PSYCHOLOGICAL HARDINESS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO PARENTING STYLES

A Dissertation Submitted to

Lovely School of Education

In partial fulfillment of the requirements for the award of the degree

Master of Education

By

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2017

CERTIFICATE

This is to certify that Ms. Balwinder Kaur has completed M.Ed. dissertation entitled *psychological hardiness among senior secondary school students in relation to parenting styles.*To the best of my knowledge, the present work is the result of her original investigation. No part of the dissertation has ever been submitted for any other degree or diploma at any other university.

Date   **Dr,Ranjan Bala**

                                                                        Assistant Professor

DECLARATION

I do hereby declare that dissertation entitled *psychological hardiness among senior secondary school students in relation to parenting styles* submitted for M.Ed. Degree is entirely my original work and all ideas and reference have been duly acknowledged. It does not contain any work that has been submitted for award of any other degree or diploma from any University.

Date   **Balwinder Kaur**

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ABSTRACT

The present study was conducted to explore the psychological hardiness among senior secondary school students in relation to parenting styles. Descriptive survey method was used in the present study to obtain pertinent and precise information. The sample of the study comprised of 200 students (100 boys and 100 girls) selected from Jalandhar district. Parenting scale by R.L.Bharadwaj, Sharma, A.Garg (1998) and Psychological hardiness scale by Arun Kumar Singh (2008) were employed in the present study. The objectives of the study were:(1) To explore the level of psychological hardiness among senior secondary students.(2) To study the parenting styles as perceived by senior secondary students.(3) To find out the difference in psychological hardiness among senior secondary students with respect to gender and type of school.(4)To find out the difference in parenting styles as perceived by senior secondary students with respect to gender and type of school.(5)To ascertain the relationship between psychological hardiness & parenting style of senior secondary students. For the purpose of drawing out the results, the statistical techniques used were t-test and correlation.The findings of the study are:(1)There exists no significant difference between senior secondary school boys & girls in their psychological hardiness.(2)There exists no significant difference between government & private students of senior secondary schools in their psychological hardiness (3)There exists no significant difference between senior secondary school boys & girls in their parenting styles(4)There exists no significant difference between government & private students of senior secondary schools in their parenting styles(5)There exists significant relationship between psychological hardiness and parenting styles of senior secondary students

Key words – psychological hardiness and parenting style

CHAPTER –I

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

Human beings, since the very beginning of recorded history, have always been social in nature. Psychologists and socialist communicate us that this desire for group association is the definitivemale's deeds as such this phenomenon of group responses has properly a keyaspectbasic the achievement of an individual. Important that each one should give recognition to this tendency of morale, the family is one which could give the child first shelter at home. Family is a secure place for meeting various physical, mental and affective needs. The foundation of the growth of personality lies in the womb of the family, that refers to a group related to blood or marriage constituted by a man, a woman and their socially accepted children in its atomic and main form and helps as an effective agent of socialization –a process of growing up and learning the norms of society where a child acquires a few workable assumptions about the world and can become a capable and valuable member of society. The child uses his parents as models for his adjustment to life and major pattern once recognized at home, cannot be eliminated totally yet changed or changed as the child grows up. Thus, connectionamong the caregivers and the kid happens to be a central reason in the social upliftment of the individual. Parents are hypothetical to make a maximumpleasant, happy,democratic and appreciative environment, where child can blossom his own hidden potentialities and may also develop social interactional skills.

Among youngster socialization scholars, it is generally recognized that parents play a critical role in relation to children's psychological and interactive good. The empirical literature on parental impacts on child adjustment is extensive yet categorized by considerable diversity with respect to the types of parental behaviors and attitudes that have been studied as compared and predictors of child well-being. A variety of behaviors have been used to generalize different modes of discipline, nurturance, reinforcement & acceptance used in nurturing. The result of ample of the study revealed that parenting behaviors which inspireindependence&common respect mightrelate tohelpful behaviors in youngsters. The currentsearchapplied the parenting styles definite by Baumrind which focus on the specific behavioral styles of demandingness & responsiveness. The descriptions given for demandingness and responsiveness in setting for the exact parenting modes are demandingness is the claims parents make on children to become

joined into the family entire, by their youth demands, supervision, disciplinary efforts &readiness to confront the child who disobeys and responsiveness is the extent to which parents purposefully foster individuality, self-regulation, & self-assertion by being attuned, helpful& acquiescent to children's special needs &demands. Maddi and Kobasa (1984) believe that the foundation of an individual's ability to successfully cope with stress and remain healthy is a personality style, which they termed "hardiness"; psychologically "hardy" individuals have a different view of themselves and the world. Moreover, according to Kobasa (1979), hardiness is defined in terms of more specific dimensions of control, commitment, and challenge features that may impact both cognitive judgement and behavior in response to stressful actions. Higher control reflects the belief that persons can exert an influence on their surroundings. Such persons feel that they have the power to turn an unfortunate situation into an advantageous one. Higher commitment is defined in terms of an individual's full engagement in activities, and strongly committed people have a sense of purpose and self-understanding, allowing them to uncover meaning in who they are and value whatever activity they are engaged in; such persons seem to perform in a cheerful and effortless manner. Highly challenged individuals believe that change rather than stability characterizes life. Such persons anticipate change as affording them an opportunity for further development. Parental love, family closeness, and wise disciplining have been exposed to improve children's coping such that family environment shapes ways in which children mobilize their capabilities. Familyunity & provision of a sense of safety and good parenting increase children's hardiness. These results not only add to local scientific scope but also have the way for Globalenquiryabout the increasing importance of parenting styles familymatters; the present investigation considers the associationamong parenting styles & hardiness in senior secondary school students. Therefore, the aim of this study was to study the relationship between parenting styles and psychological hardiness in senior secondary school students. Before 1990sa great amount of literature published & studied the effect of parenting styles on youth's outcome, mostly launching the profits to students of authoritative parenting as opposite to the undesirableproductsformed by authoritarian and permissive parenting. The children involved in current research have been understudied, however. Many of the current researches that study the connectionamong parenting styles andstudent'sintellectual development are included of families with youths. A need to parents better understand our children'sdevelopmentand totally understand in the light of different parenting practices &totally

understand the applicability of these practices on children's existing & future achievement. It studies the aspects that affect parenting and, student results, & it seeks to answer the question, why do parents parent the way they do? Belsky says that "the determinants of parenting shape childrearing, which in turn influence child development". The model has three domains: (A) the individual psychological resources of the parents; (B) the features of the kid; (C) contextual sources of tension & assistance thatcomprise the marriedrelationships, the social networks, & the professional practices of parents. Belsky, Robins, and Gamble (1984) describeskilledchildrearing as "the style of child rearing that enables the developing person to acquire the capacities required for dealing effectively with the environmental niches that she or he will inhabit during childhood, adolescence, and adulthood". Abled parenting is interrelated to affection, greater accepting & more beneficial styles of parenting. Authoritative parenting is ability inducing in that it finds the children's need for control & individuality, views the rights& responsibilities of parents and children as complementary, &is considered by warmth to youngster's abilities & the progressive ventures they face. Thecontext for the existingresearch in which a direct link among parenting &children's outcomes is posited & scientifically tested with a sample of adolescents & both their mothers & fathers.

Psychological hardiness has also stressed the importance of early family experience on the child's behavior and attitudes. This attitude towards the child regulates how well the child will adjust outdoor the home. Parental negative attitude toward the child, as in case of dominate the possessive or the ignoring parent becomes harmful, as the child's adjustment outside the home is likely to be poor. Higher control reflects the belief that persons can exert an influence on their settings. Such persons feel that they have the power to turn an unlucky condition into a valuable one. Higher commitment is defined in terms of an individual's full engagement in activities, and strongly committed people have a sense of purpose and self-understanding, allowing them to uncover meaning in who they are and value whatever activity they are engaged in; such persons seem to complete in a joyful and effortless way. Highly challenged individuals believe that change rather than stability exemplifies life. Such persons forestall change as affording them a chance for additional development. Family unity and provision of a sense of safety (Laor et al., 1997) and good parenting increase children'shardiness. The present study considers the connectionamong parenting styles and hardiness in senior secondary school students. Therefore,

the aim of thisresearch was to study the relationship between parenting styles and hardiness in senior secondary school students.

PSYCHOLOGICAL HARDINESS

The psychologists, Suzanne Kobasa& Salvatore Maddi proposed a concept of psychological hardiness. It includes three attitudes-commitment, control &challenge. Individual high in hardiness are more likely to put worrying life situations into perspective &tend to perceive them less of a threat and more of a challenge & as occasions for individual development. A worrying situation is less likely to impact negatively on anindividual's health. The buffering effect of psychological hardiness on health andcomfort has been well examined and has been shown for a variety of occupational groups, frombusiness executives toschoolchildrenat work in highly tensesituations.

- Commitment: -Commitment is the attitude of taking a sincere interest in people & want to know the world and people's activities.
- Control: - Control is the tendency to hold the attitude of the people and their work and organization pressure on the given situation.
- Challenge: -Challenge is the attitude that change the situation in which we need for everything to stay the familiar and predictable, allowing you to remain in your comfort zone.

Schelenberg(2005) conducted a study on coping & psychological hardiness and their relationship to depression in older adults. The sample of the study was 91 participants. The tools used were social problem solving inventory, psychological hardiness scale, Geriatric depression scale. The result showed that psychological hardiness was the best predictor of stress, accounting for 40.3% of the variance, followed by negative problem orientation. Significantrelationships werenoted between psychological hardiness andhelpful problem, hardiness & negative problem orientation.

Kaur (2011) conducted a study on influence of gender & school climate on psychological hardiness among Indian adolescents. The sample was 1011 adolescents including 448males&563 females.The tools used were psychological hardiness scale and school organizational climate scale. Result showed that there exists a significant main effect of gender on psychological hardiness and its dimensions except for the commitment dimension. The effect of gender and

school environment was found to be significant for interaction psychological hardiness and its dimensions except for the commitment dimension. The significant main effect of gender and school environment is dependent on each other to describe control, challenge & psychological hardiness betweenteenagers.

Mehrparvar. et al. (2012). conducted a study on psychological hardiness and coping strategies in female athlete and non-athlete students. The sample was 180 females. Baritone's psychological hardiness scale and Billings & Moss's coping measures were used for data collection. Result showed that psychological hardiness of athletes was higher in relation to non-athletes. About coping techniques, although the mean scores of the athlete group in the subscales of coping techniques were higher than the scores of non-athletes, the difference was not statistically significant.

Prakash et.al. (2013) conducted a study on stress & psychological hardiness of physically challenged children. The sample was 60 parents. Parenting stress index –short form & psychological hardiness scale was used for data collection.The result showed that the parentsof normal children experienced less stress than the parents of disabled children. Parents of disabled children also scored higher than the parents of normal children on commitment, challenge &hardiness.

Weisisetal. (2013)conducted a study on family hardiness, social support & self-efficacy in mothers of individuals with autism spectrum disorders. The sample was 4-41 years of age. The result revealed that self-efficacy and social assistance mediated the connectionamong the pile up of stressors and family hardiness, and that hardiness was partial mediator in describing how stressors were related with family distress. Investigators & clinicians should study the role that perceived social assistance & parent self -efficiency play in describing family hardiness, andhow the perception of such hardiness is related with less distress.

Abebi(1993) revealed that exists a significant associationamong psychological hardiness & creativity with self-esteem if the deficiency in social skills such as requesting & tracking needs &wills remains stable, it can face the person with some problem in long term such as failure cycles, refusing by peers, failure school & adjustment problem and lack of self-esteem during adultery.

Gupta (2014) conducted a study on value preferences among senior secondary school students in relation to their parenting styles. The sample constitutes 224 students. The tools used were study of values by Dr.R.K.Osha & Dr.Mahesh Bhargava(2007),parenting scale by R.L.Bhardwaj,Dr.Harish Sharma & Dr.Amita Garg(1998).The results revealed that there exists no significant difference in value preferences among senior secondary school boys & girls. No significant difference between value preferences of humanities commerce & science stream senior secondary school students were computed. Furthermore, it was found that there exist no significant differences in value preferences of CBSE & PSEB senior secondary school students.

Salari. (2014) conducted a study on the relationship between organizational climate and psychological hardiness with job Burnout of personnel in university of Bandar Abbas. The sample was 103 persons. The tool was standard questionnaire of Halpin& craft organizational climate questionnaire andKobasa hardiness. The result revealed that exists significant relationship between job burnout and exhaustion, depersonalization, & loss of a sense of ownsuccess.

Shakaramiet.al. (2014)conducted a study on the predictive role of psychological capital, psychological hardiness &spiritual intelligence in student's psychological well-being. The sample of the study was 377 students. The result revealed that the psychological capital, psychological hardiness&spiritual intelligence predicted 58.8% of changes in student's psychological well-being. The psychological capital, psychological hardiness and spiritual intelligence predicted changes in student's psychological well-being& psychotherapists can improve schoolchild's well-being through changing these three factors.

Sharma (2014) conducted a study on educational attainment of school going adolescents in relation to their parenting style and mental health. The sample was 120 school going adolescents comprised of 60 govt & private school going adolescents which includes 30 male & 30 female school going adolescents. The tools were Parenting scale by Dr.R.L.Bharadwaj, Dr.Harish Sharma & Dr.Amita Garg(1998).The result revealed that there is significant difference in educational attainment & parenting style of school going adolescents; there is no significant difference in mental health & parenting style of school going adolescents; there is no significant in the educational attainment of female & male of school going adolescents;thereexits significant difference in educational attainment of govt & private school going adolescents.

Kaur (2015)conducted a study on parental control on purpose of using internet of adolescents in relation to their psychological hardiness & peer relationships. The sample was 600 adolescents. Parental psychological control scale (PPC scale) developed by investigator, internet usage questionnaire, psychological hardiness scale by Novak (1990), peer relationships questionnaire by Gay &Armesden (1990) were used in this study. The result showed that adolescents experiencing high & low parental control differ significantly on purpose of using internet. No significant effect was observed for other independent variables, psychological hardiness & peer relationship on purpose of using internet of adolescents.

Jalalietal (2015) conducted a study on the relationship between psychological hardiness &creativity with job stress in personnel of emergency social services of Golestan province. The sample was 105 people,38 men & 67 women.HSE job stress questionnaire, Kobasa hardiness scale were used in this study. The result showed that a negative & significant connectionamong the hardiness &creativity with job stress. Hardiness& creativity both predictors of job stress, but hardiness is a stronger predictor. Various regression analysis indicated that control, fluency & elaboration were the best predictors of job pressure.

Abdollabhi. et.al. (2015) conducted a study on locus of control, hardiness and emotional intelligence as predictors of waste prevention behavior. The sample was 440 participants (226 females & 214 males). The tool was locus of control of behavior. The result revealed that older students tend to have better waste prevention behaviors.

Hasanzadeh,et.al. (2015). conducted a study on hardiness on marital intimacy of mothers of families with & without handicapped children. The sample was 200 disabled children. Marital intimacy inventory & psychological hardiness inventorywas used for this study. The result showed that there exists a significant difference in psychological hardiness among mothers offamilies with disabled &normal children can help to improve psycho-social situation of these families.

Ghalyanee (2016) conducted a study on the relationship between self-esteem and psychological hardiness in adolescents: A relation design. Thesample was 70 persons.Psychological hardiness & self-esteem scales were used. The result showed that there exists a significant connectionamong spiritual intelligence andmarried satisfaction.

Moghaddametal (2016) conducted a study on the relationship between psychological hardiness and satisfaction with life in patients with coronary of heart disease. The sample was 200 patients. The tools used were life satisfaction scale by Diener (1998) and psychological hardiness scale by Ahraz. The result showed that there was a significant relationship between psychological hardiness and satisfaction with life in patients with coronary of heart disease. The 12.1% of changes for satisfaction with life in patients with coronary of heart disease can be explained using changes of psychological hardiness.

PARENTING STYLE

Parenting style plays very important role in development in the personality of the child as the child grows up to live an enjoyable and earth-shattering life. Being a parent involves lot of effort, adjustment and commitment. The myriad complexities of behavior in the parents and others who surround the child inevitably tend to elicit and direct the child's behavior into a pattern. Within the family matrix, a child acquires tendencies to desire or fear certain objects and situations and he learns what to do and what to avoid doing. The child also picks up from the parents the logic behind the do's & don'ts. Parenting skills are generally the by-products of our earlier life experiences with our care givers. The mechanism followed is role modeling. But in modeling, behavior it is just not copying our direct personal experiences, rather the road to better parenting or pretending differently from one's personal experiences, begins with a process of self-discovery. With the deeper understanding of the self on an experiential basis, adults become better equipped in identifying and recognizing the requirements of the children and hence initiate a healthy current parenting. The new step involves shedding the old patterns of parenting in favor of adopting new parenting skills. As such, the needs to follow become reminders, support and information both for what to do and what not to do. Parenting styles are comprehensive design of child rearing practices, values and behaviors. It is a psychological construct representing standard strategies parents use in raising their children. Three different parenting styles have been described by this group: authoritative, permissive, and authoritarian.

THE AUTHORITARIAN TYPE

Child's development in authoritarian families do less well in school, are typically less skilled with peers than are teenagers from other types of families, and have lower self-esteem. some

adolescents appear subdued while others may express high aggressiveness or other signals of being out of control. Adolescents with such parents are anxious, withdrawn and unhappy. Boys are especially high in anger and defiance while girls are dependent, lack exploration and retreat from challenging.

THE PERMISSIVE TYPE

Adolescents in with permissive parents also express some harmful outcome. They do less well in school and are more aggressive –mostly if the parents are permissivetoward aggressiveness- and somewhat immature in their behavior with peers and in school. They are less to take accountability&are less independent. They are also overly demanding & dependent on adults, & show less persistence on tasks than children of parents who exert more control.

THE NEGLECTING TYPE

The most consistently negative results are related with the neglecting and uninvolved form of parenting. Such children continue to express disturbances in their relations with peers & with youths for many years. Adolescents from neglecting families are more impulsive &anti-social & much less achievement oriented in school. Such children often show deficits in many domains, including attachment,cognition,play & emotional and social skills.

THE AUTHORITATIVE TYPE

Variousreliably positive results have been related with the authoritative patterns, in which the parents are high in both control and warmness, situation clear limits but also responding to the child's individual's needs. Children reared in such families typically express higher self-esteem, are more likely to comply with parental requests, and may display more altruist behavior. They are self-confident & achievement-oriented in school andget higher scores. They are more likely to use post conventional moral reasoning. Evidence confirms a positive association between authoritarian parenting and emotional & social skills during the childhood.

Stephens, et. al. (2009) conducted a study on gender differences in parenting styles and effects on the parent child relationship. Thesample was 302,95 males,207 females. The participants

ranged in age from younger than 18 to older than 25. Parental Bonding inventory(PBI);Parker,Tupling and Brown,1979,which is a 50 question self-report survey using a four point Likert scale used in this study. The result showed that mothers were more likely than fathers to devote not only more time overall with their children, but also more time multitasking, more physical labor, a more rigid timetable, more time alone withchildren, and more total accountability for their care. These gender differences in the amount of time spent with children as well as the circumstances stated above are the same even when the mother works full time. Fathers were found to be more likely to spend time with their children by playing with them, talking with them, engaging in educational and recreational activities more than any other kinds of caring.

Sharma (2010)conducted a study on impact of strict parenting on cognitive abilities of adolescents. In this study, descriptive survey method & random stratified sampling technique was used. The sample used in this study was 300 rural/urban boys & girls. Strict parenting scale was used in this study. The results showed that the value of correlation turned out to be 0.04 which can be explained as positive but negligible relationshipamong strict parenting and the cognitive capacities of youngsters. This means that those parents cognitively superior are not necessarily strict in parenting or vice-versa. Boys& girls do not differ significantly in cognitive abilities significant difference in the cognitive abilities of rural & urban boys. Boys & girls of urban area have similar level of intellectualcapabilities.

Danielle Freeman & Kristin Schumacher (2010) explored the relationship between parenting styles and a student's sense of personal agency. Participants included 43 students from a Midwestern university. It was hypothesized that students of the Authoritative parenting style would support a higher sense of self-determination, self-esteem, and confidence, all reflective of personal agency. A small sample size in the Authoritarian and Permissive parenting styles were resulted in analyzing responses in the Authoritative styles only. Statistical analyses included frequencies, mean comparisons, correlation, and a dependability analysis. Students who identified their caregiver's parenting style as authoritative endorsed a high sense of self-determination, self-esteem, and self-confidence. These results were supported in the journalism. Implication for practitioners includes the promotion of authoritative parenting in parent education classes. It was suggested that a larger and chance sample be used in future research to

be able to compare the three parenting styles in the development of personal agency. In India, our traditional parenting styles are lacking.

Talib(2011) conducted a study on effects of parenting style on children development. The sample was 200 families.The results reveal that for mothers and fathers authoritative style have positive impact on kid's behavior and academic success. The permissive and authoritarian styles have harmful impacts on children's behavior and academic success.

Shahla and Maraini (2011) in their study explored the relationship between parenting style and children's behavior problems and discussed that parenting style is related with low or high children's behavioral problem.

Jane et.al. (2011) studied the relationship between parenting styles and child behavior problem in African American preschool children. Participants were 108 African American female caregivers of 3- 6-year-old children. The study revealed that parent-reported child behavior problems were associated with maternal education, family income, and parents' support of authoritative parenting, authoritarian parenting, and accommodating parenting. Hierarchical failure analysis showed that the authoritative parenting styles were the most analytical of fewer child behavior problems.

Poonam (2012) conducted a study on obedient –disobedient tendency among students in relation to their parenting pattern. It is a descriptive study. In this study, the researcher took 200 students of 11 class(100 male & 100 female) as a sample from Phagwara city of Punjab by using simple random sampling technique. Theresults showed that there is no significant difference in obedient-disobedient tendency among students. But a significant difference has been found in the parents parenting pattern. Thereexists no significant relationship between obedient disobedient tendency & parenting pattern.

Maddahiet.al. (2012) conducted a study on the study of relationship between parenting styles &personality dimensions in sample of college students. The sample was 272 university students and answered to Parenting Styles Questionnaire and Five-Factor Personality Factor tool. Resultsrevealed that for all the elements of personality, direct & significant connectionis there only between openness personality trait & authoritative parenting style; authoritative parenting

style is associated with developing openness trait components including, having desire for interest, thoughts, aesthetics, wisdom, insight& humanism.

Ashu(2012)conducted a study on aggressive & pro-social behavior of adolescent's reflections through parenting pattern. Descriptive survey method had been used for the parents from govt senior secondary schools, have been drawn out of 197 students 97 were adolescent's boys & 98 were adolescent girl's aggression scale by Dr.G.P.Mathur& Dr.Raj KumariBhatnagger(2004),pro-social personality Battery by L.A.Penner (2002) & parenting scale (1998)by R.L.Bhardwaj, H.Sharma & A.Garg. The result showed that adolescent boys & girls do not differ significantly in aggressive behavior in relation to different mode of parenting & adolescents boys 7 girls having protection, utopian expectation & lenient standard mode of parenting do not differ significantly in pro-social behavior, but those adolescents boys & girls who exhibit acceptance carelessness ,neglecting ,realism,moralism,discipline,realistic role of expectations & marital adjustment mode of parenting differ significantly in pro-social behavior.

Danielle et.al. (2013) studied parenting styles and creativity among a sample of Jamaican students and their parents. The data was collected from 54 parent and 64 students. The findings of the study revealed that controlling style of parents is the most leading analyst of creativity of child. There was negative relationship found between parenting and creativity.

Priyanka (2013) conducted a study on frustration among competitive & non-competitive adolescents in recruitment examinations in relation to their parenting pattern. The sample was 300 adolescents,150 boys & 150 girls appearing in competitive & non-competitive recruitment examination. Frustration test & parenting pattern scales were used in this study. The results showed that the level of frustration among adolescents appearing in competitive examinations was more than adolescents in non-competitive examinations. There exists no significant difference of the level of frustration among boys &girl'sadolescents appearing in competitive examinations & noncompetitive recruitment examinations. There exists negative relationship between frustration & parenting pattern among adolescents appearing in competitive examinations.

Skonnie, et.al. (2013) conducted a study on influence of parenting styles on the social development of children. The sample was 480 adolescents & 16 teachers. Findings showed that

many of the parents were to accept authoritative parenting styles in the nurture of their kids. Parenting style has effect on child's social development. Authoritative parenting based on reasoning, understanding, consensus &faith caused in pro-social behavior while authoritarian parenting based on strict rules, force, threat, verbal & physical punishments resulted in anti-social behavior. It is, therefore, recommended that parents should endeavor to adopt authoritative parenting style to enable their adolescent &towards to develop pro-social behavior to help parents, guardians, teachers &school authorities to understand & appreciate the connectionamong parenting style & children's social development. Parents would be fascinated by the conclusion of the research to employ authoritative parenting style to aid their adolescent to be socially competitivities required for personal life & work ethos.

Grisken, Renders, Hirasing, and Raat (2014) investigated associations of parenting style and the social and physical home environment on watching TV and using computers or game consoles among 5-year-old children. Parenting styles were assessed by using an adapted version of the Steinberg tool, which is considered one of the best dimension tools available to measure parenting styles. Two parenting style dimensions were measured involvement and strictness of the parents in general. The involvement and strictness scales were included nine and six items respectively. The findings of study suggest that home environment to apply the different games.

Kumar (2014) conducteda study on Leadership behavior betweensenior secondary school students in relation to parental encouragement. The research was delimited to secondary school students,200 students comprising 100 rural & 100 urban & comprise 100 boys & 100 girls. Result showed that there exists significant difference in the leadership behavior of rural and urban adolescents, there is no significant difference in parental encouragement of boys and girls, there is encouragingrelationshipamong leadership behavior and parental inspiration.

Sharma(2014)conducted a study on educational attainment of school going adolescents in relation to their parenting style & mental health. Descriptive survey method was used in this study. The study was conducted on 120 students of 11 standard students of P.S.E.B of Mohali. The sample of 120 school going adolescents comprised of 60 govt school going adolescents out of which 30 male & 30 female school going adolescents were selected by using stratified random sampling .The findings revealed that there exists significant difference in educational attainment & parenting style of school going adolescents ,there is no significant difference in the mental

health & parenting style of school going adolescents ,there is no significant difference in the educational attainment of boys & girls of school going adolescents. There is significant difference in educational attainment of govt & private school going adolescent.

1.2 SIGNIFICANCE OF THE STUDY

The modern world which is said to be a world of achievement is also a world of stress. Stress is a part of our everyday life. Academic stress pervades the life of students and tends to impact their mental and physical healthadversely. In the present era, it is dreadfully required to study variables that may moderate the relationship between stress & other variables. One such variable is personality style known as hardiness. Hardy persons, it has been hypothesized, share three basic personality features, these being a sense of personal control, a sense of commitment to work and self, & a tendency to perceive change as a challenge rather than a threat. We live in a society where knowledge is measured by our test scores. Being able to do well on tests has become essential for students to succeed academically, since test scores have become so important in determining a student's academic future, taking test is an increasingly stressful situation. Psychological studies have also stressed the importance of early family experience on the child's behavior and attitudes. It is the attitude towards the child which determines how well the child will adjust outside the home. Parental unfavorable attitude towards the child, as in case of dominate, the possessive or the ignoring parent becomes harmful, as the child's adjustment outside the home is likely to be poor. Therefore, the need arises to ascertain the relationship between psychological hardiness and parenting styles.Hence, the researcher undertook the present study. The present study will provide an insight into the psychological hardiness among senior secondary school students and its relationship between parenting styles. It will provide a way for raising the level of psychological hardiness among senior secondary school students. It will be helpful for the educationists to suggest and parents to adopt the parenting mode which makes an individual hardy enough to face the challenges of life.

1.3 STATEMENT OF THE PROBLEM

In the current research, an attempt has been made to know the relationship betweenpsychological hardiness and perceived parenting style of senior secondary students. Therefore, the present problem can be stated as follows:

Psychological hardiness among senior secondary school students in relation to parenting styles.

1.4 OPERATIONAL DEFINITION OF THE TERM USED

PSYCHOLOGICAL HARDINESS

Psychological hardiness refers to being optimistic, tolerant & accepting others, effectively stressful situations, good in management of different moods, committed, even tempered, self-sufficient, self-reliant, feeling good about oneself & confident.

PARENTING STYLE

Parenting is an activity that includes specific behavior that work individually and together to influence child outcome.

SENIOR SECONDARY SCHOOL STUDENT

The senior secondary student in the present study refers to the students studying in XI and XII class.

1.5 OBJECTIVES OF THE STUDY

1. To explore the level of psychological hardiness among senior secondary students.
2. To study the parenting styles of senior secondary students.
3. To find out the difference in psychological hardiness among senior secondary students with respect to gender and type of school.
4. To find out the difference in parenting styles of senior secondary students with respect to gender and type of school.
5. To ascertain the relationship between psychological hardiness & parenting style of senior secondary school.

1.6 HYPOTHESIS

1. There exists no significant difference between senior secondary school boys & girls in their psychological hardiness
2. There exists no significant difference between government& private students of senior secondary schools in their psychological hardiness

3. There exists no significant difference between senior secondary school boys & girls in their parenting styles

4. There exists no significant difference between government & private students of senior secondary schools in their parenting styles

5. There exists significant relationship among psychological hardiness and parenting styles of senior secondary students

1.7 DILIMITATIONS OF THE STUDY

1. The study was delimited to Jalandhar district of Punjab only
2. The study was delimited to senior secondary students only.
3. The study was further delimited to 200 students of senior secondary schools only.

CHAPTER-II

METHOD AND PROCEDURE

2.1 RESEARCH METHODOLOGY

Purpose of this study was to examine the psychological hardiness among senior secondary students in relation to parenting styles.Descriptive study method was used by investigated to conduct the study. The descriptive data permitted the investigator to identify current conditions of psychological hardiness between senior secondary students in relation to their parenting styles.

2.2 SAMPLING

The present study was conducted on senior secondary school students of district Jalandhar, Punjab. Therefore, the sampling frame of present study includes all the senior secondary school students of govt. & private schools of district Jalandhar, Punjab. 200 senior secondary school students from different govt. and private senior secondary schools were carefully chosen as the sample of the present study through stratified random sampling technique. The sample design used for the present study is as given below;

FIGURE NO. 2.1

The sample of 200 school students
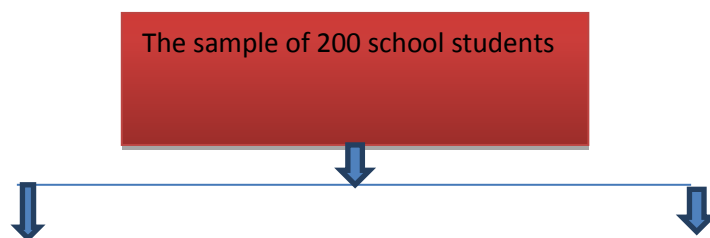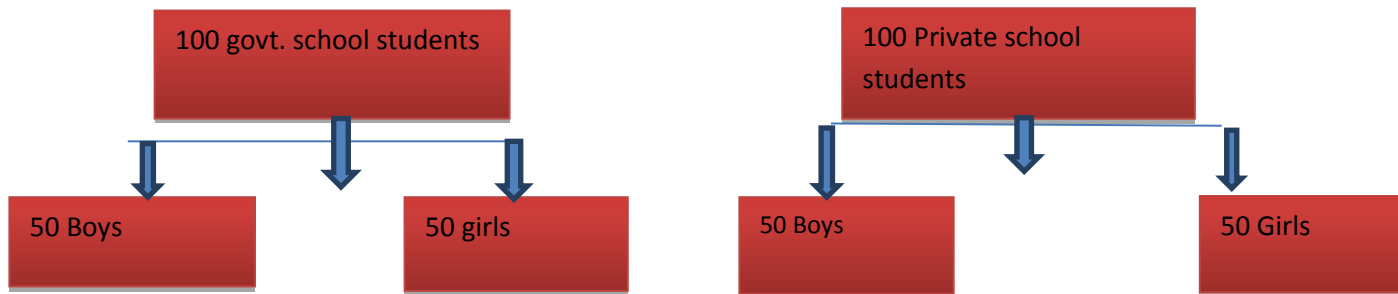
2.3 TOOL USED

Following tools were used in the study:

The study is based on the collected data. This data is collected by applying certain tools. The following tools were used for form collection of data: -

- Parenting scale by R.L.Bharadwaj, Sharma, A.Garg (1998).
- Psychological hardiness scale by Arun Kumar Singh (2008).

2.3.1 DESCRIPTION OF THE SCALE

Parenting scale

In the process of scale construction, 20 experts were asked to evaluate the different modes of parenting models by which parenting can be measured adequately. These evaluations show that eight modes of parenting emerge as most important and effective in the assessment of parent-child relationships and they may be enumerated as under.

1. Rejection vs. Acceptance

2. Carelessness vs. Protection

3. Neglect vs. Indulgence

4. Utopian expectations vs. Realism

5. Lenient standard vs. Moralism

6. Freedom vs. Discipline

7. Faulty role expectations vs. Realistic role expectations

8. Marital conflict vs. Marital adjustment

1.Rejection vs. acceptance

Rejection of parents manifests itself in interpersonal relationship in direct ways like, excessive criticism, invidious comparison, harsh and inconsistent punishment by parents, physical neglect, denial of love and warmth, absence of curiosity in child's actions and failure to spend time with him.

2.Carelessness vs. Protection

Carelessness means not paying adequate attention toward child activities and giving child an impression of unwontedness. On the other hand, 99 the sense of protection gives the child strength and psychological support, child become more confident.

3.Neglect vs. Indulgence

Negligence is manifested by lack of attention and cooperation to children. Indulgence with reasonable degree increases emotional responsiveness of the child.

4.Utopian expectation vs. Realism

Utopian expectations mean expecting a very high quality of performance from the child even against his capabilities. Realistic expectations mean taking into consideration the objective realities pertaining to both the child capabilities and outside world.

5.Lenient standard vs. Moralism

Using lenient standard means permitting lesser restrictions from deviations from ethical and moral behavior. Moralism means inculcating principles and conduct adhering to what is right and virtuous.

6. Freedom vs. discipline

Freedom means child is a sole decision maker of his activities. He may disregard or disobey his parents without any fear of punishment. Discipline means passing an order to children not allowing them to take any decision regarding any activities of his life.

7.Faulty role expectation vs. realities role expectation

Faulty role expectation mean parents usually expect divergent and contradictory roles from their children. Realistic role expectations mean parents present themselves as an example to be followed by the children and their behavior is thoughtful, consistent and predictable.

8.Marital conflict vs. marital adjustment

In marital conflict child witnesses, open conflicts between their parents. Marital adjustment means quiet &calm adjustment amongst the parents thereby making a congenialenvironment ofpeace & harmony in the home.

ADMINISTRATION

Parenting scale can be administered either individually or to a large group. The subjects are asked to answer to the items given in the scale by keeping in view the different mode of parenting that they receive from their parents.

SCORING PROCEDURE

Parenting scale's scoring is of quantitative innature. It is based on five-point scaleby Likert. Step to be kept in mind during scoring procedure.

1. Each item is to be counted from upper to lower i.e.,1,2,3,4, and5. The item number 4,11,18,25 & 32 will be in reverse order (i.e,5,4,3,2,1).
2. The scores are to be shifted on the last page at space provided for both the parents.It added vertically to determine the raw score for mother & father separately for different stylesoft parenting.
3. The attained raw scores for different styles of parenting are to be shifted into"Z' score from the table in the manual and interpret the result with the help of norms known as stanine score given in the manual.
4. The total of "Z" scores for everystyle of parenting in relation to both the parents shall be treated as parenting score of that specific mode of parenting and the grand total of each parenting mode is to be treated as parenting score.

5. 'Z' scores obtained for the marital conflict vs. marital adjustment mode of parenting is to be added only once with other 'Z' scores obtained for seven modes of parenting to determine the parenting score.

6. adjustment in terms both the role of mothering and fathering.

RILAIBILITY

The reliability of this test on a sample of 100 elements has been determined by test and retest method with an interval of 21 days on a sample of 100 elements. The obtained reliability co-efficient may be enumerated as under.

Table .2.2 co-efficient of reliability (test -retest)

Modes of parenting	A	B	C	D	E	F	G	H	Total
Coefficient of reliability	.79	.54	.64	.59	.67	.56	.74	.69	.72

VALIDITY

The estimated validity with the parallel form was found to be as follows:

validity coefficient (with form B)

Modes of parenting	A	B	C	D	E	F	G	H	Total
Co-efficient of validity	.45	.39	.42	.62	.38	.52	.57	.36	.75

PSYCHOLOGICAL HARDINESS SCALE

Psychological hardiness is composed of these important characteristics:

(a) The first is a sense of commitment or the tendency to involve oneself in whatever one encounters. Hardy people has a deep sense of commitment to their value, beliefs, sense of individuality, workman home life (ciccarelli&meyer ,2006).

(b) The second is the belief in control, the sense that one causes the events that happen in one's life and control new activities that one can influence one's environment. Thus, hardy people feel that they are in control of their lives and what happens.

(c) The third component is challenge that is a readiness to undertake change and control new activities that represent opportunities for growth. Thus, hardy people describe actions in primary judgementin a different way than people who are not hardy.

METHOD

In SPHS, 16-16 items defined to every category i.e. commitment, control &challenges. Thus, a total of 16*3=48 items. The 48 items set was given into group of judges, i.e., 7 psychology teachers& 7 sociology teachers of different colleges. To find anyambiguity, indistinctness or dual meaning coming from any item. minor changes were done. As result items analysis identified 18 items to be supple very low item-total correlations. Out of 48 items only 30 itemswere selected. Items no.3,6,9,12,15,18,21,24,27 & 30 measured challenge. Items no. 1,4,7,10,13,16,19,23,25,28 measured commitment. Items No..2,5,8,11,14,17,20,23,26,29 measured control.

SCORING

The scoring of SPHS possesses the trait of simplicity. Every item has five answerchoices: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Each itemexcluding item no. 17, 21, 25, 28 would be given a score of 5, 4,3,2, & 1 for the above five types of responses respectively. Then, the scores got by the teste on every item are added to yield a total score. Higher the score, higher is the magnitude of psychological hardiness. Lower score shows lower psychological hardiness. Maximum score of a teste on SPHS is 30*5=150.

RELIABILITY

SPHS has both sufficient degree of test-retest reliability and internal consistency reliability. For calculating test-retest reliability, the scale was administered twice with a gap of 14 days on an unselected sample of 200. The test-retest reliability was found to be 0.862 which was significant

at 01 level. Likewise, the inner consistency reliability as showed by the coefficient Alpha was found to be 0.792 which was significant (Cronbach,1951; Kaiser &Michael, 1975; Novick&Lewis 1967). Thus, SPHS possessed a sufficient degree of reliability.

VALIDITY

SPHS has also sufficient degree of content validity. A group of experts (N=12) provided a high level of consensus regarding the suitability of items in terms of being important indices of three elements of psychological hardiness, that is, commitment, control & challenge. The coefficients of concordance (correlation) among the ranking of 12 experts were 0.762, 0.682 and 0.784 respectively which, in terms of Chi square test of significance, were W were significant. The overall coefficient of concordance was 0.74, which was also significant and this overall coefficient of concordance provided the evidence for the content validity the whole score itself. The index of reliability which is also taken as a measure of validity was highly satisfactory. The index of reliability gives the relationship between obtained scores and their theoretical true scores. The index of reliability based upon test-rest reliability coefficient was .889= .89 which meant that the test measured true ability to the extent expressed by r of .92 and .89.

NORMS

A percentile norm was developed for describing the degree of psychological hardiness based on the obtained total score. For this, the scale was administered on an unselected sample of 600 making a cross-sectional of the population like plus two students (N= 100) college students (N= 100), Bank and LIC official (N =100), School teachers (N =100) Officers in Govt. Job (N =100) and Non-teaching employee of the college/universities (N =100). Table 1 presents the significant t ratio male and female on the measure of psychological hardiness

TABLE 1

T ratio of the scores of Male and Female sample on SPHS

Group	N	Mean	SD	SE	t	P
Male	320	112.10	10.12			
				1.029	20.82	< .001

Female	280	90.67	14.16			

As the t test was significant, the percentile norms for male and female samples were developed separately. The percentile norms for male and female samples have been presented in table 2.

TABLE 2

Percentile norms or male sample and female sample (N=320)

Percentile Rank	Male sample		Female sample	
	Score Point	Integral Score	Score Point	Integral Score
P_{95}				
P_{90}	144.6	145	142.6	143
P_{80}	130.8	131	132.8	133
P_{70}	118.7	119	120.4	121
P_{60}	108.6	109	110.6	111
P_{50}	95.6	96	98.3	99
P_{40}	86.7	87	89.6	90
P_{30}	75.8	76	78.6	79
P_{2O}	68.6	69	68.9	69
P_{1O}	59.6	60	57.8	58
P_5	49.9	50	48.6	49
	45.6	46	40.2	41

QUALITATIVE INTERPRETATION

The obtained score on SPHS can also be qualitatively interpreted for knowing about the degree or magnitude of psychological hardiness. Table 3 presents qualitative description of scores obtained a SPHS.

TABLE 3

Qualitative description of the scores on SPHS.

Range of Score	Qualitative Description
120 or above	High level of psychological hardiness
80 – 119	Moderate level of psychological hardiness
79 or below	Low level of psychological hardiness.

2.5 PROCEDURE OF DATA COLLECTION

In the present study data was collected from 100 boys & 100 girls of senior secondary school students. Psychological Hardiness scale by Arun Kumar (2008) and parenting styles scale by Dr.R.L.Bharadwaj, H.Shrama& A.Garg (1998) were administered, establishing personal rapport with the students. The investigator approached students personally and they were assured that their responses would be kept confidential and only be used for research purpose. The collected data was tabulated and analyzed by usingdescriptive statistics, t-test and correlation.

2.6 STATISTICAL TECHNIQUES

To test the stated hypotheses and to summarize the results in meaningful and convenient form, the investigator used the statistical techniques of Mean, SD, t-test and Pearson's Product Moment Correlation. Descriptive Statistical techniques such as mean, standard deviationwas used for the distribution of the score. To find out the pair wise difference between parenting styles and psychological hardinessof senior secondary school students with respect to gender and type of school, t-test was used. To find out the associationamong the parenting styles and psychological hardiness investigator used the correlation.

<div align="center">

CHAPTER-III

ANALYSIS AND INTERPRETATION

</div>

Data once collected should be analyzed with the help of statistical technique which yield certain results. This process leads researcher to draw a rational conclusion on the research problem. Therefore, an attempt has been made in the present chapter to deal with the result and their corresponding interpretation in accordance to the hypothesis. Tabulated data is analyzed through statistical techniques to yield certain result. The data, as such, has no meaning unless analyzed and interpreted by some dependable techniques. It involved breaking up of the complex factor into simple parts and putting them in new arrangement for purpose of interpretation. The whole scheme of research methodological approach to deal with the situation is meaning, unless it moves in the path of allotment of mathematical digits for analysis and interpretation. Data were collected according to method and procedures mentioned in previous chapter. After collecting data from 200 students (100 boys and 100 girls) it was analyzed keeping in view the objectives and hypotheses of study by applying the mean, SD, t-test and correlation.

3.1 RESULT PERTAINING TO THE LEVEL OF PSYCHOLOGICAL HARDINESS OF SENIOR SECONDARY SCHOOL STUDENTS

To explore the level of psychological hardiness of students, data was tabulated and interpreted as per norms given in the manual. The results are given in table 3.

Table 3.1 showing the levels of psychological hardiness of Senior Secondary Students

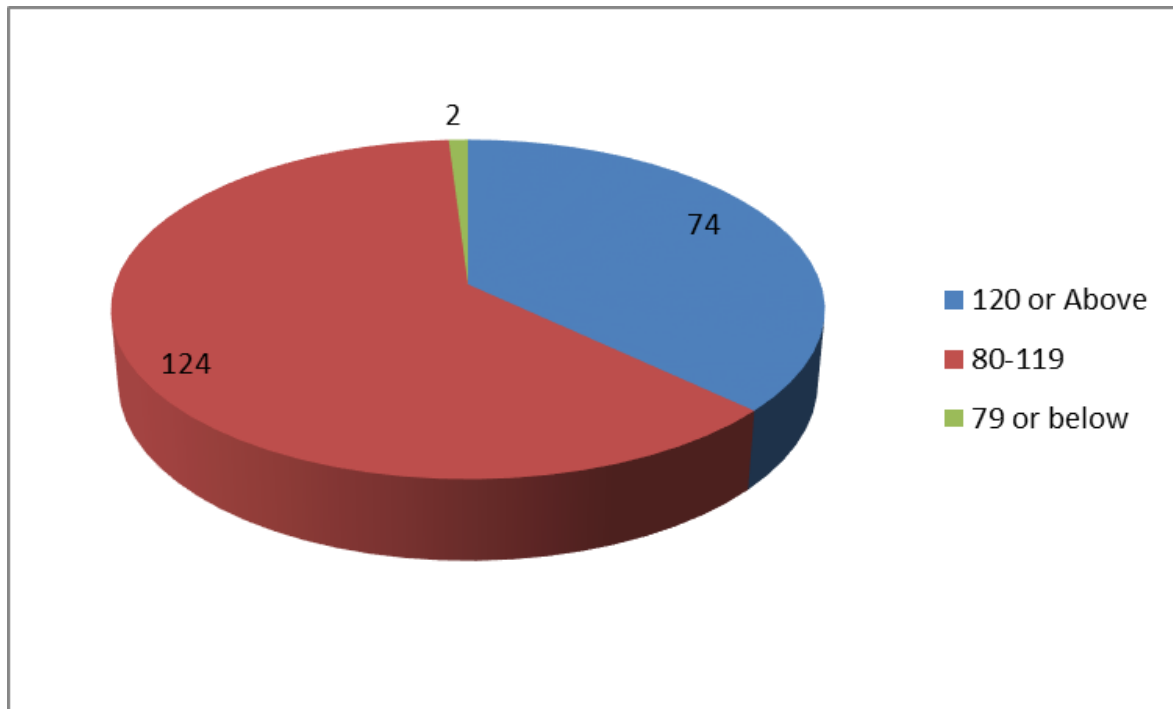| Range of score	level of psychological hardiness	No of students	Percentage of students
120 or above	High level of psychological hardiness	74	37%
80-119	Moderate level of psychological hardiness	124	62%
79 or below	Low level of psychological hardiness.	2	1%

Fig 3.1

Fig 3.1 showing the levels of psychological hardiness of senior secondary students

From table 3.1 it is evident that majority of students i.e. 62% have moderate level of psychological hardiness; 37% students were found to have high levelof psychological hardiness whereas low level of psychological hardiness was found in only 2% students.

3.2 RESULT PERTAINING TO THE DIFFERENCE IN PSYCHOLOGICAL HARDINESS OF BOYS AND GIRLS

To compare the psychological hardiness of boys and girls, data was tabulated and interpreted in the light of following hypothesis: There exists no significant difference between the psychological hardiness of boys and girls of senior secondary schools.

Table 3.2

Showing summary of t-test applied for psychological hardiness of boys and girls of senior secondary schools

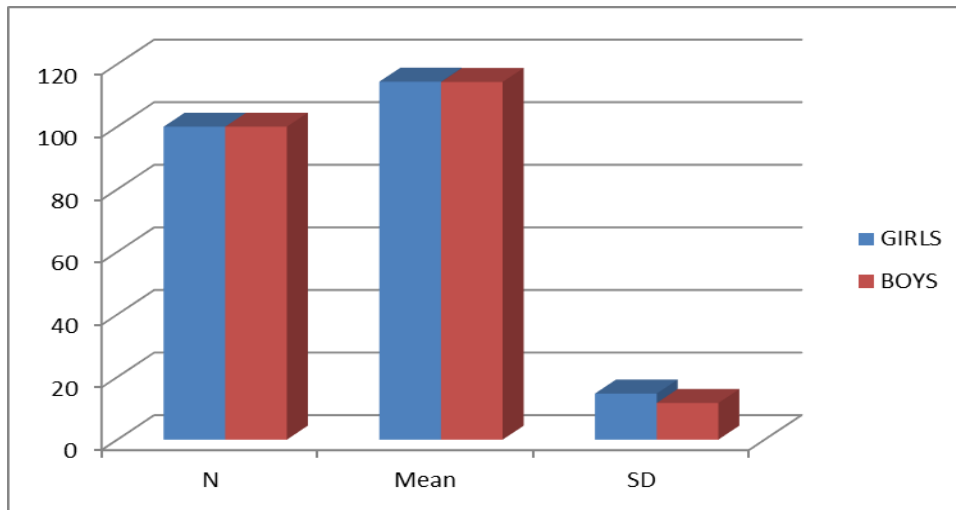| Gender	N	Mean	SD	SED	t-value
GIRLS	100	114.38	14.74	1.88	0.05
BOYS	100	114.28	11.71		

Fig 3.2

Fig 3.2 Showing summary of t-test applied for psychological hardiness of boys and girls among senior secondary school students.

Table 3.2 shows the gender difference between boys and girls senior secondary school students. A look at the above reflects that the mean and SD of boys are 114.28 and 11.71 respectively. Mean and SD of girlsare114.38 and 14.74 respectively. The standard error of the deviation is 1.883. The calculated t-value is 0.05. The table value at 0.01 and 0.05 level of significance with df 198 are 2.60 and 1.97respectively. The obtained t-value is found to be low than table value both at 0.01and 0.05 level. This indicates that, the t-value is not found to be significant both at 0.01 and 0.05 levels of significant.

Based on the above finding, it can be said that there is no significant difference between the boys and girls senior secondary school students in their psychological hardiness. The above finding supports to accept the hypothesis no.1 i.e. there exists no significant difference between boys and girls of senior secondary school students in their psychological hardiness.

3.3 RESULT PERTAINING TO THE DIFFERENCE IN PSYCHOLOGICAL HARDINESS OF GOVT AND PRIVATE SENIOR SECONDARY SCHOOL STUDENTS

Table 3.3

Showing summary of t-test applied for psychological hardiness of govt and private senior secondary school students.

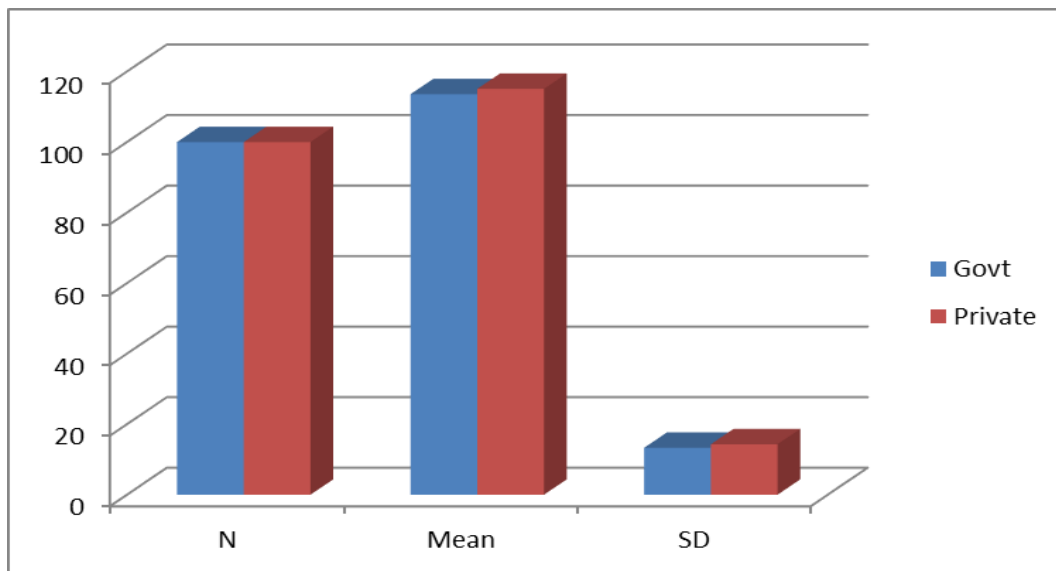| Type Of school	N	Mean	SD	SED	t-value
Govt	100	113.57	13.32	1.95	0.77
Private	100	115.09	14.32		

Fig 3.3

Fig.3.3 Showing summary of t-test applied for psychological hardiness of govt and private senior secondary school students

Table 3.3 shows the type of school difference between govt and private senior secondary school students. A look at the above reflects that the mean and SD of the govt senior secondary school students are 113.57 and 13.32 respectively. Mean and SD of the private senior secondary school students are 115.09 and 14.32 respectively. The standard error of the deviation is1.956. The calculated t-value is 0.77. The table value at 0.01 and 0.05 level of significance with df 198 are 2.60 and 1.97 respectively. The obtained t-value is found to be low than table value both at 0.01and 0.05 level. This indicates that, the t-value is not found to be significant both at 0.01 and 0.05 levels of significant levels.

Based on the above finding, it can be said that there is no significant difference between the govt and private senior secondary school students in their psychological hardiness. The above finding supports to accept the hypothesis no.2 i.e. there exists no significant difference between govt and private senior secondary school students in their psychological hardiness.

3.4. RESULT PERTAINING TO NUMBER AND PERCENTAGE OF SENIOR SECONDARY SCHOOL STUDENTS IN DIFFERENT PARENTING STYLES

To explore the level of parenting style of students, data was tabulated and interpreted as per the norms given in the manual.

Table No. 3.4

Number and percentage of senior secondary school students in different parenting styles

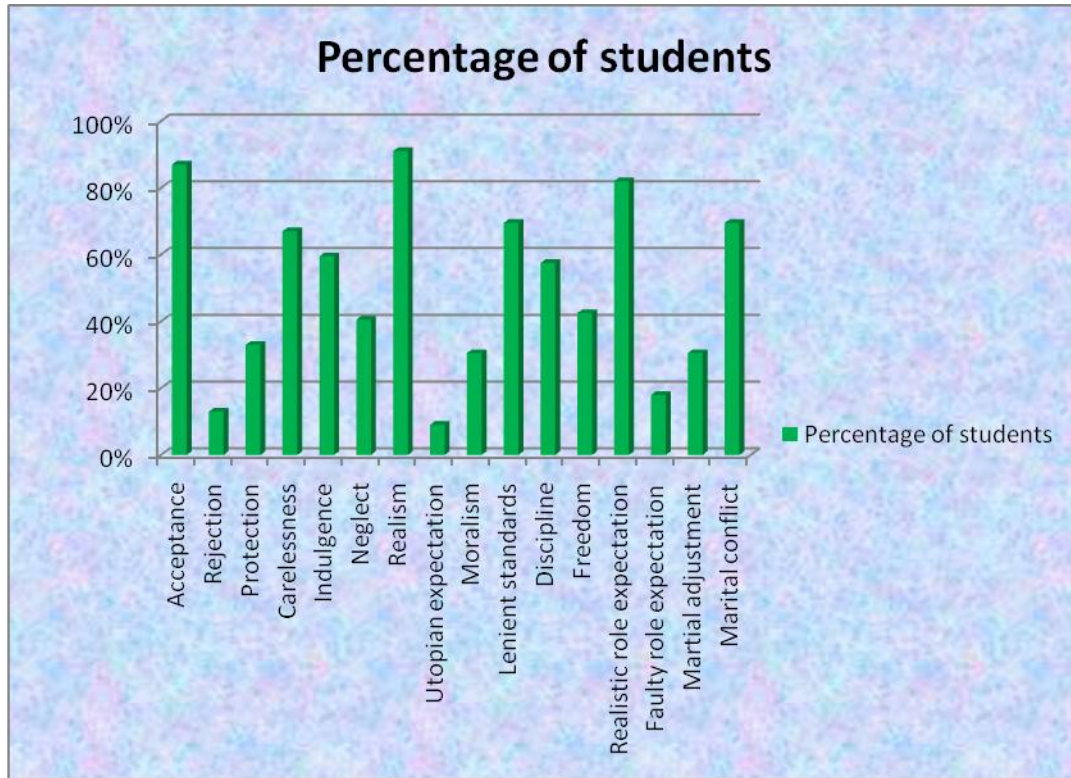| S.No.	Parenting styles	Number of students	Percentage of students
A	Acceptance	174	87%
	Rejection	26	13%
B	Protection	66	33%
	Carelessness	134	67%
C	Indulgence	119	59.5%
	Neglect	81	40.5%
D	Realism	182	91%
	Utopian expectation	18	9%
E	Moralism	61	30.5%
	Lenient standards	139	69.5%
F	Discipline	115	57.5%
	Freedom	85	42.5%
G	Realistic role expectation	164	82%
	Faulty role expectation	36	18%
H	Martial adjustment	61	30.5%
	Marital conflict	139	69.5%

Fig.no.3.4

Fig 3.4 showing Number and percentage of senior secondary school students in different parenting styles

It has been depicted from the table 3.4 that number of senior secondary students in different dimensions of parenting styles are: acceptance 174, protection 66, indulgence 119, realism 182, moralism 61, discipline 115, realistic role expectation 164, and marital adjustment 61. Parenting style one more than the rejection 26, carelessness 134, neglect 81, utopian expectation 18, lenient standards 139, freedom 85, faulty role expectation 36, and marital conflict 139.

3.5 RESULT PERENTING TO DIFFERENT PARENTING STYLES AMONG SENIOR SECONDARY SCHOOL GIRLS AND BOYS

The objective of the study was to study the parenting styles among senior secondary school girls and boys. After administering parenting style to assess different parenting styles among senior secondary school girls and boys, Number among senior secondary school students in different parenting styles were calculated and results have been presented in the table No. 3.5.

Table No. 3.5: Number of Senior Secondary School girls and boys in different Parenting Styles

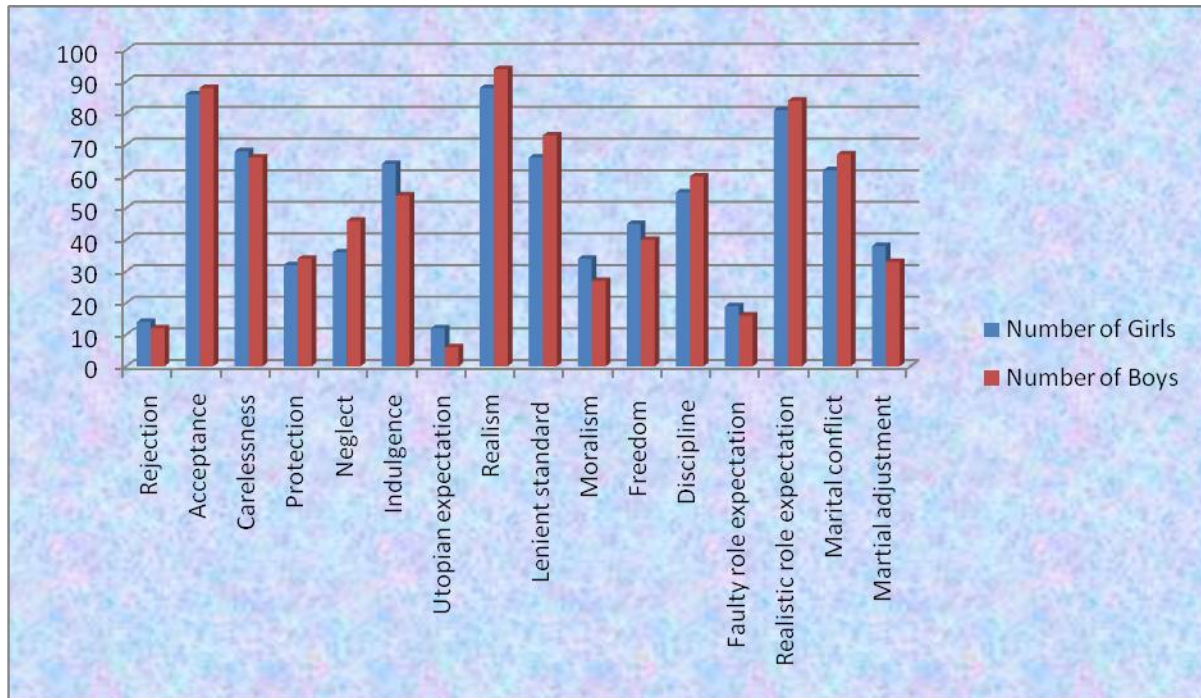| Sr. No.	Parenting styles	Number of Girls	Number of Boys
1	Rejection	14	12
	Acceptance	86	88
2	Carelessness	68	66
	Protection	32	34
3	Neglect	36	46
	Indulgence	64	54
4	Utopian expectation	12	6
	Realism	88	94
5	Lenient standard	66	73
	Moralism	34	27
6	Freedom	45	40
	Discipline	55	60
7	Faulty role expectation	19	16
	Realistic role expectation	81	84
8	Marital conflict	62	67
	Martial adjustment	38	33

Fig.no.3.5

Fig 3.5 showing Number of Senior Secondary School girls and boys in different Parenting Styles

It has been depicted from table No. 3.5 that number of senior secondary school girls in different dimensions of parenting styles are: Acceptance(86), protection (32), Indulgence (64), Realism (88), Moralism (34), Discipline (55), Realistic role expectation (81), Marital adjustment and (38) parenting styles are more than Rejection (14), Carelessness (68), Neglect (36), Utopian expectation (12), Lenient standards (66), Freedom (45), Faulty role expectation (19) and Marital conflict (62)parenting styles.

It has been depicted from table No. 3.5 that number of senior secondary school boys in acceptance (88), protection (34), Indulgence (54), Realism (94), Moralism (27), Discipline (60), Realistic role expectation (84), Marital adjustment and (33) parenting styles are more than Rejection (12), Carelessness (66), Neglect (46), Utopian expectation (6), Lenient standards (73), Freedom (40), Faulty role expectation (16) and Marital conflict (67).

3.6 RESULT PERENTING TO DIFFERENT PARENTING STYLES OFGOVT & PRIVATE SENIOR SECONDARY STUDENTS

The objective of the study was to study the parenting styles ofgovt & private senior secondary school. After administering parenting style to assess different parenting styles among govt & private senior secondary school in difference parenting styles were calculated and results have been presented in the table No. 3.6.

Sr. No.	Parenting styles	Number of govt school students	Number of private school students
1	Rejection	10	16
	Acceptance	90	84
2	Carelessness	67	65
	Protection	33	35
3	Neglect	37	44
	Indulgence	63	56
4	Utopian expectation	6	12
	Realism	94	88
5	Lenient standard	63	76
	Moralism	37	24
6	Freedom	46	39
	Discipline	54	61
7	Faulty role expectation	18	10
	Realistic role expectation	82	90
8	Marital conflict	67	62

	Martial adjustment	33	38	

3.6

Number of govt & private Senior Secondary School in different Parenting Styles
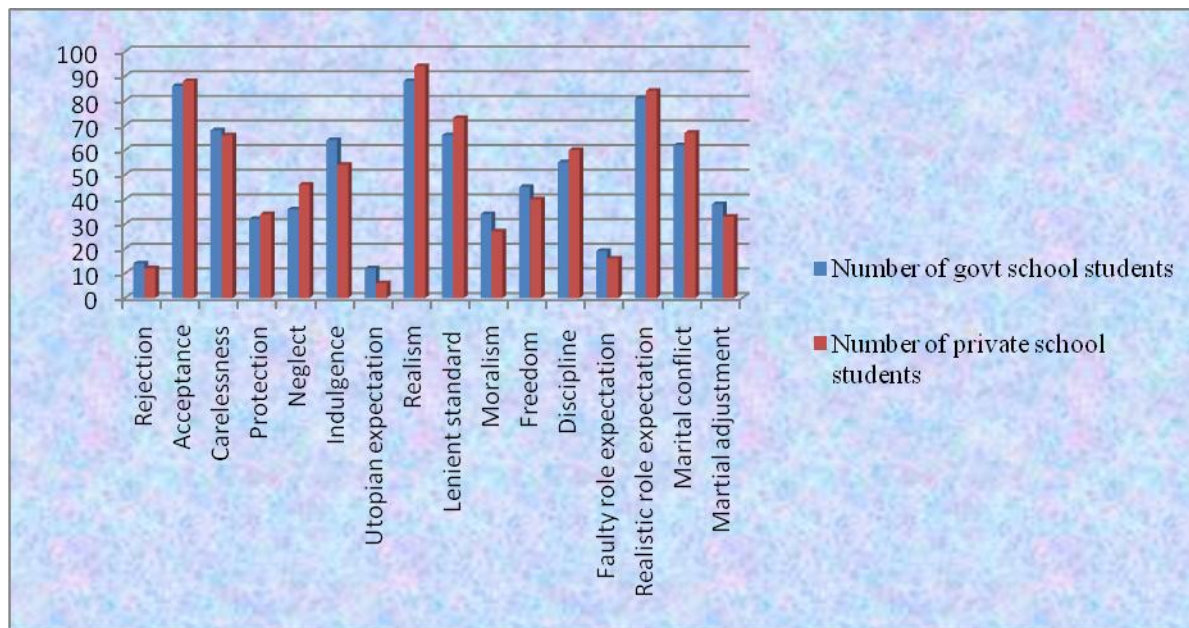
Fig no.3.6

Fig 3.6 showing Number of Senior Secondary School girls and boys in different Parenting Styles

It has been depicted from table No. 3.5 that number of govt students in different dimensions of parenting styles are: Acceptance (90), Protection (33), Indulgence (63), Realism (94), Moralism (37), Discipline (54), Realistic role expectation (82), Marital adjustment and (33) parenting styles are more than Rejection (10), Carelessness (67), Neglect (37), Utopian expectation (6), Lenient standards (63), Freedom (46), Faulty role expectation (18) and Marital conflict (67) parenting styles.

It has been depicted from table No. 3.5 that number of private students in acceptance (84), protection (35), Indulgence (56), Realism (88), Moralism (24), Discipline (61), Realistic role expectation (90), Marital adjustment and (38) parenting styles are more than Rejection (16), Carelessness (65), Neglect (44), Utopian expectation (12), Lenient standards (76), Freedom (39), Faulty role expectation (10) and Marital conflict (62).

3.7 RESULT PERTAINING TO DIFFERENCE IN PARENTING STYLES AMONG SENIOR SECONDARY SCHOOL STUDENTS WITH RESPECT TO TYPE OF SCHOOL

The hypothesis of the study was to find out the difference in parenting styles among senior secondary school students with respect to type of school. After administering the scale pertaining to parenting styles mean, standard deviation, standard error of difference and t-value of different dimensions of parenting styles of senior secondary school students were computed and results have been shown in the table 3.7

6. Ho: There exists no significant difference between senior secondary school student'sboys & girls in their parenting styles.

Table 3.7

Significance of difference between mean ofParenting Styles of Senior Secondary School Students with type of school

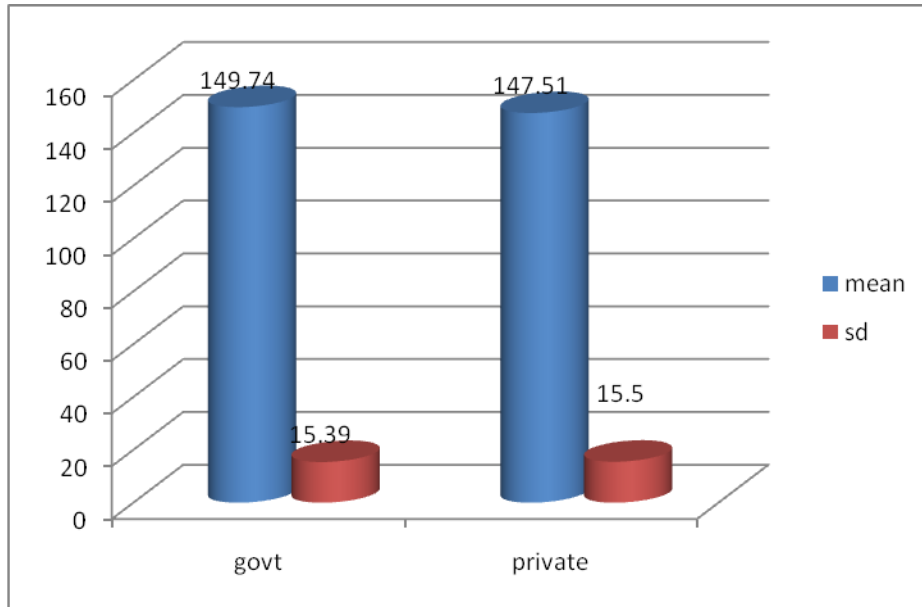| Group	Number	M	SD	SED	t-value
Govt	100	149.74	15.39	2.18	1.02
Private	100	147.51	15.50		

Fig 3.7

Fig 3.7 showing difference between mean of Parenting Stylesof with respect to type of school.

Table 3.7 shows mean score, SD, SED and t-value of parenting style of govt & private senior secondary school. The mean score of parenting styles of senior secondary school govt and private are 149.74and 147.51 respectively. The standard deviation in case of govt schools 15.39 and that of private 15.50. The t-value of critical ratio comes out to be 1.02, which is not significant at both levels of significance so it may be concluded that govt senior secondary school and private differ significantly on parenting styles.

3.8 RESULT PERTAINING TO DIFFERENCE IN PARENTING STYLES AMONG SENIOR SECONDARY SCHOOL STUDENTS WITH RESPECT TO GENDER

The hypothesis of the study was to find out the difference in parenting styles among senior secondary school students with respect to gender. After administering the scale pertaining to parenting style mean, standard deviation, standard error of difference and t-value of different dimensions of parenting styles of senior secondary school students were computed and results have been shown in the table 3.8

Ho: There exists no significant difference between senior secondary school boys &girls in their parenting styles

Table 3.8

Significance of difference between mean ofParenting Styles of Senior Secondary School Students with respect to gender

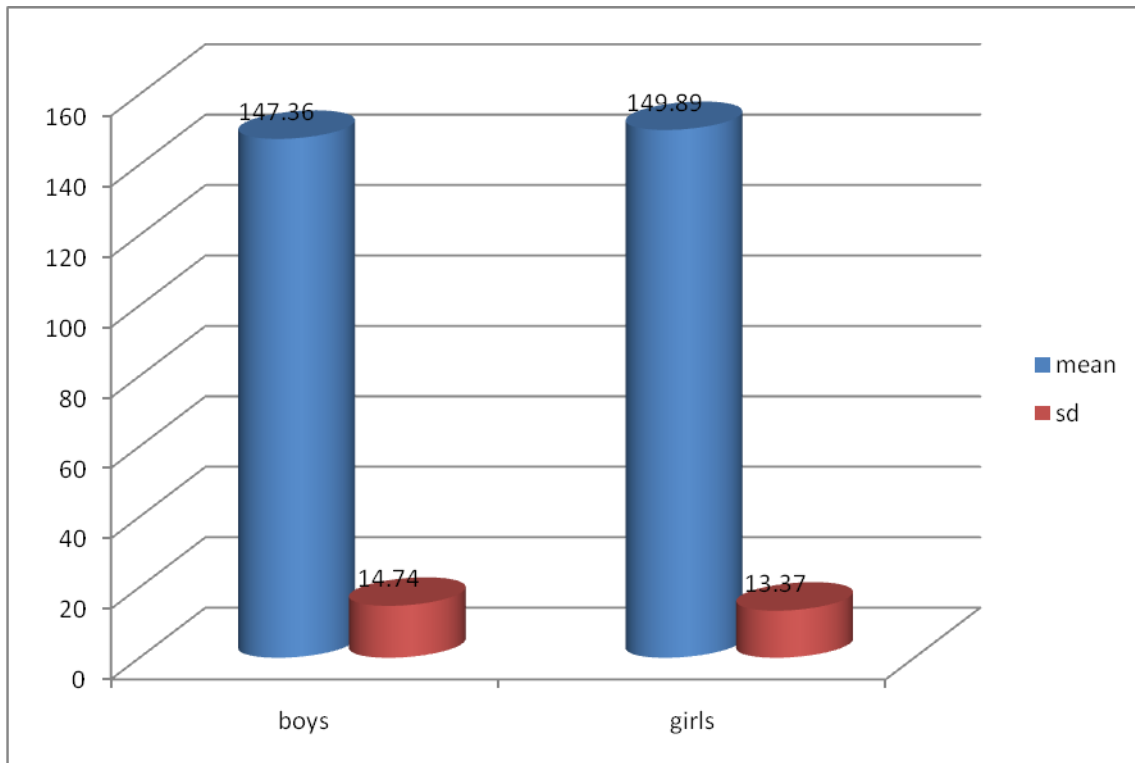| Group	Number	M	SD	SED	t-value
Boys	100	147.36	14.74	2.18	1.15
Girls	100	149.89	13.37		

Fig.3.8

Fig 3.8 showing difference between mean of Parenting Styles of with respect to gender

Table 3.8shows mean score, SD, SEd and t-value of parenting styles of senior secondary school student's boys and girls. The mean score of parenting style of senior secondary school boys and girls are 147.36 and 149.89 respectively. The standard deviation in case of boys is 14.74 and that of girls 13.37. The t-value of critical ratio comes out to be 1.15, which is no significant at both

levels of significance. So, it may be concluded that senior secondary school boys and girls differ significantly on parenting styles.

Hence, the hypothesis of the study stated that there exists no significant difference between in parenting styles of senior secondary school boys and girls, is accepted.

3.9 RESULT PERTAINING TO DIFFERENCE IN PSYCHOLOGICAL HARDINESS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO PARENTING STYLES

In order to know the parenting style which contributes more to the psychological hardiness of senior secondary students, the means, SDs and 't' valuesof the psychological hardiness scores of students belonging to different parenting styles were computed. Results pertaining to difference of psychological hardiness of senior secondary school students in terms of different parenting styles are given in table 3.9, as follows

Table 3.9

Table 3.9 showing 't' values testing the significance of difference in psychological hardiness among senior secondary students in relation to different parenting styles

Categories	Parenting style	N	Mean	SD	t-value	Remarks
A	Acceptance	174	114.64	13.32	0.87	Insignificant
	Rejection	26	112.19	13.48		
B	Protection	66	115.89	13.38	1.16	Insignificant
	Carelessness	134	113.55	13.32		
C	Indulgence	119	115.79	13.36	1.70	Insignificant
	Neglect	81	112.51	13.32		
D	Realism	182	114.71	13.32	1.06	Insignificant
	Utopian	18	111.21	13.40		

	expectation					
E	Moralism	61	115.63	13.38	0.91	Insignificant
	Lenient standards	139	113.75	13.32		
F	Discipline	115	114.92	13.36	0.73	Insignificant
	Freedom	85	113.52	13.32		
G	Realistic role expectation	164	114.73	13.32	0.90	Insignificant
	Faulty role expectation	36	112.5	13.48		
H	Martial adjustment	61	115.42	13.38	0.86	Insignificant
	Marital conflict	139	113.72	13.32		

None of the value is significant at even 0.05 level of significance.

It is evident from the table 3.9 that none of the parenting mode shows significant difference in psychological hardiness among senior secondary school students as the calculated values are less than table value. The table value at 0.01 and 0.05 level of significance with df 198 are 2.60 and 1.97 respectively. Hence the hypothesis that "There exists no significant difference in psychological hardiness of senior secondary school students in relation to parenting styles" is retained.

CHAPTER – IV

CONCLUSION, RECOMMENDATION AND SUGGESTION

4.1 CONCLUSION

In the previous chapter investigator analyzed and interpretedthe data. Now, in this chapter investigator will conclude the result of the study and discuss recommendation and suggestions which are written as follows:

1 Maximum students are exhibiting moderate level of psychological hardiness

2 There exists no significant difference between senior secondary school boys & girls in their psychological hardiness

3 There exists no significant difference between government & private students of senior secondary schools in their psychological hardiness

4 Number of senior secondary students in different dimensions of parenting styles are: acceptance 174, protection 66, indulgence 119, realism 182, moralism 61, discipline 115, realistic role expectation 164, and marital adjustment 61. Parenting style one more than the rejection 26, carelessness 134, neglect 81, utopian expectation 18, lenient standards 139, freedom 85, faulty role expectation 36, and marital conflict 139.

5 Number of senior secondary school girls in different dimensions of parenting styles are: Acceptance (86), protection (32), Indulgence (64), Realism (88), Moralism (34), Discipline (55), Realistic role expectation (81), Marital adjustment and (38) parenting styles are more than Rejection (14), Carelessness (68), Neglect (36), Utopian expectation (12), Lenient standards (66), Freedom (45), Faulty role expectation (19) and Marital conflict (62)parenting styles.

6 Number of senior secondary school boys in acceptance (88), protection (34), Indulgence (54), Realism (94), Moralism (27), Discipline (60), Realistic role expectation (84), Marital adjustment and (33) parenting styles are more than Rejection (12), Carelessness (66), Neglect (46), Utopian expectation (6), Lenient standards (73), Freedom (40), Faulty role expectation (16) and Marital conflict (67).

7 Number of govt students in different dimensions of parenting styles are: Acceptance (90), protection (33), Indulgence (63), Realism (94), Moralism (37), Discipline (54), Realistic role expectation (82), Marital adjustment and (33) parenting styles are more than Rejection (10), Carelessness (67), Neglect (37), Utopian expectation (6), Lenient

standards (63), Freedom (46), Faulty role expectation (18) and Marital conflict (67) parenting styles.

8 Number of private students in acceptance (84), protection (35), Indulgence (56), Realism (88), Moralism (24), Discipline (61), Realistic role expectation (90), Marital adjustment and (38) parenting styles are more than Rejection (16), Carelessness (65), Neglect (44), Utopian expectation (12), Lenient standards (76), Freedom (39), Faulty role expectation (10) and Marital conflict (62).

9 There exists no significant difference in psychological hardiness of senior secondary school students in relation to parenting styles.

4.2 RECOMMENDATIONS

The present set-up of society is characterized as being full of resentment, disgust, disbelieve, discord, disagreement and above all degradation of humanitarian values. A good hardiness person has good personality because hardiness enhances the personality of a person. The qualities which are reflected from the personality of a student are commitment, control and challenge etc. They should be trained to becomethe productive member of our society, so that self-confidence, self-direction, social feeling, social and human values can be attained by them. To be psychological hardiness and make parenting styles more effective researcher would like to recommend following points:

1. In materialistic age where violence is prevalent in the education institutions and society, it is important to develop psychological hardiness among students so that they should develop psychological hardiness and bring harmony and peace in the home as well as society.

2. Parents and teachers should do efforts to increase psychological hardiness of students, because our descriptive analysis suggests that majority of students have average level of psychological hardiness.

3. Although significant difference in psychological hardiness of senior secondary school students in relation to parenting styles have not been reported yet parents must contribute to increase the level of psychological hardiness of their children to make them able to face challenges of life.

4. Teachers and higher authorities should adopt inquiry based learning approach so that students solve their problems by themselves by taking an active role in monitoring and reinforcing their own behavior.

5. Parents and teachers should provide unconditional physical and emotional nurturance to their children and should reinforce their behavior to foster all-round development of their children

4.3 SUGGESTIONS

Research is never ending process, every investigator after completion of his research inevitable become aware of area in which further research is needed and naturally feels motiveless to indicate area, which may be taken up for research by other investigation. The researcher by his experience in the field of study humbly offers the following suggestion for further research that could be undertaken by perceptions researchers.

1. The present study may be replicated on a large sample.
2. Research may be conducted on large scale in the other state covering all districts of a state.
3. The study can be conducted for university students.
4. The study can be conducted for the students of rural and urban areas.

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