The Pearson r between Warmth/Affection and Health Adjustment was found to be $-.415$ (Significant at $.001$ levels). Here also negative correlation is indicative of a positive association between Warmth/Affection and Health Adjustment. Hence Sub-Hypothesis 3.16 "There is a significant positive correlation between Warmth/Affection and Health Adjustment" is hereby accepted.

The Coefficient of Correlation (Pearson r) between Warmth/Affection and Social Adjustment was found to be $-.259$ (Significant at $.01$ level) Here also significant negative correlation is indicative of a positive association between Warmth/Affection and Social Adjustment as positive association is shown by higher scores on Warmth/Affection and lower scores on Social Adjustment. Thus, Sub-Hypothesis (3.17) "There is a significant positive correlation between Warmth/Affection and Social Adjustment" is hereby accepted.

The Pearson r between Warmth/Affection and Emotional Adjustment was found to be $-.392$ (Significant at $.001$ levels) Here also significant negative correlation shows a positive association between these two variables. Positive association is shown by another set of scores in the reverse direction. Higher scores on Warmth/Affection indicate better perceived maternal Child-Rearing Attitudes and lower scores indicate better Emotional Adjustment. Thus, the sub-hypothesis (3.18) "There is a significant positive correlation between Warmth/Affection and Emotional Adjustment" is hereby accepted.

The perusal of Pearson r on the relationship between Child-Rearing Attitude of Warmth/Affection and all the areas of Adjustment (Home, Health, Social, and Emotional) shows a positive association between Child-Rearing Attitude of Aggression/Hostility was also correlated with all four areas of Adjustment.

The Pearson r between Aggression/Hostility and Home Adjustment was found to be $.189$ (Significant at $.01$ level). The higher scores on Aggression/Hostility are indicative of negatively perceived maternal Child-Rearing Attitude by the college students whereas lower scores on Home Adjustment are indicative of better adjustment. Therefore, it may be inferred from the significant positive correlation that there is a negative association between Aggression/Hostility and Home Adjustment. In other words, respondents high on Aggression/Hostility and also high on home adjustment may have having positive correlation but the association may be negative. Hence the Sub-Hypothesis (3.19) "There is a significant negative correlation between Aggression/Hostility and Home Adjustment" is hereby accepted.

Pearson r between Aggression/Hostility and Health Adjustment was found to be $.377$ (Significant at $.001$ level). The correlation is positive but the association between these two variables is negative. This may be

inferred in the same way as in the preceding paragraph. Hence the Sub-Hypothesis (3.20) “There is a significant negative correlation between Aggression/Hostility and Health Adjustment” is accepted

The Pearson r between Aggression/Hostility and Social Adjustment was found to be .141 (Significant at .05 level). The same explanation as in the case of Home and Health Adjustment are applicable here also and the positive correlation is associated with a negative relationship. Thus, the Sub-Hypothesis (3.21) “There is a significant negative correlation between Aggression/Hostility and Social Adjustment” is hereby accepted.

The Pearson r between Aggression/Hostility and Emotional Adjustment was found to be .358 (Significant at .001 level). The correlation is positive but the association between these two variables is negative. This may be attributed to the fact that higher scores on both Aggression/Hostility and Emotional Adjustment indicate poorer and negative Child-Rearing Attitude and Emotional Adjustment. Thus, the positive correlation between these two variables is indicative of a negative association, Hence the Sub-Hypothesis (3.22) “There is a negative correlation between Aggression/Hostility and Emotional Adjustment” is hereby accepted

The Coefficients of Correlation between Child-Rearing Attitude of Neglect/Indifference and the four areas of Adjustment (Home, Health, Social, and Emotional) were also computed to show the statistical relationship among these variables. The Pearson r between Neglect/Indifference and Home Adjustment was found to be .231 (Significant at .001 level) Neglect/Indifference is a negative attitude and its positive correlation with Home Adjustment indicates a negative association between these two variables. Therefore, the Sub-Hypothesis (3.23) “There is a significant negative correlation between Neglect/Indifference and Home Adjustment” is hereby accepted.

The Pearson r between Neglect/Indifference and Health Adjustment was found to be .247 (Significant at .001 level). Hence the hypothesis (3.24) “There is a significant correlation between Neglect/Indifference and Health Adjustment” is hereby accepted. This shows that the respondents low on Child-Rearing Attitudes of Neglect/Indifference have lower adjustment scores meaning thereby better Health Adjustment. On both these measures, lower scores mean a more positive Child-Rearing Attitude and better Health Adjustment. Since the means on both these measures are on the lower side, it can be inferred that college students perceive their mothers’ Child-Rearing Attitude of Neglect/Indifference in a positive manner and have a better Health Adjustment. The Coefficient of Correlation (Pearson r) between Neglect/Indifference and Social Adjustment was found to be .070 (Not significant). Thus, the non-significant Pearson r fails to yield a significant correlation between Neglect/Indifference and Social Adjustment and hence the Sub-Hypothesis (3.25) “There is a significant correlation between Neglect/Indifference and Social Adjustment” is not acceptable and therefore rejected.

The Pearson r between Child-Rearing Attitude of Neglect/Indifference and Emotional Adjustment was found to be .291 (Significant at .001 level). This shows that the respondents who do not perceive their mothers as neglecting and indifferent towards them have better Emotional Adjustment and vice versa. Therefore, the Sub-Hypothesis (3.26) “There is a significant Correlation between Neglect/Indifference and Emotional Adjustment” is hereby accepted.

The Coefficients of Correlation between perceived Child-Rearing Attitude of Rejection (Undifferentiated) and four areas of Adjustment were also computed. The Pearson r between Rejection (Undifferentiated) and Home Adjustment was found to be .367 (Significant at .001 level). Higher scores on Rejection (Undifferentiated) indicate a negative Child-Rearing Attitude and lower scores on Home Adjustment show better adjustment. A significant positive Correlation indicates a negative association between these two variables. Therefore, Sub-Hypothesis (3.27) "There is a significant negative correlation between Rejection (Undifferentiated) and Home Adjustment" is hereby accepted.

The Pearson r between Rejection (Undifferentiated) and Health Adjustment was found to be .197 (Significant at .01 level) Here also the interpretation given above is applicable and the Sub-Hypothesis (3.28) is hereby accepted.

The Pearson r between Rejection (Undifferentiated) and Social Adjustment was found to be .237 (Significant at .001 level) Here also positive correlation is indicative of a negative association or relationship between these two variables. Hence the Sub-Hypothesis (3.29) "There is a significant negative correlation between Rejection (Undifferentiated) and Social Adjustment" is hereby accepted. A negative correlation here means a positive relationship or association.

The Pearson r between Rejection (Undifferentiated) and Emotional Adjustment was found to be .332 (Significant at .001 level) Here again significant positive correlation shows a negative relationship or association between these two variables. Hence the Sub-Hypothesis (3.30) "There is a significant negative correlation between Rejection (U) and Emotional Adjustment" is hereby accepted.

The Coefficients of Correlation among different areas of Adjustment were also computed. The Pearson r between Home Adjustment and Health Adjustment was found to be .381 (Significant at .001 level). This shows that respondents high on Home Adjustment are also high on Health Adjustment and vice versa. Thus, the sub-hypothesis (3.31) "There is a significant positive correlation between Home Adjustment and Health Adjustment" is hereby accepted.

Pearson r between Home Adjustment and Social Adjustment was also computed. It was found to be .100 (not significant). Thus the sub-hypothesis (3.32) "There is a significant positive correlation between Home and Social Adjustment" fails to yield a significant difference and is hence rejected.

Pearson r between Health Adjustment and Social Adjustment was found to be .324 (significant at .001 level). This shows that respondents high on Health Adjustment are also better adjusted socially and vice versa. Hence the sub-hypothesis (3.34) "There is a significant positive correlation between Health Adjustment and Social Adjustment" is hereby accepted.

Pearson r between Health Adjustment and Emotional Adjustment was found to be .307 (Significant at .001 level). Hence the sub-hypothesis (3.35) "There is a significant positive correlation between Health Adjustment and Emotional Adjustment" is proved and therefore accepted.

The Coefficient of Correlation (Pearson r) between Social Adjustment and Emotional Adjustment was also computed. It was found to be .314 (significant at .001 level) therefore, the sub-hypothesis (3.36) "There is a positive correlation between Social Adjustment and Emotional Adjustment" is hereby accepted.

This shows that out of four, three areas of adjustment are significantly positively related to each other. No significant correlation was obtained with respect to Home and Social Adjustment. Though the Pearson r was in a positive direction but it failed to yield a significant difference by just .04.

The respondents (college students) were, on the whole, found to be well-adjusted in all the areas of Adjustment as is evident by their mean scores and Pearson r -values.

CONCLUSION

The perusal of many studies conducted on topics like parent child relationships, parental attitude towards child rearing or parental practices, parenting styles, and socialization techniques evince that personality and their behavioral patterns of their children and adolescents are greatly influenced by variables stated above. Overall most of the coefficients of correlation were found to be significant thus most of the sub hypotheses were accepted.

The present study considered perceived child rearing attitudes of the college students by recalling the maternal attitudes and practices they had faced during childhood. The present study was a single sample study as it was attempted upon only sample of college students. In some further studies it is suggested that two samples may be selected – one of mothers and the other of their children or adolescents. This will facilitate in establishing a causal relationship between parental attitudes and home, health, social, and emotional Adjustment in a better way.

In some further studies the relationship between child rearing attitudes, practices and parenting techniques and styles on the one hand and their relationships with some more personality factors like introversion and extroversion, Big Five Personality factors and Social Emotional learning components like Hope and Optimism, Gratitude and Forgiveness, Happiness and Well-being, Resilience and Encourage may be included.

On the bases of insight and experience and review of literature it is suggested that positive parenting which may inculcate Happiness, Hope, Gratitude, Resilience, and overall development of positive mindset. It is also suggested that parenting styles should be flexible and not very rigid and authoritarian. For cordial parent child relationship, permissive or democratic and authoritative style of parenting should be encouraged.

REFERENCES

- Alka (2020)** "Role of parenting on personality development of children", International Journal of Home Science 2020;ISSN: 2395-7476 IJHS 2020; 6(3): 04-07
- Berkovits MD, O'Brien KA, Carter CG, Eyberg SM. (2010)** Early identification and intervention for behavior problems in primary care: A comparison of two abbreviated versions of parent-child interaction therapy. Behavior Therapy. ;41(3):375–387.
- Brotman LM, Gouley KK, Chesir-Teran D, Dennis T, Klein RG, Shrout P. (2005)** Prevention for preschoolers at high risk for conduct problems: Immediate outcomes on parenting practices and child social competence. Journal of Clinical Child and Adolescent Psychology. ;34(4):724–734.
- Conway A, Stifter CA. (2012)** Longitudinal antecedents of executive function in preschoolers. Child Development. ;83(3):1022–1036.
- Koyel Mandal, Suchandra Das & Kalpana Dutta, Satyabrata Roy Chaudhary (2021)** "Study to determine the relationship between parenting style and adolescent self-esteem", IP Journal of Paediatrics and Nursing Science, Official Publication of Khyati Education And Research Foundation

- Landy S, Osofsky JD. (2009)**Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children, Second Edition. Baltimore, MD: Paul H. Brookes;.
- National Research Council and Institute of Medicine; (2000)**Committee on Integrating the Science of Early Childhood Development. Board on Children, Youth, and Families; Commission on Behavioral and Social Sciences and Education. From Neurons to Neighborhoods: The Science of Early Childhood Development. Shonkoff JP, Phillips DA, editors. Washington, DC: National Academy Press;.
- Qiran Zheng (2023)**The Relationship between Parenting and Personality Development of Adolescents, May, Lecture Notes in Education Psychology and Public Media 6(1):115-124
- Rogoff B. (2003)**The Cultural Nature of Human Development. New York: Oxford University Press;.
- Roshini Ramesh, Dr. GV Ramana (2023)**, “Relationship between Personality and Parenting Styles”, The International Journal of Indian Psychology ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print) Volume 11, Issue 1, January- March,
- Sameroff AJ, Fiese BH. (2000)**Handbook of Early Childhood Intervention. 2nd ed. Meisels SJ, Shonkoff JP, editors. New York: Cambridge University Press;. pp. 135–159.
- Vernon-Feagans L, Garrett-Peters P, Willoughby M, Mills-Koonce R., (2012)** Family Life Project Key Investigators. Chaos, poverty, and parenting: Predictors of early language development. Early Childhood Research Quarterly. ;27(3):339–351.

