CHAPTER - VI

SUMMARY

Normal child growth and development are essential conditions for healthy adult life. Most of the children grow in families in Indian. Most important and crucial in the family are the parents (both the mother & father). It is here where they develop their own identity and recognize that of others. It is in the family that they develop their techniques for assuming increasing responsibilities for their behaviour. With proper parental guidance they develop the essential skills to meet the demands of ever changing times. It is in the home that the child learns to deal with competition to accept criticism, praise & flame, to develop a sense of belonging. Which is so essential to happy living and normal development. Important in this process is parental understanding and consistency in the day to day management of the child.

It is with the help of parents that children learn to manage their interpersonal relationships, what is expected of them, what they can expect of others about authority, obedience, etc. The most potent environmental factor in the mental health of the child appears to be those connected with the quality of his interpersonal relationships, viewed in this way, the gross and obvious factors in the child’s environment e.g., broken homes quarrels between parents, neglect, over protection etc., are of significance in their effect on the total development of the child as well as his capacity to adjust to his environment as a fully functioning individual. Considering the important role of parents in the development of a child, the parent investigation was centred on the parents.
In the recent years there has been an increase in the prevalence of emotional disorders among children. Various studies reported varying percentages. A report published by N.C.E.R.T. (1983) indicated that a large number of primary school children suffer-from emotional disorders needing assistance from teachers, counsellors of Psychologists in the absence of which they are likely to suffer and stagnate. Review of earlier researcher have revealed Some important Variables such as parental quarreling, conflicts and general tensions, parental SES, parental care of control as instrument in the development of children of parent who is financially weak emotionally disturbed saves as an undesirable parental model. It was reported that the largest number of stress or strains are prevalent in the children of lower income group.

The present research was a study of conducted to find out the effect of parents of their SES upon the care, Control, psycho-pathology of academic achievement of their children.

Following hypothesis were tested in the study—

1) Parents, (Fathers and mothers) would have differential effects of care, Control and Psychopathology of children.

2) Socio-economic status of parents would have differential effect on care, Control & Psychopathology of children.

3) Parents and their socio-economic status would have interactive effects on care, Control and Psychopathology of children.

4) There would be differential effect of parent's Socio-economic status on academic achievement of children.
5) There would be inter-relationship between care, Control, Psychopathology and academic achievements of children. Study was conducted by taking 2x2 factorial design with two levels of Socio-economic status, i.e., high Socio-economic status and low Socio-economic status of parents only those children were included in the sample whose parent’s income fell on the extremes. Selection of the children of a particular class was made on the basis of parental income. The effect of the above two independent Variables was studied on the dependent Variables i.e. care, control, psycho-pathology and academic achievement of children. The date for the first three Variables were collected from parents and from school records. The questionnaires were administered on the parents individually. The academic achievement scores of children were collected from the School records.

A Sample of 100 children and their parents (Both mothers and fathers). Half of the children were from higher SES and half of the children were from lower SES. The children were drawn from the public and government schools. The Schools were selected on random basis. Children studying in class ninth were selected. Those children were included in the final sample who fulfilled the criterion of income, i.e. parent’s income either high or low. Parents of all 100 children included in the study were contacted at their homes after collection of their addresses from the school office records. Following tools were used in the study.

1) Parental Handling questionnaire.

2) Childhood Psychopathology measurement Schedule.

3) Academic achievements of children.
The parents both (mother and father) of the two Socio-economic groups were individually administered PHA & CPMS.

The parents of both the groups children were contacted at their homes. Both the parents, in each case was interviewed separately on the appointed day at their residence. Academic achievement scores were collected from school records. The marks obtained in their previous final examination were taken, scoring of the questionnaires was done as described in the respective test procedure. Information with regard to Socio-demographic Variables such as age, sex, rural urban living was also collected.

2x2 Analysis of variance was applied with two levels of parents i.e. mothers and fathers and two levels of SES i.e. HSES & LSES. Two ANOVAS were computed one each for care and control. Another Similar analysis was done on the data obtained from childhood Psychopathology Measurement Scale.

$t$ test was applied to the significant $F$ values to find out the significance of difference between the means of various groups. $t$ test was also applied to find out the significance of difference between the mean scores of academic achievement of Lower & Higher SES group children. Pearson’s product moment was also applied to find out the intercorrelation between care, control, childhood psycho-pathology and academic achievement of children.

The findings of the study were as follows :-

1) Effect of parents and their SES on care - Both the independent Variables as well as their interactions were significant. $F$ value between parents was significant at $P < .01$ level. Mean values indicate that mothers are move caring than fathers. Like wise
the main effect of SES rendered significant F value at $P < .01$ level. Mean scores indicate that parents of HSES group are more caring than the parents of LSES group children. Same trend was obtained for fathers too.

2) Effect of parents and their SES on control. - Both the independent Variables were significant at $P < .01$ level. The interaction between these two independent Variables was also significant at $P < .01$ level. Mean values shows that fathers expressed more control than mothers and in the case of SES parents of LSES group were expressed more control than the parents of HSES group.

3) Effect of parents & their SES on the Psychopathology of Children - F value was not significant in the case of parents, which indicate that parental assessment of psycho-pathology of their children did not differ between mothers & fathers. But the mean values shows that fathers perceived more psycho-pathology in their children as compared to mothers. The SES of the parents showed significant F value at $P < .01$ level. Mean scores indicate that parents of LSES perceived more psycho-pathology in their children as compared to the parents of HSES. Mothers, irrespective of SES, perceived less psycho-pathology in their children.

4) Effect of SES on the academic achievement of children. - The values of $t$ was significant at $P < .01$ level. Mean values indicate that children of HSES group parents were high in their academic records than the children of LSES group parents.

5) Intercorrelation between various dependent variables:- were computed for each of the group of factorial design. Intercorrelations rendered following associations between the dependent variables. Intercorrelation between the dependent variables i.e.
care, control, psychopathology of children and academic achievement of children for each of group in factorial design were separately computed and presented in the correlational matrices.

The relationship between care and control of mothers of LSES was significant. There was a positive relationship between them. The relationship between psychopathology of children perceived by the mothers of lower socio economic status and the academic achievements of the children of lower socio economic status was also significant. The nature of the correlation was negative. The correlation between the psychopathology of the children perceived by the fathers of higher socio economic status was significant at P < .01 level. The nature of the correlation was positive.

Over all it can be said that all the hypotheses have been proved except the first hypothesis in the case of psychopathology of children by the findings of the present study. Parental variables such as care, control and perception of psychopathology all provided significant results. Academic achievement of children also provided significant results. All these variables have proved to be associated with the SES of the parents. Both the independent variables indicate that the extent of care and control exercised by both the parents depend upon their SES. Mothers and fathers very between themselves in the amount of care and control. Likewise there were variations in their perception of psychopathology of their children.

An interesting finding was that parents high in care and low in control reported less psychopathology and vice-versa. At the same time the children belonging to high care and low control parents were higher in academic achievement. It implies that parental attitudes are very important in over all adjustment and achievement of children. The study has far reaching implications.
SUGGESTIONS

In the present study the variables of care and control were considered as dependent variables. Further work by manipulating these as independent variable may be more revealing about the impact of parental practices of upbringing on the mental health and temperaments of their children besides, of course, on learning and academic achievement. Role of the school has also not been given due importance. The academic achievement depends upon number of factors related to schools. Besides the mental health of the child. Therefore, analysis of the school system etc. could make the finding more meaningful.

Finally, in the present study a well defined sample of children of higher and lower socio economic status was taken and then there parents were measured on certain parameters. A prospective and longitudinal study on a large sample may be more meaningful for etiological and management relevance.