

**EFFECT OF CONSCIOUS PARENTING ON
ADJUSTMENT IN ADOLESCENTS**

By

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ABSTRACT

ABSTRACT

From St. Joseph's High School, Pushpagiri, Kannur, Kerala, 35 students (18 male and 17 female) were randomly selected as the sample after being screened for poor adjustment using AISS (Adjustment Inventory for School Students) developed by Sinha and Singh (1998), These 35 students were assessed for parental bonding using PBI PBI (Parental Bonding Instrument) developed by Parker, Tupling and Brown (1997). The mothers of the student participants were given four sessions on Conscious Parenting. Each session lasted for 2 hours when the mothers were also allowed to have interactions with the researcher at the end of each session. After 21 days, all the student participants were reassessed using AISS and PBI. The study revealed the following: the difference in mean emotional and social adjustments of the student participants before and after Conscious Parenting were statistically significant; there was a statistically significant difference in total adjustment before and after Conscious Parenting; the participants showed statistically significant difference in Affectionate Control, Neglectful Parenting, Affectionate Constraint and Optimal Parenting before and after Conscious Parenting; the mean Parental Bonding of the participants before and after Conscious Parenting was statistically significant; there was a statistically significant correlation between female gender and emotional and social adjustments; considering the order of birth, there were statistically significant correlations between the middle born and social adjustment and last born and emotional adjustment.

INTRODUCTION

CHAPTER-I

INTRODUCTION

ADOLESCENCE

The term adolescent come from the Latin word ‘adolescere’, meaning “to grow” or “to grow to maturity” (Hurlock, 2005). Adolescence is the collective term used to the stage of human development between the ages of 10 and 19 years (Yadav, Yadav and Yadav, 2007).

The clearest signs that adolescence has begun are both physical and social. The body of the youngster matures, approaches that of adults in height and strength, and become capable of either fathering or giving birth to a baby. Socially, adolescent boys and girls in our culture and in any other culture show active interest in being with one another (Flexnes, 2004).

Definition

Adolescence is a transition stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological, social and psychological change, through the biological or physiological one are the easiest to measure objectively (Dictionary.com, 2010).

The period of physical and psychological development from the onset of puberty to complete growth and maturity (The American Heritage Medical Dictionary, 2007).

Problems of Adolescents

- **Emotional tension:** Emotional development is at maximum and unstable. Self respect and personal pride make the individual emotional. The individual expects the things to be done as he/she aspires.
- **Personal appearance:** The adolescent is much worried about the appearance with modern and latest life style at any cost.
- **Emancipation:** It is the ambition for freedom from parental sovereign. The individual hates control of the parents.
- **Economic independence:** The adolescents have to depend on their parents for personal expense, which is a major problem (Messina, 2009).

ADJUSTMENT

Adjustment is a continuous process of action in the life of human beings or an organism with a definite purpose of meeting the needs of the self, the needs of the environment and the needs of the culture or society. The ultimate end of the process of action of the adjustment is successful survival. The end result may be survival or extermination. A continuous close watch on the life of an organism or a human being may bring out many happy and unhappy events which are based upon the struggle for successful survival. Man is an interdependent creature, always expecting the help and the cooperation from other human beings and the culture or society in which he lives, for the fulfillment of his basic need and also makes inevitable demand from them (Rajamanickam and Arunmozhi, 2007).

Adjustment occurs over time - in common speech; this is often referred to as an "Adjustment Period". The length and depth of the adjustment required is dependent upon the complexity of the change that catalyzed it, and the underlying resilience of both the person and their environment (Bier, 2008).

Adjustment is the state in which the needs of the individual on the one hand and the claims of the environment on the other are fully satisfied. Adjustment takes the form of variation of the environment and the variation in the organism through the acquisition of response appropriate to the situation. The variation in the organism may be biological (Rajamanickam and Vasanthal, 2007).

Adjustment Problems during the Adolescent Period

Adjustment problems start from the birth of the child and continue till his death. Adjustment problems are both internal as well external. Human needs are multidimensional and adjustment is inevitable in order to achieve them. Academic life of the student is not always smooth. School students face many adjustment problems like poor socialization, home sick, loneliness, study difficulties, feeling of inferiority, financial problems and emotional problems with friends, teachers and family members (Passer and Smith, 2007).

Factors Affecting Adjustment in Adolescents

- **Changes in roles in home, school and society:** As soon as the child enters the adolescence, his social roles and responsibilities change. Change of roles includes adjustment to new situations in a different way. The adolescent has to change his old habits of childhood at home, school and society. The changeover to new patterns of habits creates emotional tensions and anxiety in adolescents.
- **Unfavorable relations at home:** Parents in most cases are responsible for heightened emotionality in adolescents because they do not prepare their sons and daughters to meet the problem of adolescence. They do not change their own attitude toward adolescents. They still treat them as children, which

creates rebelliousness in adolescents against their parents. There are quarrels with parents and siblings on small matters.

- **Social expectations:** When the child becomes adolescent, society and parents expect them to think and act like an adult for which he or she is not physically or intellectually matured. The adolescent fails to decide his status in the social settings and failure to meet social expectations results in emotional disturbances and failure to adjust to the environment.
- **Difficulty in adjustment of the member of the opposite sex:** In later childhood, there is little interaction between boys and girls. In adolescence there is attraction towards the members of the opposite sex but the adolescent is not able to understand the appropriate social behavior, how to make friendship with the member of the opposite sex. The problem creates emotional tension in him, which may lead to an anxious state of mind.
- **Religious conflict:** Every child is trained in a special set of religious belief and values. The child without questioning the authority of the teachings of his parents obeys them but with the advancement of age, he critically examines the belief and starts questioning the teaching of his parents. This leads to conflicts in his mind. There is a great gulf between the values and teachings preached by the school and there actual practice in the society. The adolescent is disturbed by all these actions.
- **School failures:** It causes heightened emotionality so much so that some adolescents commit suicide, leave home and sometimes give up education.
- **Conflicts with friends and family members:** Adolescents have conflict with their friends and family member who fail to understand them. Too strict discipline, restrictions on movements and lack of understanding in their interests or point of views are the sources of emotional disturbances.
- **Vocational problems:** The major problem for the Indian adolescent in the future is the future vocation after schooling. When he finds many adults roaming on the road with no means of livelihood he disturbed and permanent anxiety develops in his mind. Particularly those adolescents, who come from poor families and are the supporters of their family, are more disturbed.
- **Lack of quality of time spent with parents:** Parents play a very significant role in a child's life. A child needs, whether grown up or not the proper quality time from their parents. When there is a lack of the parental warmth and attention then it brings a lot of adjustment difficulties on the part of the child. The situation becomes a bit more complicated when the absence is felt in the case of non-availability of quality time from the mother especially when she is working. Sometimes the problem is due to improper role models that the child imitates. There are even times when the parent-child conflicts affect the home atmosphere. All these lead to an upset of mental balance in the child leading to a whole of mental disturbances (Deb and Chatterjee, 2008).

Parenting Adolescents

Adolescence is often thought of as a period during which the quality of parent child interaction can be relatively stressed and conflictual (Collins and Laursen, 2004). There is often a huge difference between what parents think, teenagers need or want and what the teenagers think their parents want from them. This difference may lead to inappropriate actions and harmful conflicts.

In most homes there is a big gap, between what parent think they are doing and what their children see. To bridge this gap parents should let their teenagers have a chance to talk and should listen intently while they talk (Flexnes, 2004).

Possible mediators of the relationship between quality of parenting and children's affectivity in the family and with parents include children's emotional understanding, negative emotionality and emotional regulation. Supportive parents and parents who tend to have positive relationship with their children, tend to take their time to teach children about emotions and to elaborate on emotions (Thompson, 2006). Negative and hostile parenting predict the likelihood of similar parenting over time, where as positive parenting predicts the continuity and growth of this type of parenting (Mc Gue et al., 2005).

The quality of the parent-child relationship and interaction has been linked to youth's adjustment (Colloins and Steinberg, 2006) and it is likely that problems in children's adjustment further evoke negative parenting and increases in parental hostility during conflict interaction (Dodge et al., 2006).

Mothers' Role in Parenting

Attachment Theory

Attachment theory is based on the idea that an infant's first attachment experience initially to his or her mother profoundly shapes the social, cognitive, and emotional development that follows.

A mother who responds with sensitivity and consistency to her child's needs, the theory suggests, sends a series of important messages to the infant that build trust and security. "I am here for you." "You can count on me." "I am interested in you." "Your actions matters." "And last but certainly not least, "You are loved." This responsiveness helps the infant learn the important developmental skills of self regulation as distress is soothed, needs are met, and alertness enhanced. From the initial trusting and secure base, the infant develops a variety of skills that are essential to healthy development, self regulation of emotions, socialization, a sense of mastery and competence and an internal working model of how relationship with other work, thus shaping future relationships with peers and eventually, with romantic partners (Sharma, 2006).

Conscious Parenting

Being a conscious parent is not about arriving at a destination after which we have earned the title “Conscious Parent.” It is not a designation to put on our resume, or a symbol of having achieved a certain level of mastery of its principles. It is about the commitment to the journey – and it can start on day one. We can choose today to be a conscious parent. It means we are committed to the never-ending journey that emphasizes growth, truth, authenticity, and presence. We can all practice these skills and achieve various levels of mastery; however the genuine intention towards the journey is the most important piece that matters.

Conscious Parenting is not a checklist of external attributes it is about the process. It is not about being a “human being,” but about being a “human becoming.” It is about being authentic, vulnerable, and honest. While there is a full spectrum of what that looks like from the outside, the most important aspect of being a conscious parent is the intention. (Consciousparents.org)

The processes involved in conscious parenting are:

- **Being deliberate** with our choices of how we live our life, parent our children, and affect our community
- **Taking pause** before acting, no matter how little or how big the action, in order to be thoughtful with our choices
- **Understanding our actions have repercussions** beyond the immediate and ourselves, and consider those when making our decisions for ourselves and our family
- **Having the courage to speak from the heart**, and follow our intuition and share with others
- **Focusing our energies on what we can do to help ourselves**, rather than waiting for others to do it for us
- **Modeling our values** to our children and our communities – we do our best to walk the walk instead of just talk the talk
- **Knowing in our hearts that every little action has an effect**, and it doesn’t have to be dramatic to be impactful (Consciousparents.org)

Importance of Conscious Parenting

Albert Einstein said, "We cannot solve today's problems with yesterday's thinking," yet in the areas of child-raising and education we are still proceeding with yesterday's pattern of thought. If we are honest with ourselves and take a good look around we can see that it clearly doesn't work. The major dilemma is that we have been unwilling to leave the comfort zone of what we know to take a leap into the unknown. However, it is imperative that we burn these old maps in order to create a new vision that will be in alignment with which our new children are, thereby helping to transform our world. Our future depends on them, "the peace makers" as they are called, and if they do not have the support of their parents and the system as they carry out their mission, we can just call it mission impossible. (Consciousparents.org)

Conscious Parenting seeks to lead and accelerate enlightened and empowering change in the world by recreating the worldview beliefs about parenting. These changes will expand humankind's capacity for conscious, creative, collaborative, competent and compassionate parenting in a world characterized by separation, insensitivity and conflict. It offers parents, teachers, and other adults who care about the welfare of our children, a way of developing the insight and behaviors necessary to empower these children to develop their abilities to the utmost. (Consciousparents.org)

Children have changed dramatically in the last 25 years. The new generation of children thinks differently and is more sensitive to others' emotional energy and intentions. They are more intuitive and spiritually aware. They can tell when people are being honest and straightforward with them. Children today need respect and democracy. They expect explanations, as well as open and honest communication. (Consciousparents.org) Parenting today's children is no easy task and certainly one that is not to be taken lightly. It requires us to be more conscious of how our actions and beliefs affect our children, as well as us and others. Our children need Conscious Parenting and a supportive home environment, where they feel understood, valued, powerful, and loved. (Consciousparents.org)

Need for the study

Adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he/she is below the level of his/her elders but equal, at least in rights. This integration into adult society has many affective aspects, more or less linked with puberty. It also includes very profound intellectual changes. These intellectual transitions enable him/her to achieve his integration into the social relationships of adults.

There are marked psychological changes during adolescence. The main change is the development of an integrated and internalized sense of identity. Adolescence is fraught with a lot of changes, which the child does as

he/she grow and adapt to the changes around him/her. Various factors such as parenting, peer pressure and physical development of the child are involved in shaping the adjustability of the child.

The adolescence is marked with heightened emotionality. This increases the burden of the adolescent to adjust positively to various changing situations of life. The support and understanding from family members during this phase is crucial in enabling them meet the challenges. Researches have shown that secured attachment to parents facilitate children's adaptive adjustment. Securely attached children perceive their parents as available and responsive to their needs. This security fosters adaptive exploration and buffers children from stress. In contrast children who perceive their parents as unavailable, unresponsive or rejecting become insecurely attached, and avoid relying on their parents for support. These avoidant-attached children derive little protection or guidance within their relationship with their parents. Adolescents spent more time with their mothers and are more likely to share feelings with them. In contrast adolescents commonly view fathers as relatively distant figures to be consulted primarily for information and material support.

The present action research is attempted at studying the effect of 'Conscious Parenting' on the adjustment of the selected adolescents of the school. The methodology involves screening adolescents for adjustment using a standardized psychological tool. The mothers of the having moderate to poor adjustment are given 'Conscious Parenting Course'. After a month the same group of adolescents is reassessed for adjustment to find out the effect of conscious parenting in their adjustment.

REVIEW OF LITERATURE

CHAPTER-II

REVIEW OF LITERATURE

The research related to the study on, 'Effect of Conscious Parenting on Adjustment in Adolescents' was reviewed and are presented under the following headings:

- Parenting Adolescents
- Parenting Styles and Adjustment in Adolescents
- Parenting Styles and Emotional Adjustment in Adolescents
- Parenting Styles and Social Adjustment in Adolescents
- Parenting Styles and Educational Adjustment in Adolescents

Parenting Adolescents

Walker, Bean and Hsieh (2011) examined both mothers' and fathers' parenting (positive and negative) and adolescents' personal characteristics (religiosity, social initiative, aggression, depression) in relation to perceived deviant peer association for European American and Latino adolescents. Using structural equation modeling, adolescents' reports of positive or negative mothering and fathering were found to be related to adolescents' personal characteristics, and these characteristics were, in turn, related to perceived deviant peer association. Ethnic differences in means were found in both parenting and outcome variables, with European American adolescents reporting higher levels of positive parenting and social initiative, and lower levels of perceived deviant peer association than Latino adolescents. Despite these mean differences, no ethnic differences were found in the overall measurement or structural model, suggesting that this process functions similarly for these two ethnic groups.

Besharat, Azizi and Poursharifi (2011) conducted a study to examine the relationship between parenting styles and children's perfectionism in a sample of Iranian families. Four hundred high school students (213 girls, 187 boys) along with their parents (342 fathers, 364 mothers) were included. Students and their parents were asked to complete the Tehran Multidimensional Perfectionism Scale (TMPS; Besharat, 2007) and Parental Authority Questionnaire (PAQ; Buri, 1991), respectively. The results revealed that only father's authoritarian style was significantly associated with dimensions of perfectionism in their children. It can be concluded that authoritarian style of parenting would influence the development of children's perfectionistic characteristics.

Since parental personality traits are assumed to play a role in parenting behaviors, Huver, Otten, Vries and Engels (2010) examined the relation between parental personality and parenting style among 688 Dutch parents of adolescents. The study assessed Big Five personality traits and derived parenting styles (authoritative, authoritarian, indulgent, and uninvolved) from scores on the underlying dimensions of support and strict control. As regards dimensions, the two aspects of personality reflecting interpersonal interactions (extraversion and agreeableness) were related to supportiveness. Emotional stability was associated with lower strict control. As regards parenting styles, extraverted, agreeable, and less emotionally stable individuals were most likely to be authoritative parents. Conscientiousness and openness did not relate to general parenting, but might be associated with more content-specific acts of parenting.

One of the effective factors in shaping and growth of resilience is style of parent-child relationship. Zakeri, Jowkar and Razmjooe (2010) investigated the relationship between the parenting styles and resilience. Three-hundred-fifty Shiraz University students (235 females and 115 males) were participants of the study. Steinberg's Parenting Styles Scale (2005) and Canner-Davidson Resilience Scale (CD-RISC) were used as measures of the study. Simultaneous multiple regression of CD-RISC total score on the parenting styles subscales, revealed that the "acceptance-involvement" style was significant positive predictor of the resilience, whereas the "psychological autonomy-granting" and "behavioral strictness-supervision" styles didn't had a significant predict power for the resilience.

Non-empirical publications have espoused the importance of monitoring/controlling children's online and computer activities through monitoring software; however, no empirical research has verified whether this is a viable means for promoting responsible and safe internet use. Law, Shapka and Olson (2010) examined the association between parenting behaviours and adolescent online aggression. The sample included 733 adolescents (451 females), between 10 and 18 years, from Western Canada. Participants completed a questionnaire that included questions on internet aggression, and parenting. The parenting questions were modified from [Stattin and Kerr's \(2000\)](#) questionnaire to better suit the online environment. Results from the univariate least squares factor analysis revealed two distinct factors: (1) Parent Solicitation (parents ask where child is going on the internet), (2) Child Disclosure (child naturally tells parents what they are doing). Hierarchical Linear Regression analysis revealed that having a computer in the bedroom increased the likelihood of engaging in online aggression and that adolescent self-disclosure of online behaviours (and not controlling or monitoring online activities) was negatively associated with online aggression. These findings emphasized the importance of establishing good communication between parents and adolescents rather than investing money on monitoring software and on controlling adolescent internet use.

Pike and Eley (2009) examined associations between parenting and both peer group characteristics and friendship quality within a genetically sensitive design. Participants were aged 12–19 years (approximately

equal numbers of males and females), including 424 sibling pairs and 1185 twin pairs, of whom 328 were MZ, 311 were DZ same-sex, 463 were DZ opposite-sex and 83 were of unknown zygosity. The adolescents provided self-report questionnaire measures of parental discipline, friendship quality, and peer group characteristics. All three relationship measures were moderately to substantially heritable. The novel and provocative finding, that adolescents' genetic propensities are largely responsible for the overlap seen between parental discipline strategies and friendship quality, was discussed in terms of its implications for socialization theory and understanding of adolescent relationships.

A study was done by Latzman, Elkovitch and Clark (2009) to investigate the interrelations among maternal and adolescent personality, and parenting practices that have been implicated in the development of disruptive behavior problems. Participants were 174 mothers and their sons age 11–16 years. Mothers and adolescents each reported on their own personalities and maternal parenting practices. Significant correlations were found between parenting practices and both maternal and adolescent personality. Personality scales assessing Positive Temperament domain traits predicted positive—but not negative—parenting; Negative Temperament domain traits and mothers' Disinhibition-related traits did the reverse, and sons' Disinhibition-related traits predicted both positive and negative parenting. Both maternal and adolescent personality significantly predicted all parenting practices. Adolescent personality moderated relations between maternal personality and three parenting dimensions: Positive Parenting, Poor Monitoring/Supervision, and Corporal Punishment.

Kodl and Mermelstein (2004) explored parental beliefs and behaviors designed to convey an antismoking message across levels of self-reported parent and adolescent smoking behavior. Parental self-efficacy, beliefs about smoking, the family relationship, antismoking messages, reactions to smoking, and household smoking rules were explored. Participants were 345 6th, 8th, and 10th graders (50% female; 93% White) and their parents (86% mothers). Beliefs about smoking, parental efficacy, and rules varied across levels of both parental and adolescent smoking. Parents with a history of smoking and parents of adolescents who had tried smoking were less efficacious, held weaker antismoking beliefs, and less often reported household smoking rules. Overall, examining parental behavior across levels of both parent and youth smoking is seemed.

Parenting Styles and Adjustment in Adolescents

Reflective function (RF) is the capacity to reflect on one's own mental experiences and those of others. Benbassat and Priel (2012) examined the relationship between parental RF and adolescent adjustment. One hundred and five adolescents, aged 14–18, and their mothers and fathers were interviewed and completed questionnaires during home visits. They measured parental RF, aspects of parenting behavior, and adolescent

outcomes. It was found that parental RF correlated with adolescent RF and social competence. Unexpectedly, it also correlated with internalizing problems and less positive self-perception. In addition, parental RF, particularly paternal RF, interacted with aspects of parenting behavior. In the presence of higher levels of parental RF, these behavioral aspects were associated with more positive adolescent outcomes. It could be concluded that (a) parental RF is associated with both desirable outcomes and possible costs and (b) parental RF, particularly paternal RF, is a significant moderator of the associations between parenting behaviors and adolescent outcomes.

Hoeve, Dubas, Gerris, Laan and Smeenk (2011) examined the cross-sectional and longitudinal associations between fathers' and mothers' parenting styles and male and female delinquency using a sample of 330 Dutch families with a mid or late adolescent son or daughter (ages 14–22), followed across two measurement waves with a 5-year interval. Parenting styles of fathers and mothers were linked to delinquency. A significant parenting style by sex interaction was found: neglectful parenting was related to higher levels of delinquency in males and permissive parenting was linked to delinquency in females. A long term relationship was found between fathers' neglectful parenting style and delinquency in males. Furthermore, results revealed that levels of delinquency were the lowest in families with at least one authoritative parent and highest in families with two neglectful parents, indicating that the level of delinquency was dependent on the combination of mother's and father's parenting styles.

Zakeri and Karimpour (2011) examined the relationship between parenting styles and self-esteem. Five-hundred-forty six Shiraz University students (240 girls and 306 boys) were participants of the study. Steinberg's Parenting Styles Scale (2005) and Coopersmith's self-esteem Inventory (CSEI) were used as measures of the study. Simultaneous multiple regression of CSEI total score on the parenting styles subscales, revealed that the "acceptance-involvement" and "psychological autonomy-granting" styles were significant positive predictors of the self-esteem. Also, the results of analysis t-test showed that the mean score of girls was significantly greater than boys in the "behavioral strictness-supervision" style.

Markazi, Badrigargari, and Shahram (2011) had done a study to examine the relationship between parenting Self-efficacy and parenting style's and self- regulation learning in adolescent girls of Tabriz. Sample consisted of four hundred girl students. To collect information, parenting self-efficacy and parenting style's questionnaires and self-regulation learning scale were used. Results showed that parenting self-efficacy and adolescent girls self-regulation (motivational beliefs, self-regulation learning strategies) were related ($P < 0.01$). Other findings showed that between adolescent girls self-regulation (motivational beliefs, strategies Learning self-regulation) in terms of parenting style's were different ($P < 0.01$). Finally regression analysis showed choice and control opportunities in parenting style's and parenting self-efficacy are an important predictors for adolescent girls self-regulation ($P < 0.01$).

Rosen, Cheever and Carrier (2008) administered Parent and Teen MySpace user pairs completed online surveys in June ($N = 266$) and September 2006 ($N = 341$) to assess relationships between parenting styles and limit setting and monitoring of online behaviors, the prevalence of Internet dangers and pre-teen and teen MySpace behaviors. Parenting styles were strongly related to adolescent MySpace experiences, behaviors, and attitudes, with some age differences. Parents with older children were more likely to have Neglectful or Indulgent parenting styles and less likely to set limits on online behavior. The extent of sexual solicitation, pornography, and cyber bullying were relatively low as compared with studies asserting a high incidence of Internet-related problems. Parents' high estimates of online dangers were not matched by their low rates of setting limits and monitoring teens.

Dwairy and Menshar (2006) administered three questionnaires that measure parenting style, adolescent-family connectedness, and mental health to 351 Egyptian adolescents. Results show that in rural communities the authoritarian style is more predominant in the parenting of male adolescents, while the authoritative style is more predominant in the parenting of female adolescents. In urban communities, on the other hand, the authoritarian style was more predominant in the parenting of female adolescents. The connectedness of all female adolescents with their family was stronger than that of male adolescents. The connectedness of girls was found to be more emotional and financial in villages and to be more functional in town. Female adolescents reported a higher frequency of psychological disorders. Mental health was associated with authoritative parenting, but not with authoritarian parenting. It seemed that authoritarian parenting within an authoritarian culture is not as harmful as within a liberal culture.

Wolfradt, Hempel and Miles (2003) conducted a study to investigate the relationship between perceived parenting styles, depersonalisation, anxiety and coping behaviour in a normal high school student sample ($N=276$). It was found that perceived parental psychological pressure correlated positively with depersonalisation and trait anxiety among the adolescents. Perceived parental warmth was positively associated with active coping and negatively correlated with trait anxiety in the adolescents. A cluster analysis revealed four types of parenting styles: authoritarian, authoritative, permissive and indifferent. The group with the authoritarian parenting style showed higher scores on depersonalisation and anxiety. The groups with the authoritative and permissive style of both parents showed the highest score on active problem coping.

Parenting Styles and Emotional Adjustment in Adolescents

Interrelations among cultural values, parenting practices, and adolescent aggression were examined by Shuster, Li and Shi (2012) using longitudinal data collected from Chinese adolescents and their mothers. Adolescents' overt and relational aggression were assessed using peer nominations at Time 1 (7th grade) and

Time 2 (9th grade). Mothers reported endorsement of cultural values (collectivism and social harmony) and parenting practices (psychological control and inductive reasoning) at Time 1. While controlling for Time 1 adolescent aggression, maternal collectivism and social harmony indirectly and longitudinally linked to adolescent aggression through maternal parenting practices. Specifically, maternal collectivism was positively related to inductive reasoning, which, in turn, negatively related to adolescent overt aggression at Time 2. Similarly, maternal social harmony negatively related to psychological control that positively predicted later adolescent relational aggression. Results of the present study shed light on mechanisms through which culture may indirectly influence adolescent aggression.

The relationship between overprotective parenting and child anxiety has been examined repeatedly because theories emphasize its role in the maintenance of child anxiety. The study done by Gere, Villabo, Torgersen and Kendall (2012) examined 190 children (age 7–13, 89 boys) referred to mental health clinics and their parents. Results revealed that significant correlations between overprotective parenting and child anxiety symptoms disappear after controlling for co-occurring child behavior symptoms. It appeared that overprotection is not uniquely related to child anxiety. Furthermore, overprotective parenting was significantly and uniquely related to child behavior symptoms. Researchers and practitioners need to consider co-occurring child behavior problems when working with the parents of anxious children.

Dottan, Bilu and Golubchik (2011) conducted a study to examine aggression, guilt feelings and conduct disorder (CD) in adolescent immigrants from the former Soviet Union. One hundred and nineteen adolescents, including sixty six immigrants and fifty native Israelis from four residential schools, completed questionnaires assessing level of aggression, sense of guilt, ego identity, and parenting style. Results indicated that diffused ego identity is the strongest predictor of aggression, guilt, and CD. A lack of positive parenting moderated the link between diffused ego identity and aggression and CD, while positive parenting promoted a sense of guilt, especially in the immigrant group.

Topham et al. (2011) conducted a study to examine the relations of parenting style, parent response to negative child emotion, and family emotional expressiveness and support to child emotional eating. Mothers ($N = 450$) completed questionnaires and their 6–8-year-old children ($N = 450$) were interviewed. Results showed that emotional eating was negatively predicted by authoritative parenting style and family open expression of affection and emotion, and positively predicted by parent minimizing response to child negative emotion. Results suggest the need for early prevention/intervention efforts directed to these parenting and family variables.

The socio-economic status of family has an effect on the mental health. Individuals from “low-S.E.S” families are more prone to depression and anxiety disorders. A study done by Anli and Karsli (2010) observed the relation between perceived parenting style and depressive moods in Turkish adolescents from 3 different

S.E.S levels. A total of 150 subjects representing 3 different S.E.S levels were given the “My Memories of Upbringing”, Children Depression Inventory, and State-Trait Anxiety Inventory tests. Results indicate that school guidance and psychological counseling services should develop policies addressing parents for giving insight about their parenting style which in turn might result in preventive mental healthcare.

Parents can influence their children's emotional eating behaviour through modeling processes and parenting. In this study, Snoek, Engels, Janssens and Strien (2007) gathered data on parenting (support, behavioural control and psychological control), emotional eating, and demographic variables among both parents and two adolescent children of 428 Dutch families. Structural equation modelling showed positive associations between parents' emotional eating and adolescents' emotional eating. Adolescent's reports of low maternal support and of high psychological control for younger adolescents and low behavioural control for older adolescents were associated with higher emotional eating. Parents' reports of parenting were not significantly associated with adolescent's emotional eating. Multi-group analyses revealed no significant differences in associations between modelling and parenting factors on the one hand, and adolescent emotional eating on the other, by sex of the older or younger adolescent.

Parenting Styles and Social Adjustment in Adolescents

A study was done by Knappe, Baum, Fehm, Lieb and Wittchen (2012) characterizing the association between parenting and offspring social phobia (SP), contrasting maternal vs. paternal contributions, putative predictors of unfavorable parenting behaviors and its specificity for SP are warranted to delineate targeted prevention and intervention strategies. A population-based sample of 1053 adolescents was followed-up using the M-CIDI. Parenting was assessed via questionnaire in offspring passing the high risk period for SP-onset. Natal complications and childhood serious health problems as assessed by maternal reports were hypothesized to relate to unfavorable parenting. The pattern of maternal overprotection, paternal rejection and lower emotional warmth was associated with SP, but not with other offspring anxiety disorders. Natal complications were related to overprotection and lower emotional warmth; trend-level associations emerged for serious health problems and unfavorable parenting. Paternal behavior appears particularly relevant for SP. The pattern of maternal overprotection, paternal rejection and lower emotional warmth was observed in SP only, suggesting that its detailed assessment provides a promising opportunity for targeted prevention and intervention in SP.

A study was done by Fite, Colder, Lochman and Wells (2006) to examine the mutual influence of parenting and boys' externalizing behavior from 4th to 8th grade, how these relationships change as children develop, and the stability of parenting and child behavior in a sample of 122 boys. Child behavior predicted poor parental monitoring at 6th and 7th grade and inconsistent discipline at all grade levels examined. Parenting

behavior was not related to child behavior above and beyond the stability of child behavior. Stability of child behavior decreased from 5th to 6th grade and stability of parental monitoring decreased from 5th–6th and 6th–7th grade, suggesting that 6th grade was an important transition point for both parenting and child behavior.

Parenting Styles and Educational Adjustment in Adolescents

The relationship between parenting styles and children's academic achievement was examined by Besharat, Azizi and Poursharifi (2011) in a sample of Iranian families. 371 high school students (191 girls, 180 boys) along with their parents (342 fathers, 364 mothers) were included in this study. All parents were asked to complete Parental Authority Questionnaire (PAQ; Buri, 1991). The current grade-point-average (GPA) was calculated for the students' academic achievement. Results indicated that both authoritative and authoritarian parenting styles were negatively associated with children's academic achievement. Permissive parenting style showed no significant association with children's academic achievement. It can be concluded that parenting styles would influence children's academic achievement.

The study done by Roth, Ron and Benita (2009) examined 126 students' (14–16 years of age; 66 females) perceptions of self-disclosure to their mothers with respect to their mistakes in class activities. Specifically, the study hypothesized that self-disclosure would predict adolescents' ability to learn from mistakes they made in classroom tasks. In addition, the study hypothesized that perceived mothers' love withdrawal would correlate negatively with adolescents' self-disclosure, whereas perceived autonomy support would correlate positively with self-disclosure. Further, the study hypothesized that the effect of mothers' parenting practices on adolescents' ability to learn from their mistakes would be mediated by adolescents' self-disclosure of their school experiences. Results, using SEM analyses, showed the importance of mothers' autonomy support for adolescents' self-disclosure and learning from their mistakes in classroom tasks.

A study was done by Roopnarine, Krishnakumar, Metindogan and Evans (2006) to examine the influence of parenting styles, parent–child academic involvement at home, and parent–school contact on academic skills and social behaviors among kindergarten-age children of Caribbean immigrants. Seventy immigrant mothers and fathers participated in the study. Hierarchical regression analyses revealed that fathers' authoritarian parenting style was negatively associated with and father–school contact was positively associated with receptive skills, vocabulary, and composite scores over and above that of mothers' contributions in these areas. Fathers' authoritative parenting style and father–child academic interaction at home were positively related to children's social behaviors. Mothers' authoritarian parenting style was negatively and mother–school

contact was positively associated with children's social behaviors. Analyses indicated that fathers' parenting carried the weight of influence over mothers' parenting for facilitating both child academic skills and social behaviors. The roles of parenting styles, parent–academic activities, and parent–school contacts in early schooling are discussed.

A study was done by Vignoli, Belz, Chapeland, Fillipis and Garcia (2005) to examine the role of parent–adolescent attachment, adolescent anxiety and parenting style in the career exploration process and in career satisfaction. Three kinds of anxiety were considered: general trait anxiety, fear of failing in one's career and fear of disappointing one's parents. The participants were 283 French high school students on the threshold of one of the most important school transitions. The results varied by gender. For girls, general anxiety and neglectful style were negatively related to career exploration; secure attachment and fear of failing were positively related to it. For boys, fear of disappointing parents was positively related to career exploration. Attachment to parents, authoritative style, general anxiety, and fear of failing were related to some career exploration satisfaction scores, though differently for boys and girls. The differences between boys and girls in the roles played by anxiety, attachment and parenting style are discussed.

A study was designed by Bruyn, Dekovic and Meijnen (2003) to investigate the chain of associations between parenting behavior and early adolescents' school success. Students' goal orientations and classroom behavior were hypothesized to mediate between parenting and school success. The sample consisted of 327 pre-university-tracked pupils in their first year of secondary school. Results indicated that boys and girls shared the same pathway from maternal disciplinary strategies to school success mediated by the child's goal orientations and cognitive classroom engagement. Path analyses revealed moderate associations between parenting and goal orientations. Goal orientations were found to be moderately linked to classroom behavior dimensions conducive to school success. Although models for boys and girls differed slightly, overall results highlight the continuing relationship in early adolescence between parenting and pupils' beneficent academic behavior.

METHODOLOGY

CHAPTER – III

METHODOLOGY

The procedure pertaining to ‘Effect of Conscious Parenting on Adjustment in Adolescents’ involved the following steps:

- Objectives
- Null Hypotheses
- Area
- Sample
- Tools
- Procedure
- Analysis of data

Objectives

- To assess the level of adjustment in the sample, who are the selected adolescents.
- To assess the level of parental bonding of the sample.
- To ascertain the effect of Conscious Parenting on the adjustment of the sample.

Null Hypotheses

- The level of adjustment of the sample is good.
- The level of parental bonding of the sample is good.
- Conscious parenting does not have any effect on the level of adjustment of the sample.
- Conscious parenting does not have any effect on the level of parental bonding of the sample.

Area

St. Joseph’s High School, Pushpagiri, Kannur, Kerala, was selected for the action research for the following reason:

- Permission, co-operation and facilities provided by the school authorities.
- Availability of the required sample for the study.

Sample

From St. Joseph's High School, Pushpagiri, Kannur, Kerala, out of 90 students screened using Adjustment Inventory for School Students, 35 students with unsatisfactory to very unsatisfactory adjustment were randomly selected to serve as the sample of the study. The sample consisted of 18 male and 17 female students.

Tools

- Case Study Schedule (Annexure 1)
- Adjustment Inventory for School Students (Sinha and Singh, 1998) (Annexure 2)
- Parental Bonding Instrument (Parker, Tupling and Brown, 1997) (Annexure 3)

Case study schedule was used to collect the personal information and information regarding demographic factors of the sample.

AISS (Adjustment Inventory for School Students) developed by Sinha and Singh (1998) was used to assess the adjustment of the student participants. AISS consisted of 60 items. There were two possible responses to each item namely, 'Yes' and 'No'. There was no time limit. But the participants were asked to respond as quickly as possible. The validity of AISS is 0.51 and reliability is 0.95.

PBI (Parental Bonding Instrument) developed by Parker, Tupling and Brown (1997) was used to measure fundamental parental styles as perceived by child. PBI consisted of 25 items, of which 12 items are related to 'care' and 13 items are related to 'overprotection' and 'control'. There were four possible responses to each item namely, 'very likely', 'moderately likely', 'moderately unlikely' and 'very unlikely'. There was no time limit. But the subjects were asked to respond as quickly as possible. The validity of PBI is 0.76 (care), 0.63 (protection) and the reliability is 0.88 (care) and 0.74 (protection).

Procedure

From St. Joseph's School, Pushpagiri, Kannur, Kerala, 90 students of VII, VIII and IX standards were screened for adjustment using AISS. Out of them, 35 students with unsatisfactory to very unsatisfactory

adjustment were randomly selected to serve as the sample of the study. These 35 students were assessed for parental bonding using PBI.

The mothers of the 35 student participants were given four sessions of Conscious Parenting.

Psychological Intervention

Conscious Parenting

Conscious Parenting involved educating the mothers of the student participants on the following:

1. Treat Children with Respect

Respect, defined as “willingness to show consideration or appreciation” is essential when addressing our children. Respect from our children cannot be demanded or expected, it must be earned. Respect needs to be modeled. If we do not show it to them, they will not give it to us, despite our position of authority. If we yell at our child, don’t expect her to speak respectfully to us. If we take a toy away from our child forcefully, don’t be surprised when she does it to us.

It may help us to see our child as a beautiful, courageous and loving being, given to us to guide and support in her younger years, as well as a teacher who can teach us about ourselves and what is really important in life.

2. Listen to Their Opinions

Children need to know we care and value their thoughts and preferences. Ask them what they think and really listen, without judging. Acknowledge their frustrations and show empathy, just as we would if it was our friend expressing her discomfort or complaint. Even when our child is upset at something that is not important to us, empathize with them anyway. For example, our 4 year old wants more than anything else to have his 6 year old brother’s race-car. Instead of shutting him down, acknowledge his feelings and get to the “driver” of what he wants. Work toward a solution that may be something totally different, but just as fulfilling. In the end, it may not be the race-car he needed, but his mother/father’s attention instead.

3. Explain Why

The easiest way to earn children’s cooperation is by having them understand why we are requesting a certain behavior or action. Telling them why also gives them the information they need to make their own

choice in a similar situation in the future. For instance, instead of saying, “Turn the music off now.” offer a reason that makes sense to them. Like, “because our sister is trying to sleep.”

Even though most times we will gain our child’s cooperation when sharing our reason, be aware that they might not agree with it. In this case, listen to their reasons. This moment then becomes an opportunity to discuss the issue. Don’t be surprised if they give us an idea of how to achieve the same goal in a different way. To use the example above, our child might say, “Can I put on headphones instead?”

4. Empower Them

Find useful ways for our children to feel valuable and powerful. Always physically get to our children’s level when we talk to them. Bring them up to our level or get down to theirs. Ask our children to teach us something (like how to draw like them) or to share something with us.

Offer choices. Choices help children feel in control and powerful. Just make sure that when we give choices they are ones we are in agreement with. For instance, “Would we like to wear our red pajamas or our blue pajamas?” “Would we like to leave in 3 minutes or 5 minutes?” “Would we like a piggy back ride to bed or do we want to be a wheel barrow?” If they offer a third option, and that option is OK with us, go with it.

5. Find Alternatives to Punishment

Fear and force are ineffective tools to motivate others, including children. Punishment, including the traditional “time-out,” tries to control a child’s behavior through an outside source. It has the illusion of being effective because it may be, but only in the short term. Imposing a punishment does not develop self-responsibility in a child; instead children become compliant or resistant and resentful.

Some alternatives to punishment are:

a) **Self-calming place:** a place where we or our child can go to when our emotions have escalated and we need to achieve a peaceful state of mind in order to find a solution to a problem. Our child’s self-calming space will have things to help her quiet down on her own, like a special blanket, a stuffed animal, play dough. Allow our child to choose the items for this space. If our child is having an emotionally intense moment, we can lovingly and gently guide her to her self-calming space and tell her to come out when she is ready to find a solution. Hint: the best way of teaching this strategy is to model it ourselves.

b) **Natural consequence:** flows out of events without we having to do anything to interfere. For example, our child does not want to wear a jacket when going outside to play in the winter. We do not make her wear it; she will experience the cold herself. (Only use natural consequences if it is safe.).

c) **Logical consequence:** occurs when we and our child decide together what the solution to a problem will be. Together we may come up with a list of items and write them down to help we decide on the best option. We both agree on a consequence that is logically related to our child's behavior. For example, our child breaks a neighbor's window. Instead of punishing him, our child decides to mow the neighbor's lawn and wash his car several times to repay the cost of repairing the window.

d) **Mini-logical consequence:** happens when we make a spontaneous decision without discussing it with our child. The consequence is logically related to the child's behavior. This can happen when our child spills a glass of milk, and without making any negative remarks, we hand her a cloth to clean it up. We can also ask her what she can do differently next time to avoid the accident.

These alternatives to punishment teach responsibility and internal control. Another benefit is that our child feels that she is treated fairly and with respect.

6. Encourage Negotiation to Achieve Win-Win Solutions

When in a power struggle with our child, find ways to allow both of us to get what we want and be happy with the end result. This requires that each of us listen intently to what the other wants, while staying committed to our own wish or need.

For example, while arguing with our child about the mess of toys in the living room, stop and say, "I see that our solution of leaving the toys on the floor is great for us to win. I want us to win, too. I also want a clean living room. How can we do this so that both of us can win?" Continue looking for a solution until both of us are satisfied with one.

Effective negotiation is an incredibly helpful skill to have. Our children can use it with each other, with friends, and with anyone they encounter. Imagine what the world would be like if business and world leaders would find win-win solutions for all their power struggles. Our children are the leaders of tomorrow; encourage them to find win-win solutions starting today.

7. Have Fun Together, Remember to Play With Our Child

It is so easy for parents to get very involved with the day-to-day responsibilities work, taking care of the children, homework, extracurricular activities, grocery shopping, etc. and forget to enjoy the simple moments and have fun. Play is a wonderful way to connect with our child and our own inner child as well.

Research shows that unstructured playtime is essential to children's neurological development. It is actually necessary for our development and well-being, both child and parent. Make a play date with our child or take advantage of a spontaneous moment to have fun. We may let our child choose what to play and let him lead. Make sure to do this several times a week. It does not have to be a whole game of baseball, just a period of time to make positive connections with our child.

8. Connect With Our Divine Guidance

Use our "mother's intuition" to guide we. By the way, dad's have it too. Our intuition is a great tool that we have available to help we make from every day decisions to important ones. Our intuition can help us answer questions like, "what type of food is best for my child at this moment?" "Which doctor would be most compatible with my family's needs and beliefs?" and "My child is not feeling well today, should she go to school anyway?"

Our intuition connects us to higher guidance and spiritual helpers. We might call this help God, Higher Self, Creator, Angels, Jesus, Mother Mary, etc. It doesn't matter what we call it, we will recognize it because it brings we a feeling of love and peace. We have much spiritual help available, we just need to ask for it and trust that it is given.

When we ask for divine guidance, our requests are always answered. So after asking for divine assistance, pay attention to any visions, feelings, words or knowing we experience at that moment and in the following weeks. For example, we might be guided to someone or something (like a book) who would give us the "answer" we are looking for. Another benefit is that as we follow our inner guidance, we encourage our child to do the same.

9. Ask, "What Would Love Do?"

Conscious Parenting requires us to parent from the heart. The most important point to remember is to set the intention to have Love guide we in everything we do. When faced with a question, choice, or a moment of struggle (maybe a power struggle with our child), stop and ask ourselves, "What would love do?" Then, pay attention, because we will receive an answer. Our energy will change and our experience will change. Setting our intention on choosing love will benefit all involved, including ourselves.

Many times we think and act based on fear (the opposite of love). This brings to us disappointment, disease, and unfulfilling experiences. Asking, “What would love do?” helps us to choose from a place of love, therefore creating experiences that bring us joy, happiness, peace and fulfillment. (Consciousparents.org)

Duration

The mothers of the 35 student participants were given 4 sessions of Conscious Parenting. Each session lasted for 2 hours when the mothers were also allowed to have interaction with the researcher at the end of each session.

After 21 days all the student participants were reassessed using AISS and PBI.

Experimental Design

Experimental design refers to the framework or structure of an experiment (Kothari, 2004).

In this study, the experimental design used was ‘before and after treatment without Control Design’. A single test group is selected and the dependent variables ‘Adjustment’ and ‘Parental bonding’ are measured before the introduction of the intervention. The intervention is then introduced and the dependent variable is measured again after the intervention. The effect of the intervention would be equal to the phenomenon after the intervention minus the level of the phenomenon before the intervention. The design is presented below:

| | | |
|----------------------------|------------|-------------------------|
| Level of Phenomenon | Treatment | Level of Phenomenon |
| Before treatment (X) | Introduced | After treatment (Y) |
| Adjustment | → | Adjustment |
| & | Conscious | & |
| Parental bonding | Parenting | Parental bonding |
| Treatment Effect = (Y)-(X) | | |

Analysis of Data

The data was analyzed statistically using SPSS + PC package on the bases of the following:

- Demographic factors
- Identification of level of emotional adjustment before and after conscious parenting
- Significance of difference in mean emotional adjustment before and after conscious parenting
- Identification of level of social adjustment before and after conscious parenting
- Significance of difference in mean social adjustment before and after conscious parenting
- Identification of level of educational adjustment before and after conscious parenting
- Significance of difference in mean educational adjustment before and after conscious parenting
- Identification of level of total adjustment before and after conscious parenting
- Significance of difference in mean total adjustment before and after conscious parenting
- Identification of level of parental bonding.
- Significance of difference in mean parental bonding before and after conscious parenting
- Correlation of gender with emotional adjustment and social adjustment of the sample.
- Correlation of order of birth with emotional adjustment, social adjustment and educational adjustment of the sample.

RESULT AND DISCUSSION

CHATER-IV

RESULT AND DISCUSSION

The study on, 'Effect of Conscious Parenting on Adjustment in Adolescents' was conducted in St. Joseph's High School, Pushpagiri, Kannur, Kerala. Thirty five students (18 males and 17 females) were randomly selected by purposive sampling. The methods used to collect data included, Case Study and Psychological Testing. All the subjects were assessed using Case Study Schedule, Parental Bonding Instrument and Adjustment Inventory for School Students.

The results of the study are analyzed, tabulated and discussed below:

Table 1

Demographic Data of the Sample

N=35

| Demographic Data | | Number | Percentage |
|--------------------------|------------|---------------|-------------------|
| Gender | Male | 18 | 51 |
| | Female | 17 | 49 |
| Order of birth | First | 11 | 31 |
| | Middle | 9 | 26 |
| | Last | 12 | 34 |
| | Only child | 3 | 9 |
| Type of family | Joint | 9 | 26 |
| | Nuclear | 26 | 74 |
| Area of residence | Rural | 29 | 82 |
| | Urban | 6 | 17 |

Percentages are rounded off

Table I shows the demographic data of the sample. The sample consisted of 51% male and 49% female. Among them 31% were first born, 26% middle born, 34% last born and 9% only child. Twenty six percent of them were from joint families and 74% from nuclear families. Eighty two percent of the sample resided in rural area and 17% in urban area.

Table 2**Level of Emotional Adjustment of the Sample before and after Conscious Parenting**

| Level of emotional Adjustment | Before conscious parenting | | | | After conscious parenting | | | |
|---|-----------------------------------|----------|----------------------|----------|----------------------------------|----------|----------------------|----------|
| | Male (n=18) | | Female (n=17) | | Male (n=18) | | Female (n=17) | |
| | Number | % | Number | % | Number | % | Number | % |
| Excellent (Male: 0-1 Female: 0-1) | - | - | - | - | 4 | 22 | - | - |
| Good (Male: 2-7 Female: 2-7) | 14 | 77 | 12 | 71 | 12 | 66 | 16 | 94 |
| Average (Male: 8-15 Female: 8-14) | 4 | 22 | 5 | 29 | 2 | 11 | 1 | 6 |
| Unsatisfactory (Male: 16-21 Female: 15-21) | - | - | - | - | - | - | - | - |
| Very unsatisfactory (Male: 22 and above Female: 22and above) | - | - | - | - | - | - | - | - |

% Percentages are rounded off

Figure 1
Level of Emotional Adjustment of the Sample before Conscious Parenting

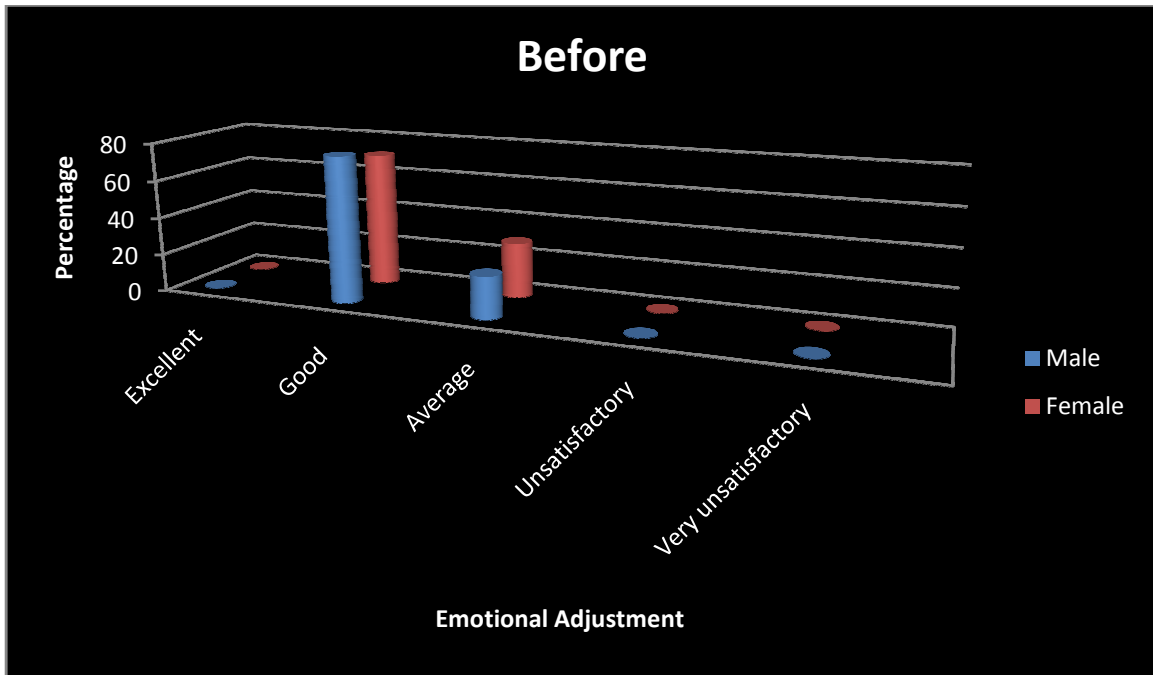
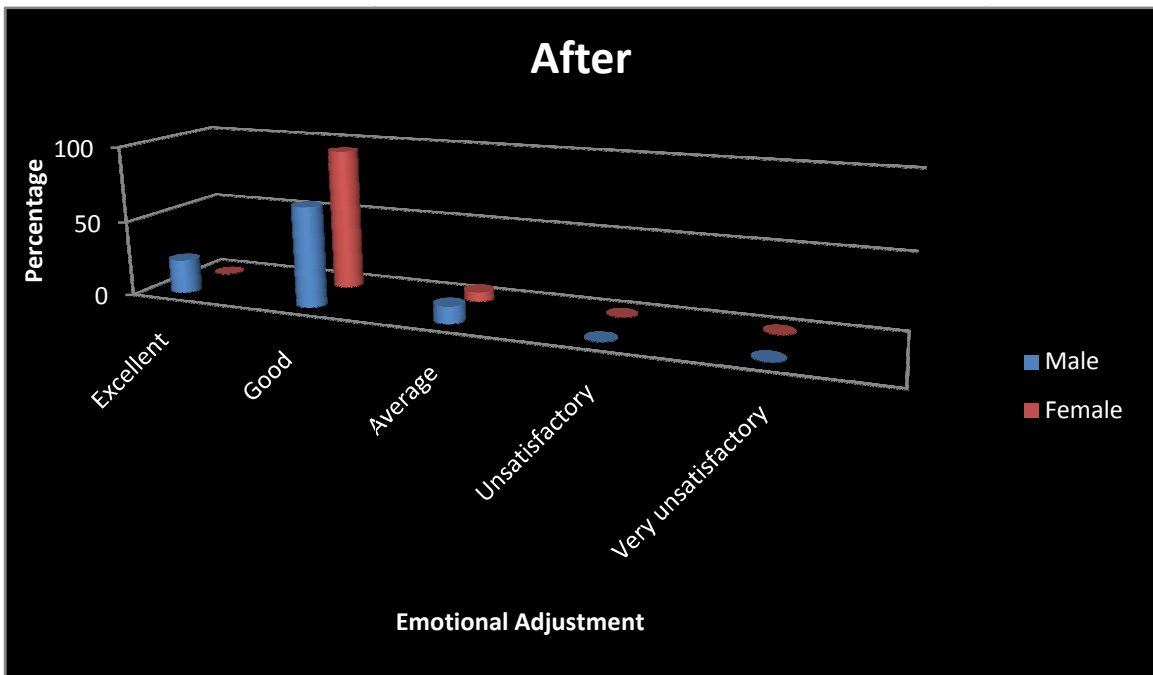


Figure 2
Level of Emotional Adjustment of the Sample Conscious Parenting



Adolescents are highly emotional and do not tolerate even a slight critical remark from their parents and others. It is rooted in the infancy and childhood period and in the child rearing practices of the parents.

Emotionality and maladjustment is commonly found among the adolescent boys and girls. (Rajamanickam, 2007).

Table 2 depicts the level of emotional adjustment of the sample before and after Conscious Parenting. Most of the sample reported of 'good' (77% of male and 71% of female) emotional adjustment before Conscious Parenting. The effect of Conscious Parenting was evident with the same sample showing better emotional adjustment with 22% of male showing 'excellent' and 66% of male and 94% of female showing 'good' emotional adjustment.

Azimi. Vaziri and Kashani (2012) conducted a research to look into the relationship between maternal parenting styles and child's aggressive behavior. Analyzing the acquired data demonstrated that mother's authoritarian parenting is positively correlated with adolescents' aggression; however, authoritative parenting style is negatively correlated with adolescent's aggression. The results also revealed that mother's indulgent parenting is negatively correlated to adolescent's aggression.

The study done by Gere, Villabo, Torgersen and Kendall (2012) examined 190 children (age 7–13, 89 boys) referred to mental health clinics and their parents. Results revealed that significant correlations between overprotective parenting and child anxiety symptoms disappear after controlling for co-occurring child behavior symptoms.

Table 3**Level of Social Adjustment of the Sample before and after Conscious Parenting**

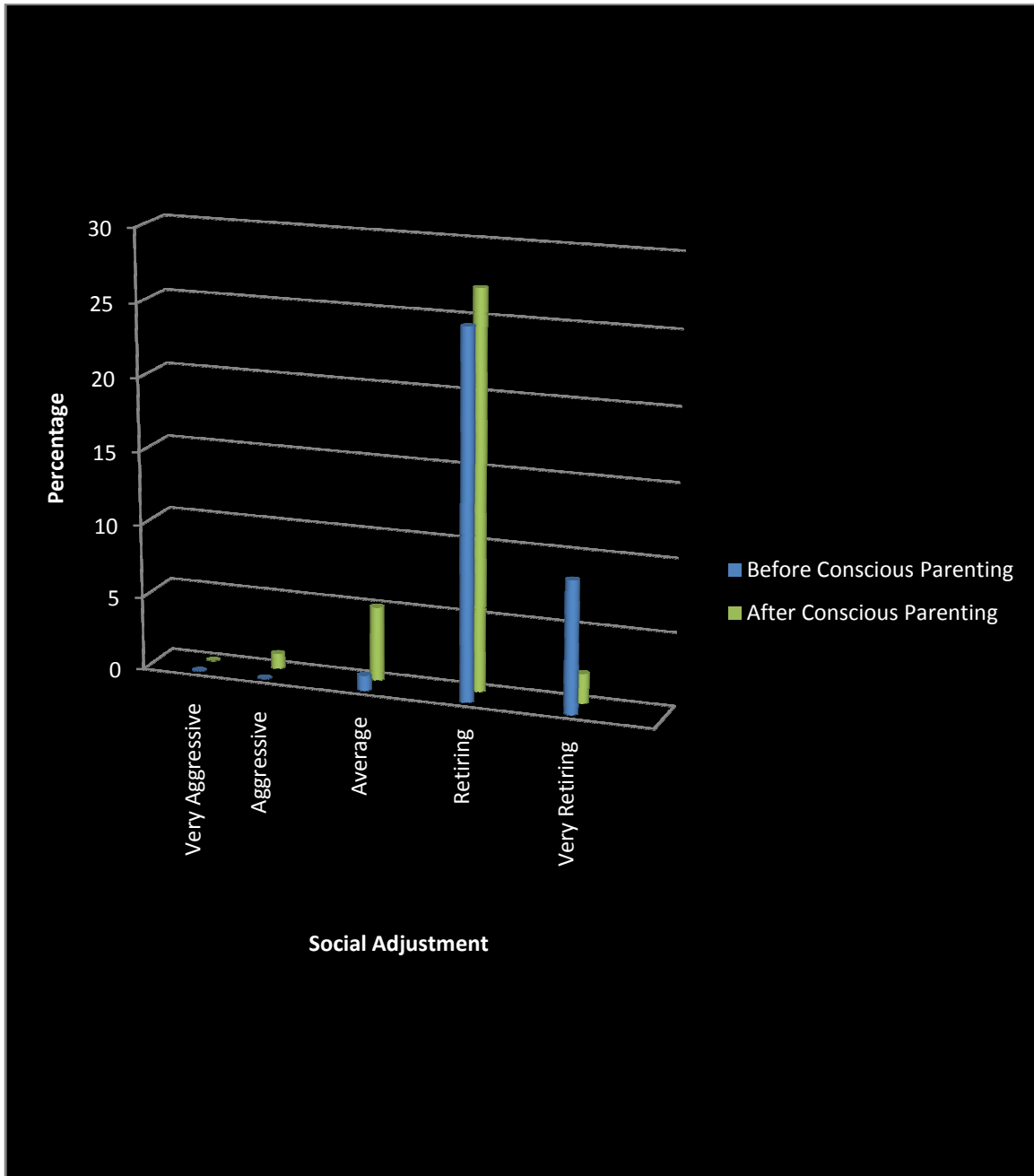
N=35

| Level of Social Adjustment | Before Conscious Parenting | | After Conscious Parenting | |
|--|-----------------------------------|-------------------|----------------------------------|-------------------|
| | Number | Percentage | Number | Percentage |
| Very Aggressive (Male: 0-3 Female: 0-3) | - | - | - | - |
| Aggressive (Male: 4-6 Female: 4-6) | - | - | 1 | 3 |
| Average (Male: 7-9 Female: 7-9) | 1 | 3 | 5 | 14 |
| Retiring (Male: 10-12 Female: 10-12) | 25 | 71 | 27 | 77 |
| Very Retiring (Male: 13 and above Female: 13 and above) | 9 | 26 | 2 | 6 |

Percentages are rounded off

Figure 3

Level of Social Adjustment of the Sample before and after Conscious Parenting



The family in every culture functions as the primary institution in including the socio-cultural norms and values, discipline and other aspects of behavioural pattern on the children. All these characteristics are included in the child by the process of socialization. The child is made to learn the best lesson of citizenship both from the father and the mother. As the child grows in to an adolescent several problems arise due to various changes in the environmental condition. (Rajamanickam, 2007).

Well adjusted children make good Social Adjustment and have Harmonious relationship with thr people with whom they are associated. (Rajamanickam and Vasanthal, 2007)

Table 3 shows the level of social adjustment of the sample before and after Conscious Parenting. The table reveals that majority of the sample had 'retiring' (71%) level of Social Adjustment while 26% had 'very retiring' and 3% had 'average' level of Social Adjustment. After Conscious Parenting the same sample showed 77% 'retiring', 14% 'average', 6% 'very retiring, and 3% ' aggressive, level of social adjustment. .

It could be inferred that Conscious Parenting has reduced to some extend the mothers tendency to be overprotective which would have in turn helped the sample to be more social and hence helping in enhancing the level of social adjustment.

Hoeve, Dubas, Gerris, Laan and Smeenk (2011) examined the cross-sectional and longitudinal associations between fathers' and mothers' parenting styles and male and female delinquency using a sample of 330 Dutch families with a mid or late adolescent son or daughter and found that Parenting styles of fathers and mothers were linked to delinquency.

A study was done by Knappe, Baum, Fehm, Lieb and Wittchen (2012) characterizing the association between parenting and offspring social phobia, contrasting maternal vs. paternal contributions, putative predictors of unfavorable parenting behaviors and its specificity for SP are warranted to delineate targeted prevention and intervention strategies. The pattern of maternal overprotection, paternal rejection and lower emotional warmth was associated with social phobia, but not with other offspring anxiety disorders. Natal complications were related to overprotection and lower emotional warmth; trend-level associations emerged for serious health problems and unfavorable parenting. Paternal behavior appears particularly relevant for social phobia. The pattern of maternal overprotection, paternal rejection and lower emotional warmth was observed in social phobia only, suggesting that its detailed assessment provides a promising opportunity for targeted prevention and intervention in social phobia.

Table 4**Level of Educational Adjustment of the Sample before and after Conscious Parenting**

| Level of Educational Adjustment | Before Conscious Parenting | | | | After Conscious Parenting | | | |
|--|-----------------------------------|----------|----------------------|----------|----------------------------------|----------|----------------------|----------|
| | Male (n=18) | | Female (n=17) | | Male (n=18) | | Female (n=17) | |
| | Number | % | Number | % | Number | % | Number | % |
| Excellent (Male: 0-1 Female: 0-1) | - | - | - | - | - | - | - | - |
| Good (Male: 2-4 Female: 2-4) | - | - | - | - | - | - | - | - |
| Average (Male: 5-9 Female: 5-8) | 1 | 6 | 1 | 6 | - | - | - | - |
| Unsatisfactory (Male: 10-14 Female: 9-12) | 15 | 83 | 8 | 47 | 14 | 78 | 3 | 18 |
| Very unsatisfactory (Male: 15 and above Female: 13 and above) | 2 | 11 | 8 | 47 | 4 | 22 | 14 | 82 |

% Percentages are rounded off

Figure 4
Level of Educational Adjustment of the Sample before Conscious Parenting

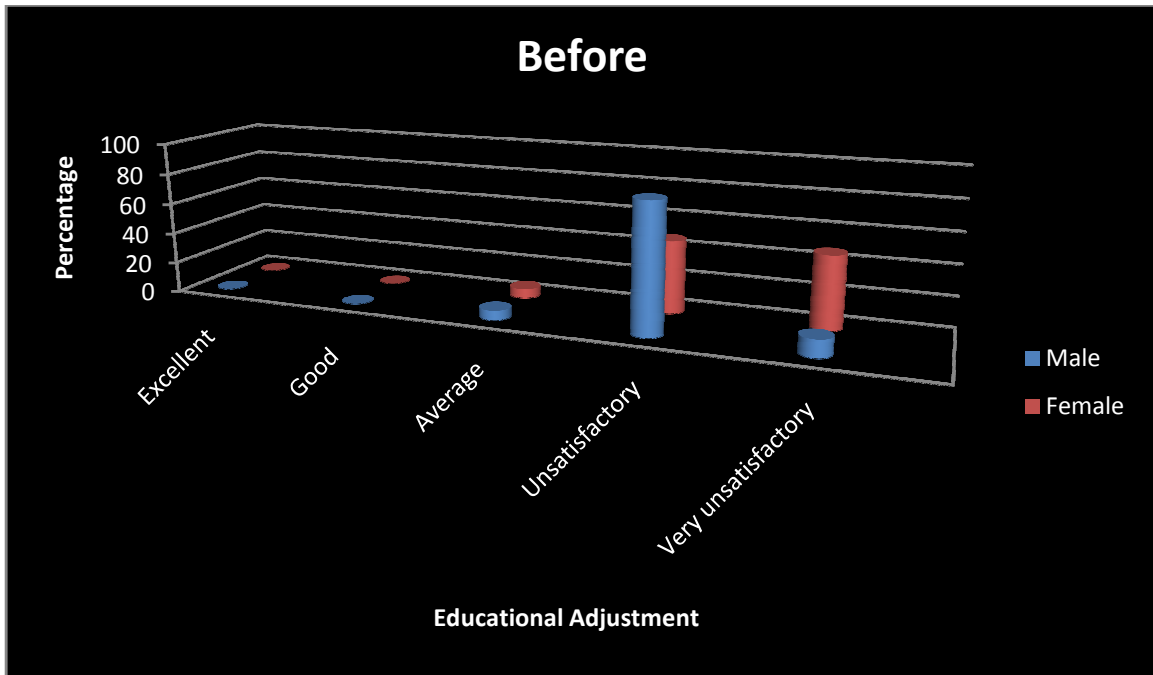
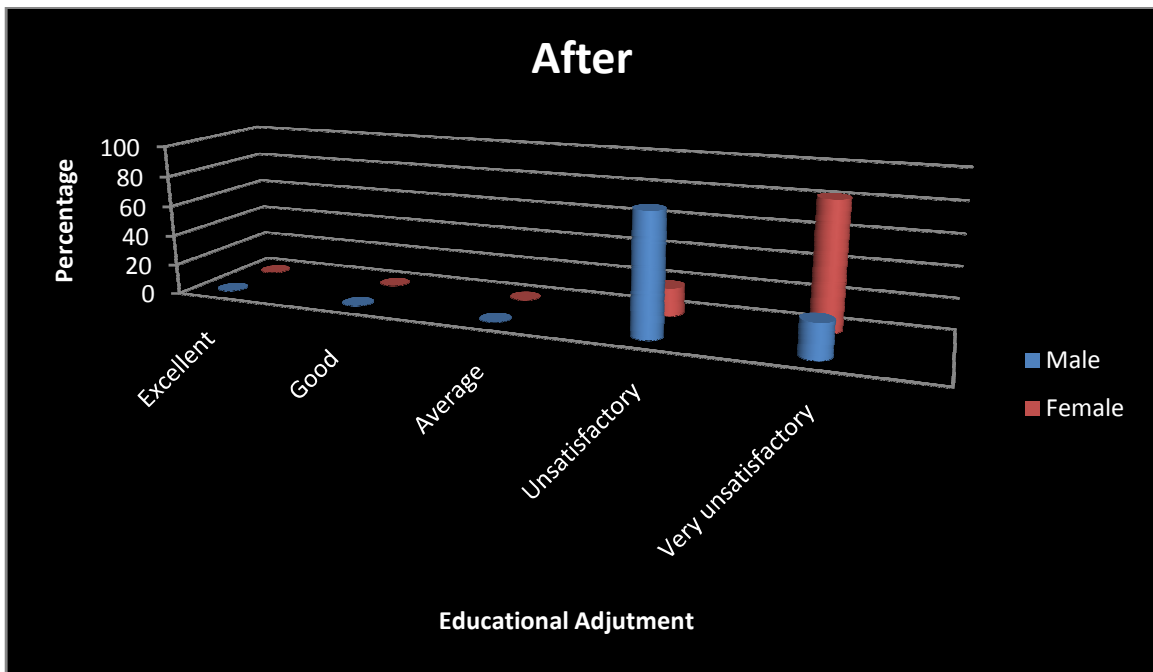


Figure 5
Level of Educational Adjustment of the Sample after Conscious Parenting



The study made by Rajamanickam and Vasanthal (2007) revealed that the better adjusted adolescent students showed very good achievement in their school performance and the students who had low adjustment showed poor achievement in their studies.

The type of parent child relationship and the adolescent student's achievement seem to have some effect on the achievement problem of the adolescents. It was observed that the type of relationship the mother have with children significantly influence the school adjustment of the adolescent boys which also determined there school adjustment. (Rajamanickam, 2007).

Table 4 shows the level of educational adjustment of the sample before and after Conscious Parenting. Before Conscious Parenting more than half, 83% of male and 47% of female of the sample had scored 'unsatisfactory', 11% of female and 47% of female 'very unsatisfactory' and 6% of male and 6% of female 'average' level of educational adjustment. And after Conscious Parenting it has declined with 78% of male and 18% of female 'unsatisfactory' and 22% of male and 82% of female 'very unsatisfactory' level educational adjustment. . Since Conscious Parenting Has improved the level of emotional adjustment and social adjustment it was expected to improve the level of educational adjustment as well. Since the intervention was given during the month of February the students who were the sample of the study were busy with other extracurricular activities which would have adversely affected the level of educational adjustment.

A study was designed by Bruyn, Dekovic and Meijnen (2003) to investigate the chain of associations between parenting behavior and early adolescents' school success. Results indicate that boys and girls shared the same pathway from maternal disciplinary strategies to school success mediated by the child's goal orientations and cognitive classroom engagement.

The relationship between parenting styles and children's academic achievement was examined by Besharat, Azizi and Poursharifi (2011) in a sample of Iranian families. Results indicated that both authoritative and authoritarian parenting styles were negatively associated with children's academic achievement. Permissive parenting style showed no significant association with children's academic achievement.

Table 5

Level of Total Adjustment of the Sample before and after Conscious Parenting

| Level of Total Adjustment | Before Conscious Parenting | | | | After Conscious Parenting | | | |
|---|-----------------------------------|----|----------------------|----|----------------------------------|----|----------------------|----|
| | Male (n=18) | | Female (n=17) | | Male (n=18) | | Female (n=17) | |
| | Number | % | Number | % | Number | % | Number | % |
| Unsatisfactory (Male: 21-30 Female: 16-25) | 10 | 56 | 4 | 24 | 14 | 78 | 3 | 18 |
| Very unsatisfactory (Male: 31 and above Female:26 and above) | 8 | 44 | 13 | 76 | 4 | 22 | 14 | 83 |

% Percentages are rounded off

Figure 6
Level of Total Adjustment of the Sample before Conscious Parenting

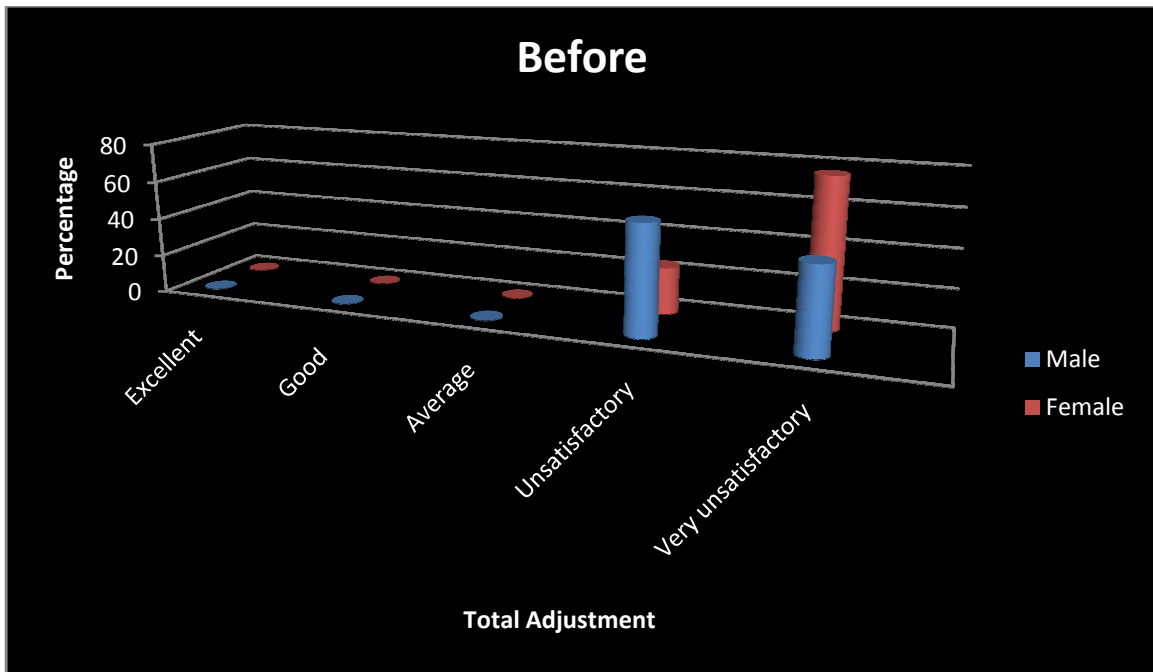


Figure 7
Level of Total Adjustment of the Sample after Conscious Parenting

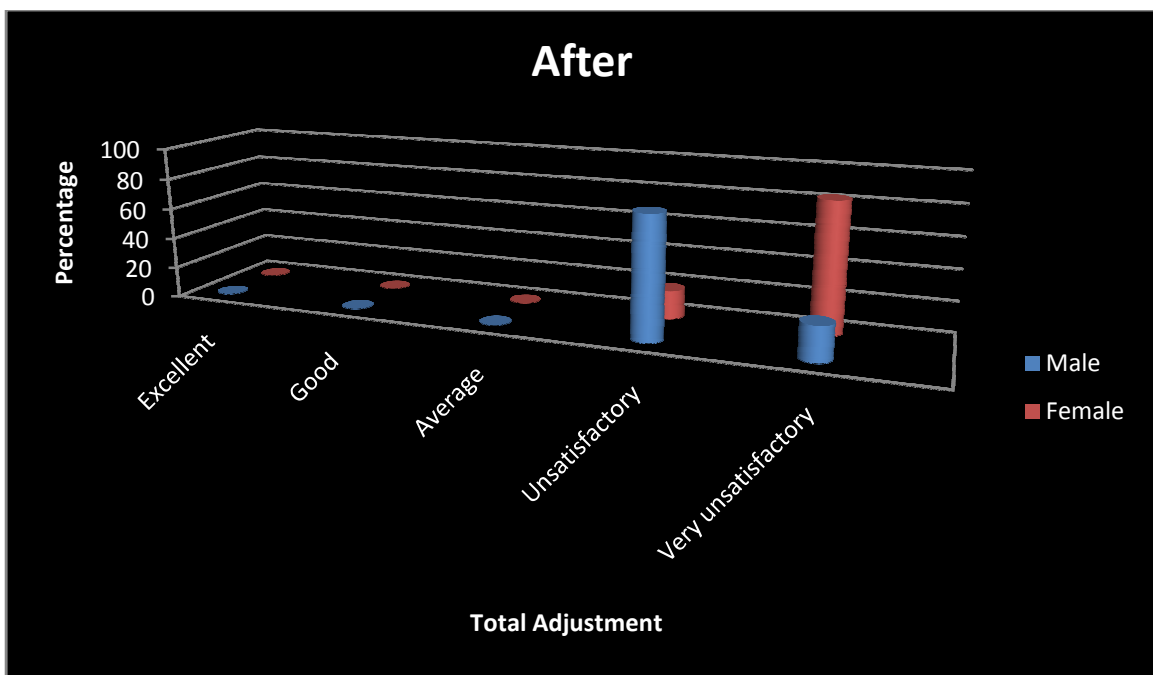


Table 5 shows the level of total adjustment of the sample before and after Conscious Parenting. Before Conscious Parenting, 56% of male and 24% of female of the sample had scored 'unsatisfactory' and 44% of male and 76% of female 'very unsatisfactory' level of total adjustment. Hence the null hypothesis 'The level of adjustment of the sample is good' is rejected. And after Conscious Parenting 78% of male and 18% of female have scored 'unsatisfactory' and 22% of male and 83% of female 'very unsatisfactory' level total adjustment.

Table 6**Significance of Difference in Mean Emotional, Social and Educational Adjustment of the Sample before and after Conscious Parenting**

| Variable | Condition | Male | | | Female | | |
|-------------------------------|----------------------------|-------|------|--------------------|--------|------|--------------------|
| | | Mean | SD | t | Mean | SD | t |
| Emotional Adjustment | Before Conscious Parenting | 6.39 | 3.11 | 3.15** | 6.29 | 2.97 | 1.92* |
| | After Conscious Parenting | 3.22 | 2.73 | | 4.59 | 1.94 | |
| Social Adjustment | Before Conscious Parenting | 11.83 | 2.04 | 1.50 ^{ns} | 12.29 | 2.26 | 2.65* |
| | After Conscious Parenting | 11.00 | 1.03 | | 10.35 | 1.87 | |
| Educational Adjustment | Before Conscious Parenting | 11.44 | 1.92 | 1.70* | 12.06 | 2.73 | 1.06 ^{ns} |
| | After Conscious Parenting | 12.61 | 2.06 | | 13.00 | 2.26 | |
| Total Adjustment | Before Conscious Parenting | 28.61 | 4.64 | 1.17 ^{ns} | 28.18 | 4.50 | 0.16 ^{ns} |
| | After Conscious Parenting | 26.83 | 4.13 | | 27.94 | 3.75 | |

** Significant at 0.01 level

* Significant at 0.05 level

SD= Standard Deviation

Figure 8
Significance of Difference in Mean Emotional Adjustments of the Male Sample before and after Conscious Parenting

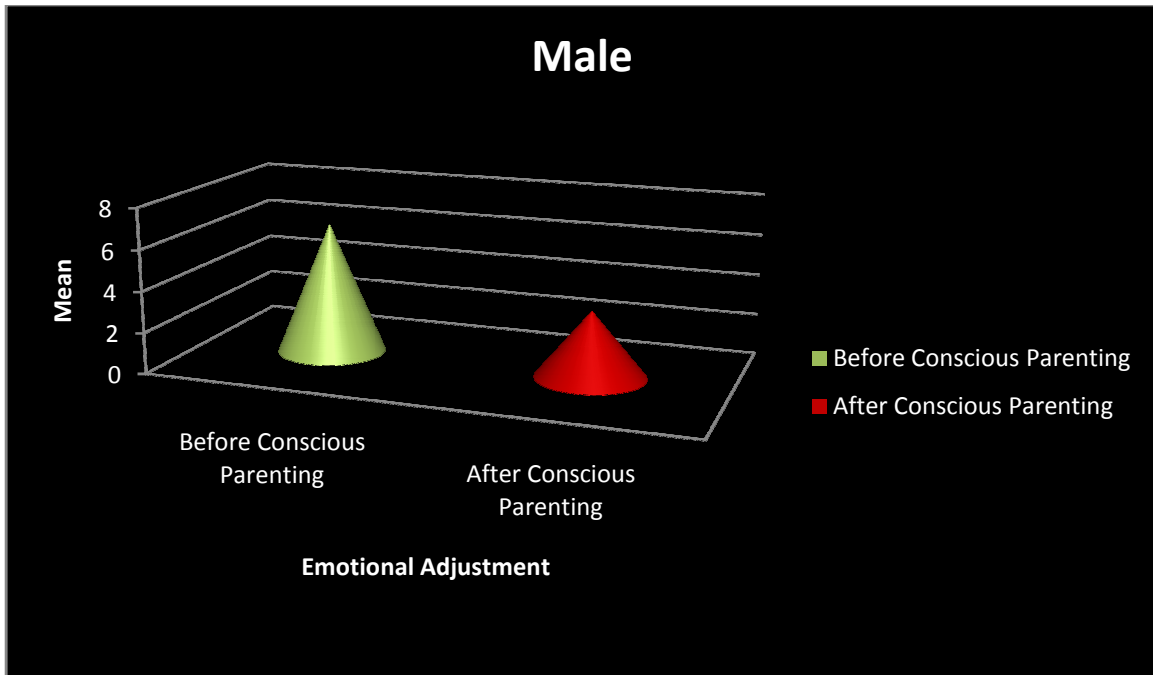


Figure 9
Significance of Difference in Mean Emotional Adjustments of the Female Sample before and after Conscious Parenting

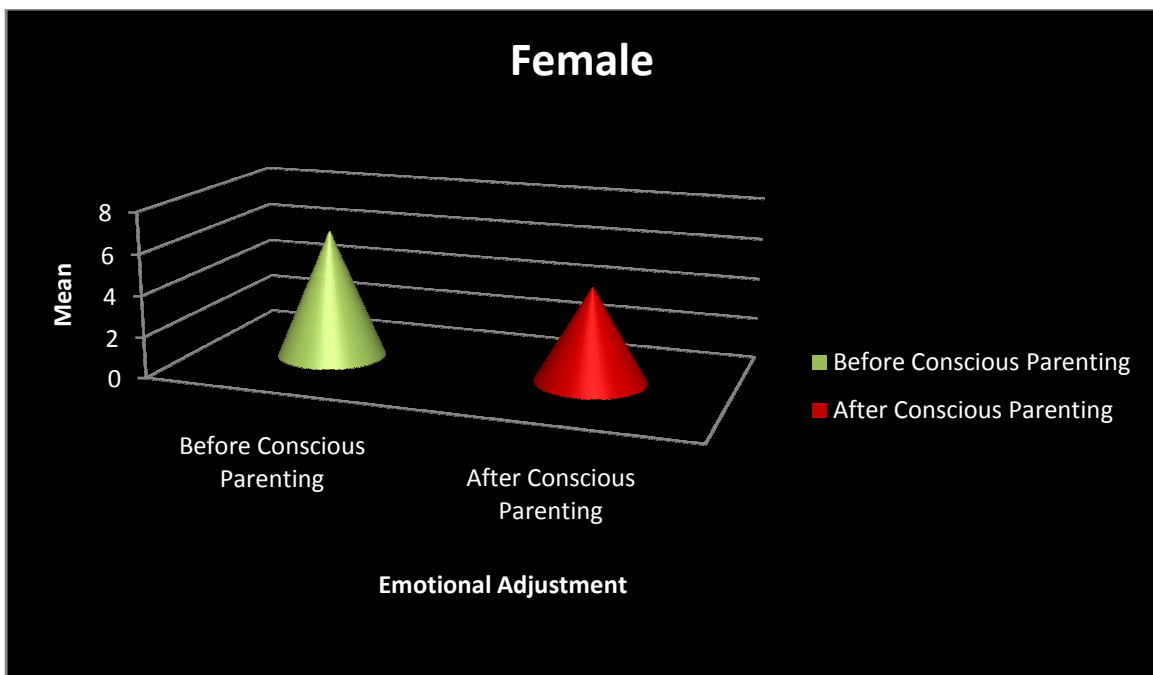


Figure 10
Significance of Difference in Mean Social Adjustments of the Male Sample before and after Conscious Parenting

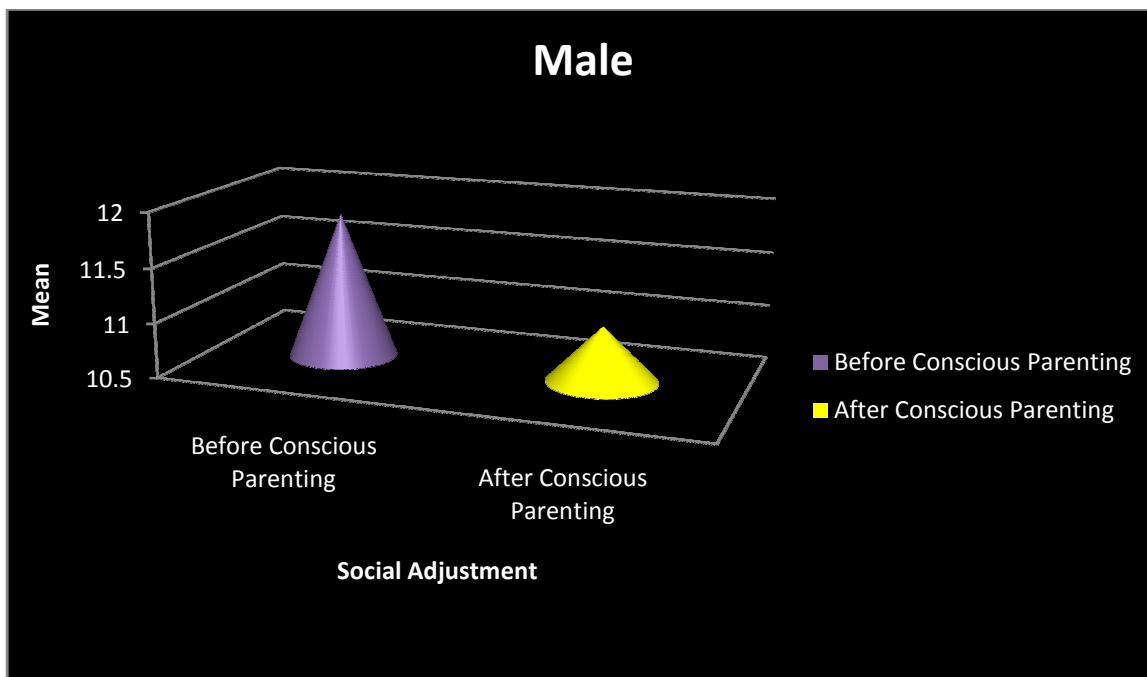


Figure 11
Significance of Difference in Mean Social Adjustments of the Female Sample before and after Conscious Parenting

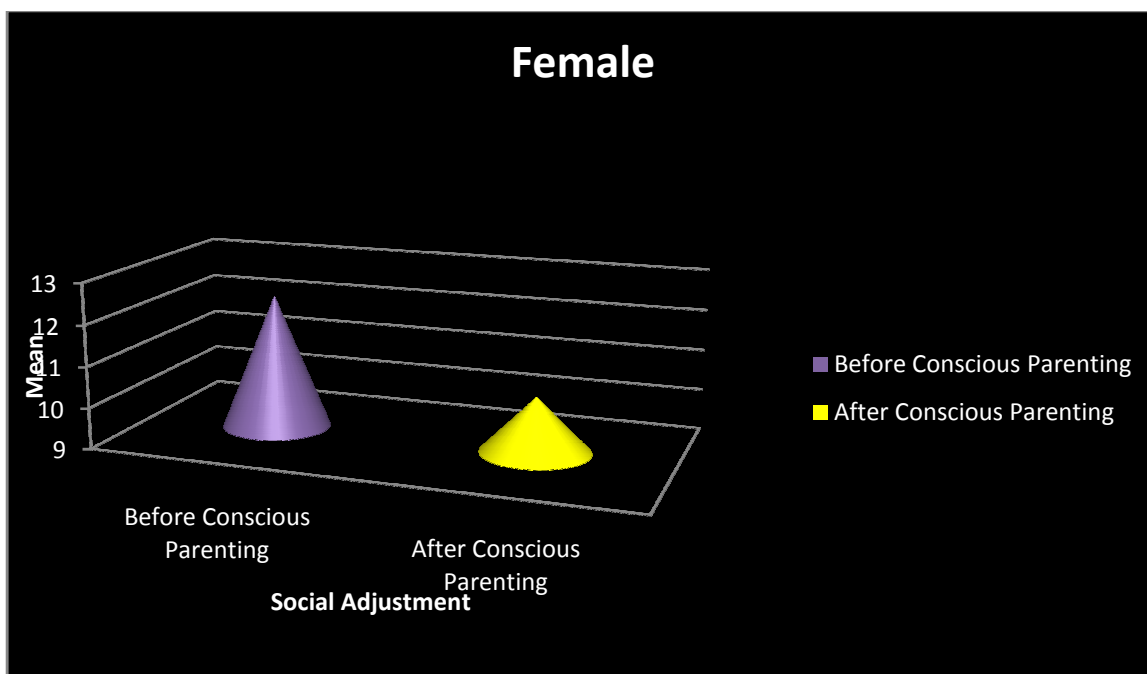


Figure 12

Significance of Difference in Mean Educational Adjustments of the Male Sample before and after Conscious Parenting

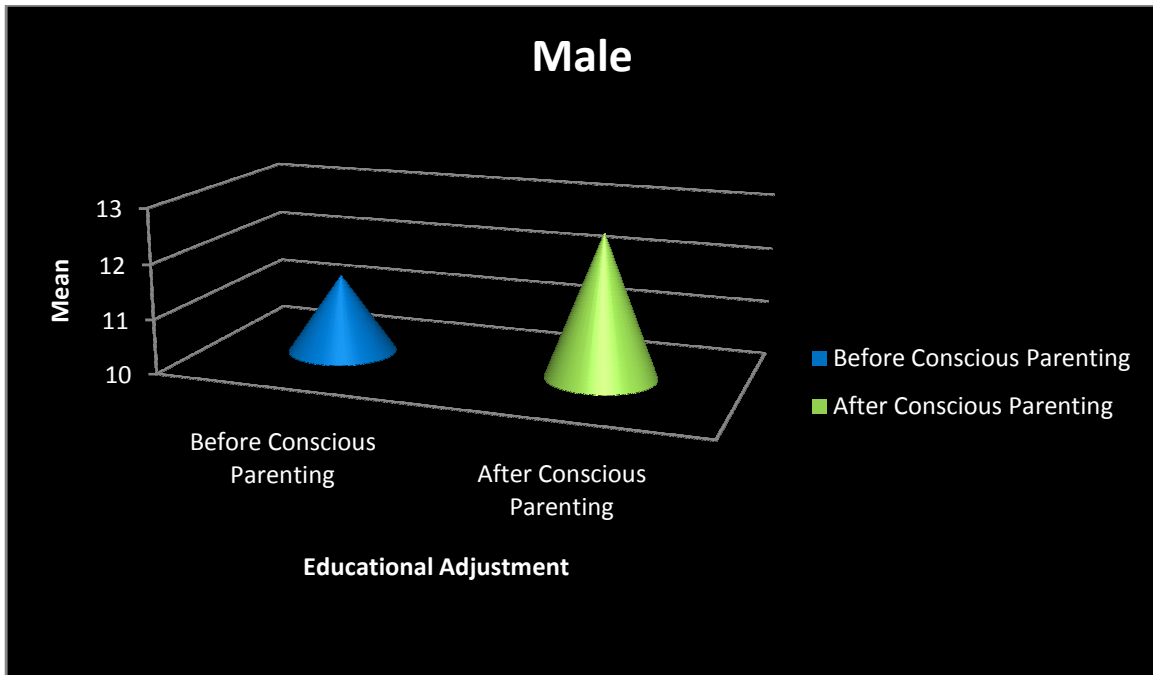


Figure 13

Significance of Difference in Mean Educational Adjustments of the Female Sample before and after Conscious Parenting

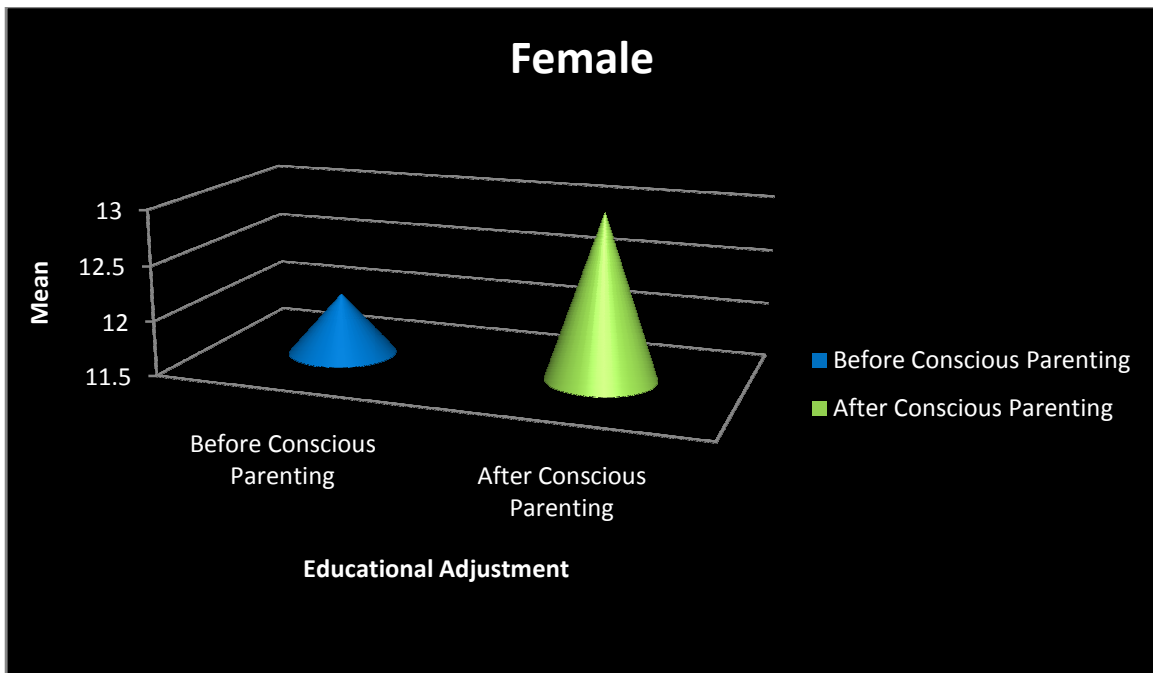


Figure 14
Significance of Difference in Total Adjustments of the Male Sample before and after Conscious Parenting

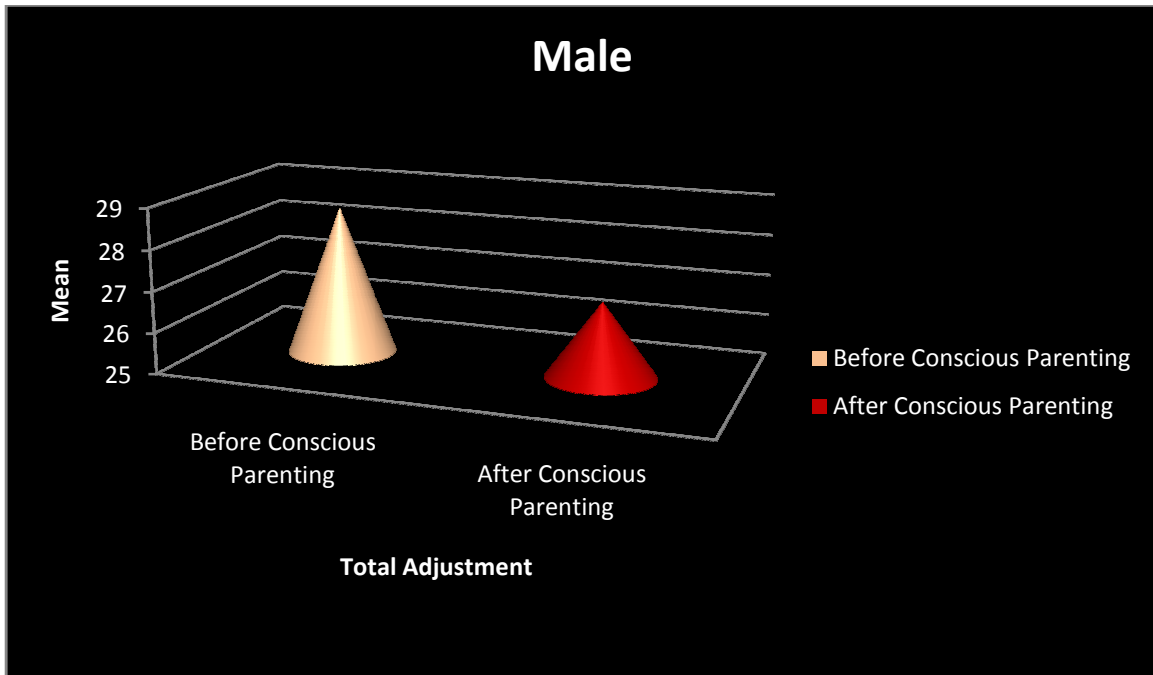
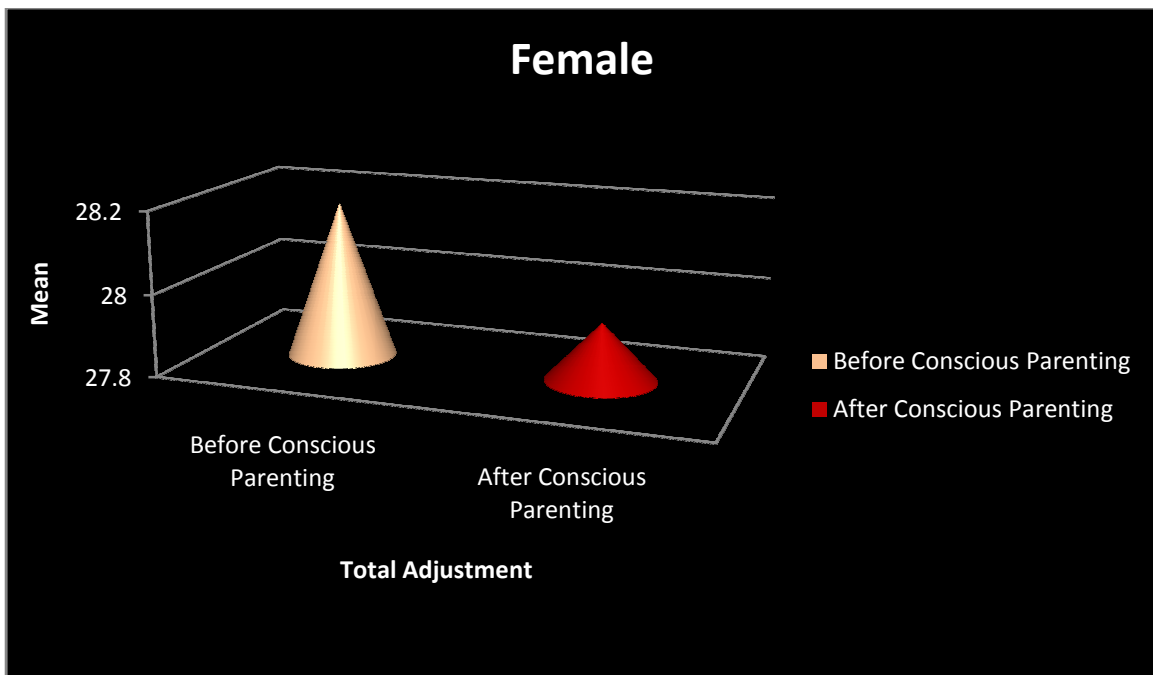


Figure 15
Significance of Difference in Total Adjustments of the Female Sample before and after Conscious Parenting



Adjustment is a continuous process of action in the life of a human being with a definite purpose of meeting the need of the self, the needs of the environment and the needs of the culture or society. Adjustment is the combined influence of several forces in the adolescent's environment that operates to produce a well-adjusted or poorly adjusted personality. (Rajamanickam and Arunmozhi, 2007).

Table 6 shows that the difference in mean adjustments before and after Conscious Parenting, emotional adjustment in male is statistically significant at 0.01, educational adjustment in male and educational and social in female is statistically significant at 0.05 and social and total adjustment in male and educational and total adjustment in female does not have any significance. Hence the null hypothesis 'Conscious parenting does not have any effect on the level of adjustment of the sample' is rejected.

Table 7**Level of Parental Bonding of the Sample before and after Conscious Parenting**

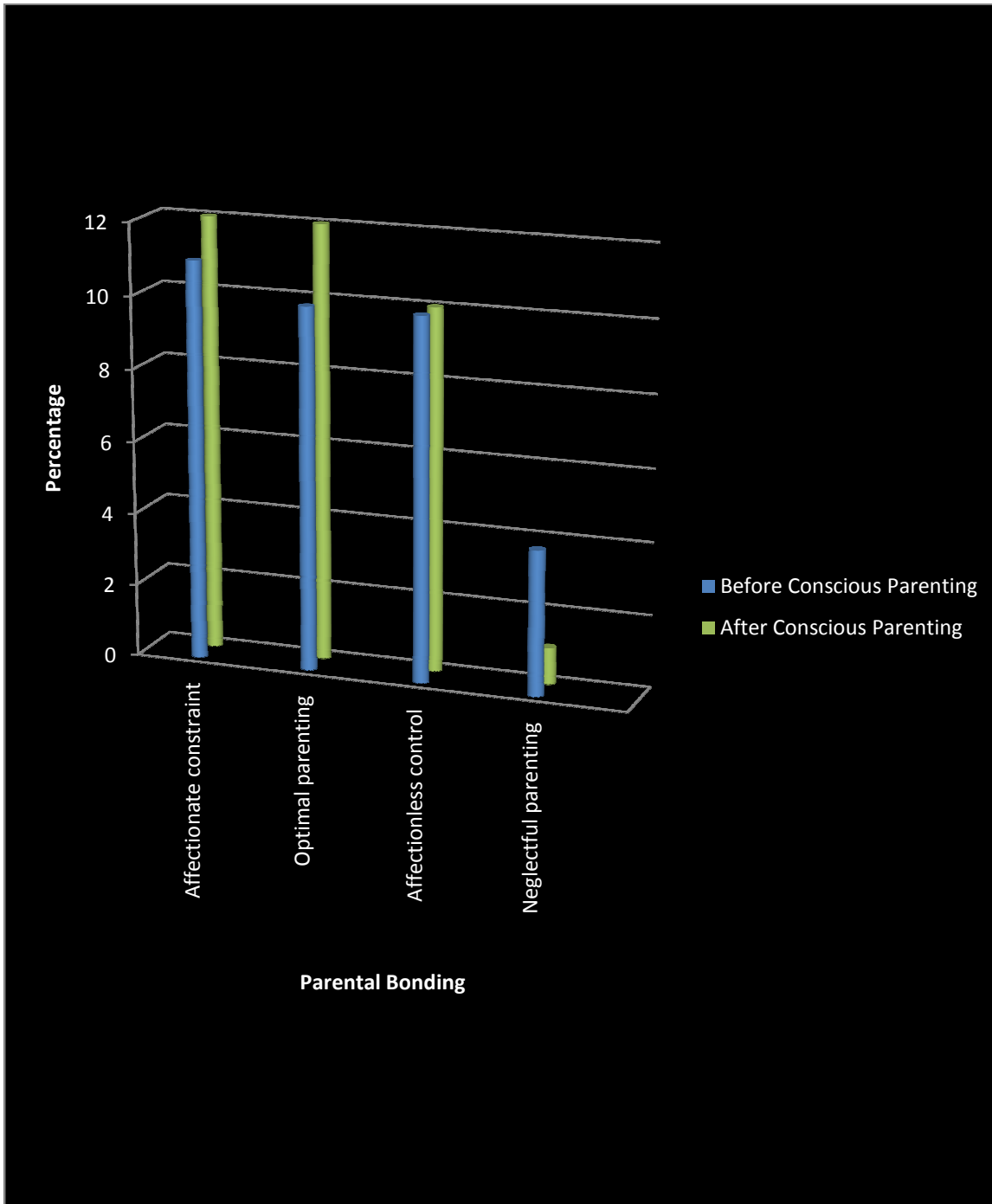
N=35

| Level of Parental Bonding | Before Conscious Parenting | | After Conscious Parenting | |
|--|-----------------------------------|-------------------|----------------------------------|-------------------|
| | Number | Percentage | Number | Percentage |
| Affectionate constraint (Care: above 27 Protection: above 13.5) | 11 | 31 | 12 | 34 |
| Optimal parenting (Care: above 27 Protection: below 13.2) | 10 | 29 | 12 | 34 |
| Affectionless control (Care: below 27 Protection: above 13.5) | 10 | 29 | 10 | 29 |
| Neglectful parenting (Care: below 27 Protection: below 13.5) | 4 | 11 | 1 | 3 |

Percentages are rounded off

Figure 16

Level of Parental Bonding of the Sample before and after Conscious Parenting



Adolescence is often thought of as a period during which the parent child interaction can be relatively stressed and conflicted. (Collins and Laursen, 2004).

There must be some changes in rearing practices of parents. Parents love and affection towards their children should create a sense of reciprocation and respect towards the parents. (Rajamanickam, 2007).

Table II show the level of parental bonding of the sample before and after Conscious Parenting. It can be noted that 31%, 29%, 29% and 11% of the sample had affectionate constraint, optimal parenting, affectionless control and neglectful parenting respectively before Conscious Parenting. Therefore, the null hypothesis, 'The level of parental bonding of the sample is good' is rejected. Poor parental bonding of the sample may be due to the lack of awareness of the parents about Conscious Parenting.

After Conscious Parenting, the sample showed improvement in the three aspects of parental bonding namely affectionate constraint, optimal parenting and neglectful parenting. Affectionless control alone continued to be the same after Conscious Parenting. The awareness brought in the parents after Conscious Parenting seemed to have brought about an attitudinal change in their behavior towards their children and that in turn was perceived as positive by the children. Affectionless control has remained the same probably due to the fact that many South Indian households believe in not showing too much of affection and spoil their children.

Latzman, Elkovitch and Clark (2009) investigated the interrelations among maternal and adolescent personality, and parenting practices that have been implicated in the development of disruptive behavior problems. Significant correlations were found between parenting practices and both maternal and adolescent personality.

Walker, Bean and Hsieh (2011) examined both mothers' and fathers' parenting (positive and negative) and adolescents' personal characteristics (religiosity, social initiative, aggression, depression) in relation to perceived deviant peer association for European American and Latino adolescents. Adolescents' reports of positive or negative mothering and fathering were found to be related to adolescents' personal characteristics, and these characteristics were, in turn, related to perceived deviant peer association.

Table 8

Significance of Difference in Mean Parental Bonding of the Sample before and after Conscious Parenting

N=35

| Variable | Condition | Mean | Standard Deviation | T |
|-------------------------|----------------------------|-------------|---------------------------|----------|
| Parental Bonding | Before Conscious Parenting | 2.2286 | 1.00252 | 1.785 ** |
| | After Conscious Parenting | 2.0571 | .87255 | |

** Significant at 0.01 level

Figure 17

Significance of Difference in Mean Parental Bonding before and after Conscious Parenting of the Sample

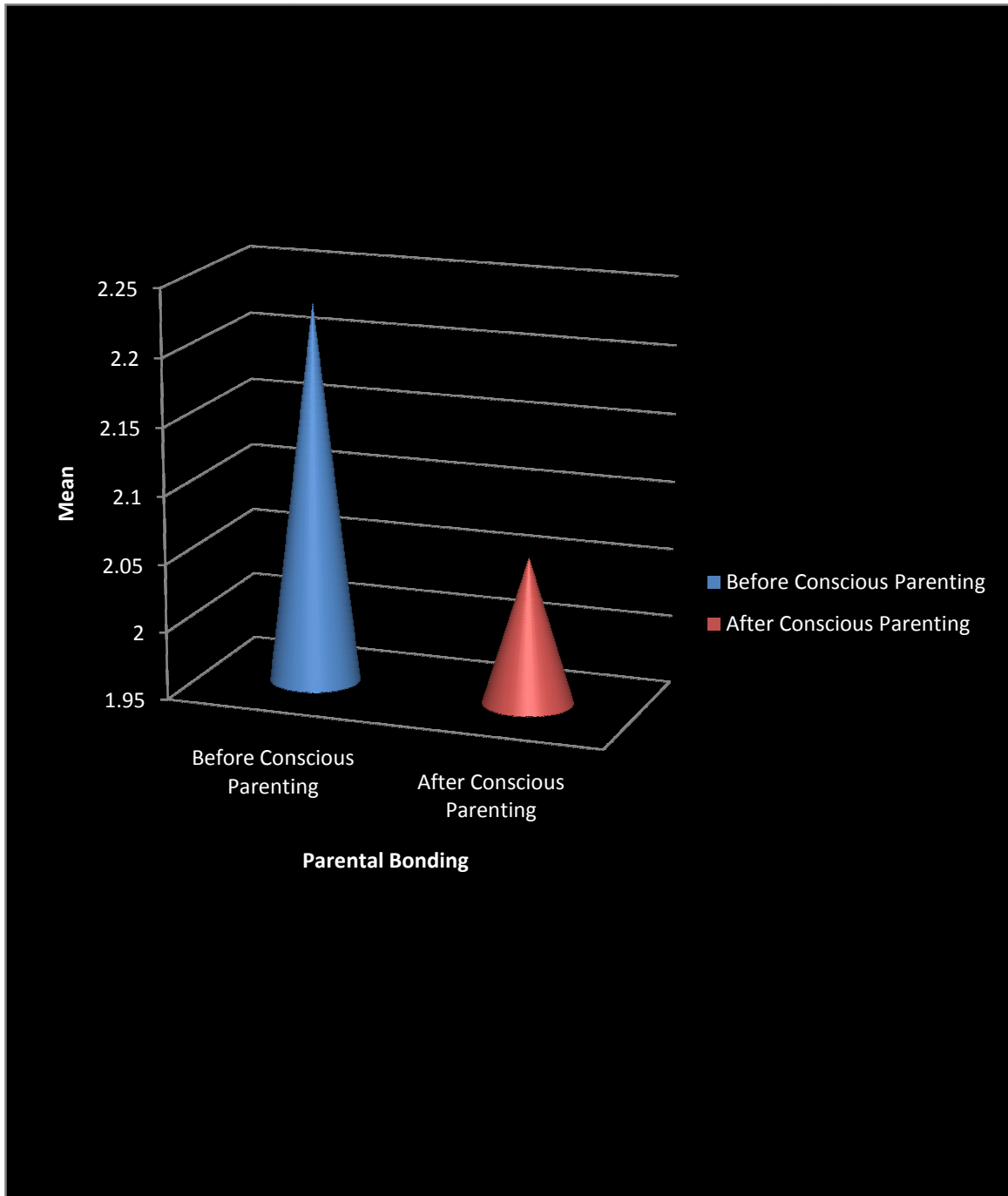


Table 9

Correlation of Gender with Emotional Adjustment and Social Adjustment of the Sample

| Variable | Female | | | Male | | |
|-----------------------------|---------------|---------------------------|----------|-------------|---------------------------|----------|
| | Mean | Standard Deviation | r | Mean | Standard Deviation | R |
| Emotional adjustment | 6.29 | 2.97 | 0.629** | - | - | - |
| Social adjustment | 12.29 | 2.26 | 0.581* | - | - | - |

** significant at 0.01 level

*significant at 0.05 level

Correlation is a statistical technique that can show whether or how strongly pairs of variables are related.

Several researches have revealed that women have better emotional adjustment. It is a known fact that women are socially adept and for the same reason they have better emotional coping than men. The female sample of the present study too fall in expectation with this fact.

Emotional and social and social adjustment have positive and statistically significant correlation (0.629 and 0.581) in female sample whereas there are no such correlation in male sample.

Table 9 shows the mean Parental Bonding of the sample before and after Conscious Parenting. The t value is statistically significant at 0.01 level. Hence the null hypothesis, 'Conscious parenting does not have any effect on the level of parental bonding of the sample' is rejected.

Wolfradt, Hempel and Miles (2003) conducted a study to investigate the relationship between perceived parenting styles, depersonalisation, anxiety and coping behaviour in a normal high school student sample ($N=276$). It was found that perceived parental psychological pressure correlated positively with depersonalisation and trait anxiety among the adolescents. Perceived parental warmth was positively associated with active coping and negatively correlated with trait anxiety in the adolescents.

Table 10

Correlation of Order of Birth with Emotional Adjustment, Social Adjustment and Educational Adjustment of the Sample

| Variable | Middle | | | Last | | | Only Child | | |
|-------------------------------|--------|------|--------|------|------|--------|------------|------|--------|
| | Mean | SD | r | Mean | SD | r | Mean | SD | R |
| Emotional Adjustment | - | - | - | 6.92 | 2.94 | 0.773* | - | - | - |
| Social Adjustment | 11.78 | 1.64 | 0.773* | - | - | - | - | - | - |
| Educational Adjustment | - | - | - | - | - | - | 12.67 | 2.08 | 0.999* |

*significanct at 0.05 level

SD= standard deviation

Table 10 shows the Correlation of order of birth with Emotional, Social and Educational Adjustment. It shows that correlation of middle born and Social Adjustment and last born and Emotional Adjustment as 0.773*, which is significant at 0.05 level.

It shows that middle born children have better social adjustment, last born have better emotional adjustment and only child have better educational adjustment.

In a study conducted by Rajamanickam and Vasanthal (2007) it was observed that the number of siblings in the family had adverse affect in the school performance of the adolescent students achieveent. The more number of siblings, the poorer the achievements. A family with one or two siblings showed very good achievement in the adolescent boys and girls.

In the present study it was found that correlation of only child and Educational Adjustment as 0.999*, which is significant at 0.05 level.

SUMMARY AND CONCLUSION

CHAPTER-V

SUMMARY AND CONCLUSION

The study on 'Effect of Conscious Parenting on Adjustment in Adolescents' involved the following steps was conducted with the following objectives:

- To assess the level of adjustment in the sample, who are the selected adolescents.
- To assess the fundamental parental bonding as perceived by the sample.
- To ascertain the effect of Conscious Parenting on the adjustment of the sample.

From St. Joseph's School, Pushpagiri, Kannur, Kerala, 90 students of VII, VIII and IX standards were screened for adjustment using AISS (Adjustment Inventory for School Students) developed by Sinha and Singh (1998). Out of them, 35 students of which 18 were male and 17 female students who were having unsatisfactory to very unsatisfactory adjustment were randomly selected to serve as the sample of the study. These 35 students were tested for parental bonding using PBI (Parental Bonding Instrument) developed by Parker, Tupling and Brown (1997).

The mothers of the student participants were given four sessions on Conscious Parenting.

COCLUSION

- Initially the level of emotional adjustment of majority of the sample was 'good' (77% of male and 71% of female) emotional adjustment before Conscious Parenting. After Conscious Parenting the same sample showed better emotional adjustment with 22% of male showing 'excellent' and 66% of male and 94% of female showing 'good' emotional adjustment. .
- Initially the level of Social Adjustment of majority of the sample was 'retiring' (71%), 26% 'very retiring' and 3% 'average' . After Conscious Parenting the same sample showed 77% 'retiring', 14% 'average', 6% 'very retiring, and 3% 'aggressive, level of Social Adjustment.
- Initially, 83% of male and 47% of female of the sample had scored 'unsatisfactory', 11% of female and 47% of female 'very unsatisfactory' and 6% male and 6% female 'average' level of educational adjustment. After Conscious Parenting it has declined with 78% male and 18% female 'unsatisfactory' and 22% male and 82% female 'very unsatisfactory' level educational adjustment. .
- Initially 56% of male and 24% of female of the sample had scored 'unsatisfactory' and 44% of male and 76% of female 'very unsatisfactory' level of total adjustment. Hence the null hypothesis 'The level of adjustment of the sample is good' is rejected.

- After Conscious Parenting 78% of male and 18% of female have scored ‘unsatisfactory’ and 22% of male and 83% of female ‘very unsatisfactory’ level total adjustment.
- There was a significant change in the mean of adjustments of the sample after Conscious Parenting. The difference in mean adjustments before and after Conscious Parenting as emotional adjustment in male is statistically significant at 0.01, educational adjustment in male and educational and social in female is statistically significant at 0.05 and social and total adjustment in male and educational and total adjustment in female does not have any significance. Hence the null hypothesis ‘Conscious parenting does not have any effect on the level of adjustment of the sample’ is rejected.
- Initially, 29% of the sample had affectionate control and 11% neglectful parenting. Therefore, the null hypothesis, ‘The level of parental bonding of the sample is good’ is rejected.
- After Conscious Parenting the level of Neglectful Parenting was only 3%. The level of Affectionless Control remains the same. The level of Affectionate Constrict and Optimal Parenting has increased to 34%.
- The mean Parental Bonding of the sample before and after Conscious Parenting was statistically significant at 0.01 level. Hence the null hypothesis, Conscious Parenting does not have any effect on the level of parental bonding of the sample’ is rejected.
- When correlated with gender female participants had better emotional (0.629-significant at 0.01 level) and social adjustment (0.581).
- Correlation of birth order with emotional adjustment showed that middle born had better social adjustment (0.773-significant at 0.05 level; last born had better emotional adjustment (0.773- significant at 0.05 level) and only child had better educational adjustment (0.999-significant at 0.05 level).

LIMITATIONS

- The duration of the intervention was limited due to the limited time available for Postgraduate Research.
- Since the school was approaching the end of an academic year, students who were occupied with their academic and extracurricular activities.

RECOMMENDATION

- School psychologists should be appointed in every school to help the teachers, parents and students.
- Parents should be given awareness programmes on Conscious Parenting.

SUGGESTIONS FOR FURTHER RESEARCH

- Longitudinal researches can be conducted on larger sample of parents applying conscious parenting.

- Researches can be conducted involving Conscious Parenting and other variables such as well-being, stress, gratitude, subjective happiness, spirituality, etc.

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ANNEXURES

ANNEXURE-II

ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS

INSTRUCTIONS : On the next pages, there are some questions covering your school problems those have two response alternatives ‘Yes’ and ‘No’. Read every question carefully and decide whether you want to answer it with ‘Yes’ and ‘No’. If your answer is ‘Yes’, then put a ✓ mark under ‘Yes’. If it is “No”, put a ✓ mark under ‘No’. Remember your answers will not be told to any person, so please give the correct answer without hesitation. You may take your own time, but try it as soon as possible.

| Sl. No | AREAS | STATMENTS | YES | NO |
|--------|-------|---|-----|----|
| 1 | a | Are you always afraid of something in your school? | | |
| 2 | b | Do you avoid meeting your classmates? | | |
| 3 | c | Do you forget soon what you have read? | | |
| 4 | a | Suppose, your classmates do something unreasonable unknowingly, do you immediately get angry with them? | | |
| 5 | b | Are you of a shy nature? | | |
| 6 | c | Are you afraid of examinations? | | |
| 7 | a | Do you worried of your teacher scolding you for your mistakes? | | |
| 8 | b | Do you hesitate in asking a question when you don't understand something? | | |
| 9 | c | Is it difficult for you to understand the lessons taught in the class? | | |
| 10 | a | Are you jealous of those friends whom teachers appreciate very much? | | |
| 11 | b | When some of your teachers are together, do you go there without any complex? | | |
| 12 | c | Can you note down the lessons taught in class correctly? | | |
| 13 | a | Do you envy those classmates whom you think better than you? | | |
| 14 | b | Do you feel sometimes, as if you have no friend in your school? | | |
| 15 | c | Do you yawn when lesson is taught in your class? | | |
| 16 | a | When you see, some students talking themselves, do you thing they are gossiping about you? | | |
| 17 | b | Are you able to get friendly easily? | | |
| 18 | c | Are you satisfied with the method of the teaching of the teachers of this school? | | |
| 19 | a | Do you express your anger to others when you are not asked to come forward in any programme in your school? | | |
| 20 | b | When some students are talking together, do you join them freely? | | |
| 21 | c | Do you think that the teachers in the school do | | |

| | | | | |
|----|---|--|--|--|
| | | not pay any attention to your problems? | | |
| 22 | a | Are you often sad and distressed in the school? | | |
| 23 | b | Do you like to join your classmates working together? | | |
| 24 | c | Are you satisfied with progress in your studies? | | |
| 25 | a | Do you feel the teachers neglect you? | | |
| 26 | b | Do you try to attract the attention of your teacher yourself in the class? | | |
| 27 | c | Is it a burden for you to study? | | |
| 28 | a | Do you get yourself worked up and try to harm student when he / she complains against you? | | |
| 29 | b | Do you often like to be alone? | | |
| 30 | c | Are your teachers always ready to solve your problems, concerning your studies? | | |
| 31 | a | Are often dissatisfied with your school? | | |
| 32 | b | Do you establish a friendly relationship with the students in the school? | | |
| 33 | c | Do your teachers in the school praise you? | | |
| 34 | a | Do you try to rationalise your mistake? | | |
| 35 | b | Do you like to sit in the front seats in the class? | | |
| 36 | c | Do you often get less mark in the examination? | | |
| 37 | a | Do you resent it when your teachers ask you a question in the class? | | |
| 38 | b | Do you have a friendly association with your fellow students? | | |
| 39 | c | Do you like the idea of having more holidays in the school? | | |
| 40 | a | Do you get wild when one of your classmates jokes with you? | | |
| 41 | b | Do you openly take part in the school assemblies? | | |
| 42 | c | Do you often quarrel with your classmates? | | |
| 43 | a | Do you sometimes go home before the school closes? | | |
| 44 | b | Do you take part in the school sports? | | |
| 45 | c | Do some of your teachers often keep on scolding you for the studies? | | |
| 46 | a | Do you often have doubt on others in the school? | | |
| 47 | b | Are you shy of talking to the senior students in school? | | |
| 48 | c | Do you look at your teachers respectfully? | | |
| 49 | a | Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well? | | |
| 50 | b | Do you have some intimate friends in this school? | | |
| 51 | c | Do you pay attention to the lesson being taught in class? | | |
| 52 | a | Do you develop resentful feelings towards you | | |

| | | | | |
|----|---|--|--|--|
| | | teachers when you get less mark? | | |
| 53 | b | Are you always ready to help your classmates in everyway? | | |
| 54 | c | Do you borrow books and magazines from the school library and read them? | | |
| 55 | a | Are you often afraid of meeting the senior students? | | |
| 56 | b | Do you enjoy irritating other students in the school? | | |
| 57 | c | Do you take part in the debates? | | |
| 58 | a | Do you feel mentally depressed when you meet the senior students? | | |
| 59 | b | Do you lend your books or note-books gladly when your classmates ask for it? | | |
| 60 | c | Are you interested in the things, regarding education? | | |

| SCORING TABLE | | | | |
|----------------------|---------------|------------|-----------------|-----------|
| Adjustment Area | Emotional (a) | Social (b) | Educational (c) | Total (d) |
| Scores | | | | |

Table I: SCORING KEY

| ADJUSTMENT | DESCRIPTION | SCORE RANGE | |
|--------------------|---------------------|--------------|--------------|
| | | Men (194) | Women (274) |
| SOCIAL | Very Aggressive | 0-3 | 0-3 |
| | Aggressive | 3-6 | 4-6 |
| | Average | 7-9 | 7-9 |
| | Retiring | 10-12 | 10-12 |
| | Very Retiring | 13 and above | 13 and above |
| EMOTIONAL | Excellent | 0-1 | 0-1 |
| | Good | 2-7 | 2-7 |
| | Average | 8-15 | 8-14 |
| | Unsatisfactory | 16-21 | 15-21 |
| | Very Unsatisfactory | 22 and above | 22 and above |
| EDUCATIONAL | Excellent | 0-1 | 0-1 |
| | Good | 2-4 | 2-4 |
| | Average | 5-9 | 5-8 |
| | Unsatisfactory | 10-14 | 9-12 |
| | Very Unsatisfactory | 15 and above | 13 and above |
| TOTAL SCORE | Excellent | 0-5 | 0-5 |
| | Good | 6-10 | 6-10 |
| | Average | 11-20 | 11-15 |
| | Unsatisfactory | 21-30 | 16-25 |
| | Very Unsatisfactory | 31 and above | 26 and above |

Table II: SCORING KEY

| Emotional | Social | Educational |
|------------------|-------------------------------|--------------------|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |
| 10 | 11 | 12 |
| 13 | 14 | 15 |
| 16 | 17 | 18 |
| 19 | 20 | 21 |
| 22 | 23 | 24 |
| 25 | 26 | 27 |
| 28 | 29 | 30 |
| 31 | 32 | 33 |
| 34 | 35 | 36 |
| 37 | 38 | 39 |
| 40 | 41 | 42 |
| 43 | 44 | 45 |
| 46 | 47 | 48 |
| 49 | 50 | 51 |
| 52 | 53 | 54 |
| 55 | 56 | 57 |
| | 59 | 60 |
| Scoring | Consider YES answer in | |
| | all the above items | |

ANNEXURE III
PARENTAL BONDING INSTRUMENT (PBI)
Parker, Tupling and Brown, 1997

Variables measured

Two scales termed 'care' and 'overprotection' or 'control', measure fundamental parental styles as perceived by the child. The measure is to be completed for both mothers and fathers separately. There are 25 item questions, including 12 'care' items and 13 'overprotection' items.

Scoring instructions

| | |
|---------------------------------|--|
| <i>Care</i> | |
| Items: 1, 5, 6, 11, 12, 17: | Very like = 3 Moderately like = 2 Moderately unlike = 1 Very unlike = 0 |
| Items: 2, 4, 14, 16, 18, 24 | Very unlike = 3 Moderately unlike = 2 Moderately like = 1 Very like = 0 |
| <i>Overprotection</i> | |
| Items: 8, 9, 10, 13, 19, 20, 23 | Very like = 3 Moderately like = 2 Moderately unlike = 1 Very unlike = 0 |
| Items: 3, 7, 15, 21, 22, 25 | Very unlike = 3 Moderately unlike = 2 Moderately like = 1 Very like = 0 |

Parental bonding quadrants

In addition to generating care and protection scores for each scale, parents can be effectively “assigned” to one of four quadrants:

“affectionate constraint”
= high care and high protection

“affectionless control”
= high protection and low care

“optimal parenting”
= high care and low protection

“neglectful parenting”
= low care and low protection

Assignment to “high” or “low” categories is based on the following cut-off scores:

For **mothers**, a *care* score of 27.0 and a *protection* score of 13.5.

For **fathers**, a *care* score of 24.0 and a *protection* score of 12.5.

MOTHER FORM

| | Very like | Moderately like | Moderately unlike | Very unlike |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Spoke to me in a warm and friendly voice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did not help me as much as I needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Let me do those things I liked doing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Seemed emotionally cold to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Appeared to understand my problems and worries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Was affectionate to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Liked me to make my own decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Did not want me to grow up | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Tried to control everything I did | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Invaded my privacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Enjoyed talking things over with me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Frequently smiled at me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Tended to baby me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Did not seem to understand what I needed or wanted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Let me decide things for myself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Made me feel I wasn't wanted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Could make me feel better when I was upset | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Did not talk with me very much | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Tried to make me feel dependent on her/him | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Felt I could not look after myself unless she/he was around | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Gave me as much freedom as I wanted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Let me go out as often as I wanted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Was overprotective of me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Did not praise me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Let me dress in any way I pleased | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

FATHER FORM

| | Very like | Moderately like | Moderately unlike | Very unlike |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Spoke to me in a warm and friendly voice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did not help me as much as I needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Let me do those things I liked doing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Seemed emotionally cold to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Appeared to understand my problems and worries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Was affectionate to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Liked me to make my own decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Did not want me to grow up | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Tried to control everything I did | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Invaded my privacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Enjoyed talking things over with me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Frequently smiled at me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Tended to baby me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Did not seem to understand what I needed or wanted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Let me decide things for myself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Made me feel I wasn't wanted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Could make me feel better when I was upset | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Did not talk with me very much | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Tried to make me feel dependent of her/him | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Felt I could not look after myself unless she/he was around | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Gave me as much freedom as I wanted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Let me go out as often as I wanted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Was overprotective of me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Did not praise me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Let me dress in any way I pleased | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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