

EFFECT OF DIFFERENCES BETWEEN FATHER'S AND MOTHER'S ATTITUDE TOWARDS CHILD REARING ON MENTAL HEALTH AND ACADEMIC ANXIETY OF THEIR CHILDREN

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ABSTRACT

The purpose of the present study was to find out the effect of differences between father and mother regarding child rearing style on mental health and academic anxiety of their children. The World Health Organization defined mental health as, "a state of well being in which the individual realizes his or her own abilities, can cope with mental stress of life, can work productively and is able to make a contribution to his or her community. Academic anxiety is mental distress with respect to some anticipated frustration associated with academic failure or even the awareness of possibility of such failure. The sample consisted of two hundred (200) boys and two hundred (200) girls (and their parents N=800) purposely selected from different colleges of Patna, BIHAR (INDIA). Their age ranged between 16 to 18 years. Parents' child rearing style was measured using Akhtar's Parent Child Relationship Scale (Jahan-2000) Mental Health was measured by using Singh and Sengupta (2000) test which measures six indices namely (1) Emotional Stability, (2) Adjustment, (3) Autonomy, (4) Security-insecurity, (5) Self-concept and (6) Intelligence. Academic Anxiety Scale developed by Singh and Sengupta (1986) was used. The subjects were divided into different groups on the basis of the scores of their parents on Autonomy, Control Love and Hostility dimensions of child rearing. Scores on mental health and academic anxiety of the students whose fathers and mothers were of similar attitude (obtained equal scores) in child rearing and of those students whose parents had dissimilar attitude (obtained unequal scores) were compared. Two main hypotheses were formulated:

1. The students whose parents had similar attitude towards Autonomy, and Love in child rearing would be high in mental health and low in Academic Anxiety in comparison to the students whose parents had dissimilar attitude.
2. The students whose parents had similar attitude towards control and Hostility in child rearing would be low in mental health and high in Academic Anxiety in comparison to the students whose parents had dissimilar attitude.

Scores of indices of mental health and total mental health substantiated the hypotheses. Academic anxiety scores did not support the hypotheses.

Introduction

Parent-child Relationship

Academic anxiety and mental health are greatly influenced by home environment. During early childhood the attitude and behaviour of parents towards their children, their attachment and child rearing practices are strong determinants of their (children) personalities. Several attempts have been made to find out relationship between parent's behaviour and the development of child's personality (Symonds, 1939; Read, 1945; Radke, 1946; Harris & Martin, 1950; Shaefer and Bell, 1958).

Behaviour of an individual is influenced by the family in which he is brought up, every human child is born in a family and is looked after by mother, father or substitute. A child is loved and scored, praised and blamed, rewarded and punished according to the situation, according to his/ her own behaviour and also according to

his/her parent's attitude. And it is assumed that human being have an enduring biologically based need for positive response from the people most important to them. And if they don't get this need satisfied adequately by their parents, they are predisposed to respond emotionally and behaviorally in specific ways.

The first five years of life are very important in the life of a child as far as his/her personality and character development are concerned. The most important thing in the development of cognition of child is into how he/she perceives parents behaviors towards himself/herself. Perceived parental acceptance and rejection affect the emotion, behavioral, social-cognitive development of the children. Perceived parental rejection leads to hostility, aggression, emotional unresponsiveness, impaired self-esteem, emotional instability, feeling of insecurity, negative world view in children. Thus the interaction and emotional relationship between the child and parents shapes the child's psychological functioning and well-being as adults.

In this age of globalization due to rapid industrialization and social change people undergo lots of stress. It is a matter of concern that there is growing deterioration in adjustment among adolescent youths of present time. For the healthy growth of any society it is essential that the youths of that society should be mentally and physically healthy and well-adjusted. The parents are to be very much cautious while handling a child. Their minor mistakes and impoverished nurturing can damage the child's personality.

Behaviorism, founded by J. B. Watson in 1930, was the first psychological thought which had a strong effect on child-rearing in America. He was of the view that for an undesirable behavior the child should be punished whereas for positive behavior rewarded. Another important recent influence on child-rearing has come from psychologists and anthropologists. Their cross cultural studies have shown the limitations of universal theories of behavior. A number of studies support the view that the problems experienced by individuals in one culture are often the result of the particular child-rearing and socialization customs of that culture.

Symonds(1939) in his review of studies on parent- child relationship mentioned two major dimensions acceptance and rejection dominance and submissiveness. Accepted children showed desirable characteristics whereas rejected children were found to develop neurotic, rebellion and delinquent behavior. Children reared up by dominating parents were submissive, orderly, polite, better socialized, sensitive and more dependent. Submissiveness of parent made a child aggressive, stubborn and disorderly although more self- confident.

Bowlby's attachment theory (Bowlby 1961) has highlighted the importance of a specific attachment between a child and its primary caregiver (Sperling & Berman 1999). Most recent clinical psychiatric research regards the quality of perceived parental rearing as a significant etiological factor with in a vulnerability model of psychopathology (Perris, Arrindell & Eisemann 1994).

The study of Padhi and Desh (1994) on the present parent-child relationship in India suggested that parental attitude of encouragement with warmth and verbalization was positively related with academic competence of children's. Sabira and Banu (1995) found that parents of aggressive children were less warm, less stimulating, severe in training behavior, and allot less play provision for their children than the parents of non -aggressive children. Singh (1997) investigated that the low achievers perceived their parents as more authoritarian and the high achievers perceive their parents as more democratic. Jahan (1979) reported that parents' positive attitude develop creative ability of children's in desired direction. Neerja and Verma (2001) noted that restrictive and punitive parental attitude was a source of stress for a vast majority of subjects (94%). These adolescents described their parents to be demanding but not warm. Higher portion of the subjects among females (96%) reported this particular stressor than those among the males (78%). Therefore, researches have shown that parents play a vital role for development of child's personality.

Mental Health

Mental health is one of the most essential and inseparable components of health. It is considered as an integrated component of public health (Shah, 1982). Here emphasis is given upon the prevention of disease as well as maintenance and promotion of health in the community (Michael, 1982).

Mental health has been variously defined. The world Health Organization (WHO) defined it as a complete physical, mental and social well - being and not the absence of any disease. It is the ability of human being to adjust to the world and it is a condition and level of social functionary of an individual which is socially acceptable and personally satisfying. Mental health is the basic factor that contributes to the maintenance of the physical health as well as social effectiveness (Kothari, 2009).

In general, mental health is the ability to work and love well and a feeling of satisfaction with life (Dalai 2001, Srivastava 1984a, 1989a, 2005).

Mental health can be grouped into three categories mental health as a medical, a psychological or a social phenomenon.

•Mental health as a medical phenomenon :

Health and illness are seen to exist along a continuum, health is equated with an optimum, stable balance, and illness is seen as a degree of departure from the satisfactory homeostatic functioning of the system.

• Mental health as a psychological phenomenon :

An abnormal normal continuum characterizes the psychological approach. While, indeed there is much overlap between the medical and psychological approaches to mental health, there are discernible differences. According to the medical model health in general has been defined as the absence of illness, there is an increasing effort among psychologists, however to come to grips with a positive definition of mental health.

•Mental health as a social phenomenon :

The social approach focuses primarily on overt behavior, primarily on overt behavior, these consists of estimates of the extent to which individuals follow and respond to the community's normative prescriptions and expectations of appropriate behavior in roles related to occupation and work, social participation , use of leisure and kinship relations.

The sex of the persons may also have impact upon mental health behavior. Women have, in general greater degree of perceived lack of control in the face of stress and this leads to produce learned helplessness (Seligman, 1975) which can lead to poor development of mental health. Low SES under certainties sources of social support that helps to buffer the effects of stress and thus causing a poor mental health. Low SES is also related to marital unhappiness and to spouses who are unlikely to severe as confidants (Brown , Bholchain & Harris , 1975). People differ on the dimension of optimism generally show better mental health behavior than pessimists. Not only this, optimism has positive effect upon mood and changes in immune system. Such persons, generally, have better mood, higher number of helper Optimists and pessimists seem to adopt different tactics for coping stress (Rawat 2005).

ACADEMIC ANXIETY

Feeling anxious about academic work is normal. Academic anxiety is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. Anxiety is not a bad thing. Anxiety can be good because it can motivate you to do the required work. Sometimes the anxiety can be too much and it becomes paralyzing rather than motivating.

Academic anxiety can become more detrimental over time. As a student's academic performance suffers, the anxiety level related to certain academic tasks increases (Huberty,2012).The stress faced by students these days is perhaps higher than ever before. They are measured only by their academic success. This can distort their perception of reality and cause them to blow things out of proportion.

Social anxiety can go along with or even lead to academic anxiety. Teaching students self-regulation can reduce anxiety and increase academic performance. Research indicates that higher levels of stress can predict later academic failure which has serious implications on several levels(Needham,Crosnoe&Muller2004). High level of anxiety causes inhibition and interferes in effective performance.Sinha (1966), Jindal and Pande (1982) have on the basis of their studies reported that anxiety works destructively; it retards learning and is detrimental to effective performance.Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it. The presence of academic anxiety in children may serve as an indicator of more pervasive psychological distress. However academic anxiety points normally occur at certain developmental periods in education, when expectations for academic performance increase, adolescents feel anxious.

There are several forms of academic anxieties observed in educational settings that impact learners and educators alike. Anxiousness encountered in one or more specific academic context leads to discomfort, avoidance of learning, lowered performance levels, or related negative outcomes.

Academic anxiety has four components – worry, emotionality, task-generated interference, and study skills deficits.

1. Worry: Some effective techniques for managing this component include: using positive mental imagery, disputing negative and self-defeating thoughts with more productive, realistic thoughts, and self-hypnosis.

2. Emotionality:: Biological symptoms of anxiety. For example, fast heart-beat, sweaty palms, muscle tension. The most effective strategies for dealing with emotionality are muscle and breathing relaxation exercises.

3. Task-generated interference:: The best management technique is to work with a study skills instructor or a counsellor to identify the specific behaviors that cause problems and create a plan to reduce or change them.

4. Study skills deficits: Many students experience academic anxiety as a result of study skills deficits. If this is the case, then your grades will not improve unless study skills are addressed. A study skills instructor can help you.

There are some of the main sources of academic anxiety for students. they are: **Work That's Too Easy, Learning Styles Mismatch, Homework Problems, Test Anxiety: Institution Related Anxiety, Overscheduling, Lack of Family Time, Not Enough Sleep, Poor Diet and Noise Pollution:** Thus this all certain aspects of a child's environment can also cause anxiety that can spill over and affect school performance.

The origin of academic anxiety among children is very closely related to the different child -rearing practices. The mother or the person who is rearing him has much influence on the child. The pleasant and unpleasant feelings associated with child- rearing practices of the mother or the nursing person has deep effects on the child's development. Because of her personal life which has no direct connection with her child, the mother may be happy or unhappy, satisfied or anxious and these mental states of the mother may influence her child-rearing. In recent years much emphasis has been placed on Henry Stack Sullivan's views regarding the attitudes of a mother of the mothering person. Sullivan stresses the interpersonal aspects of the give and take of a mother's dealing with her child. He experiences tension when he is hungry or cold. The degree to which a mother is able to provide tenderness and the degree to which she is in the grip of anxiety will influence an infants' development.

PURPOSE

The aim of the present study is to discover the relationship between mental health and academic anxiety of students and the differences between their father's and mother's attitude towards child rearing.

On the basis of theoretical and empirical evidences the following hypotheses were formulated :

- (1) The children whose parents have similar attitude towards autonomy (permissiveness) in child rearing would be higher in mental health in comparison to the children whose parents have dissimilar attitude.
- (2) The children whose parents have similar attitude towards control (authority) in child rearing would be lower in mental health in comparison to the children whose parents have dissimilar attitude.
- (3) The children whose parents have similar attitude towards love (acceptance) in child rearing would be higher in mental health in comparison to the children whose parents have dissimilar attitude.
- (4) The children whose parents have similar attitude towards hostility (rejection) in child rearing would be lower in mental health in comparison to the children whose parents have dissimilar attitude.
- (5) The children whose parents have similar attitude towards autonomy (permissiveness) in child rearing would be lower in academic anxiety in comparison to the children whose parents have dissimilar attitude.
- (6) The children whose parents have similar attitude towards control (authority) in child rearing would be higher in academic anxiety in comparison to the children whose parents have dissimilar attitude.
- (7) The children whose parents have similar attitude towards love (acceptance) in child rearing would be lower in academic anxiety in comparison to the children whose parents have dissimilar attitude.
- (8) The children whose parents have similar attitude towards hostility (rejection) in child rearing would be higher in academic anxiety in comparison to the children whose parents have dissimilar attitude.

Sample:

The study was conducted on a sample of 400 undergraduate students (200 boys and 200 girls) and their parents (400 fathers and 400 mothers). The students belonged to different colleges of Patna, India. Their age ranged between 16 to 21 years with a mean age of 18.1. Purposive sampling technique was used for data collection.

Tools/Tests used

1. Parent-Child Relationship Scale (P.C.R.S)

The test has been developed and published by the researcher (Jahan Akhtar). The test consists of 75 items which measures four types of parent - child relationship. They are Autonomy (i.e. democracy), Control (i.e. authoritarianism), Love (i.e. acceptance), and Hostility (i.e. rejection). This is a highly Reliable (Autonomy

.84, Control .85, Love .82 and Hostility .78) and a Valid test (Autonomy .74, Control .51, Love .50 and Hostility .49).

2. Mental Health Battery

Mental Health Battery was developed by Singh & Sengupta (2000). This inventory assesses mental health of the persons through six popular indices. Emotional Stability, Overall adjustment, Autonomy, Security –Insecurity, Self-concept and Intelligence. The whole test consists of 130 items. The inventory has sufficient degree of reliability and validity. The test- retest reliability of battery ranges from 0.767 to 0.876 and the odd-even reliability (corrected for full length) vary from 0.725 to 0.871. The validity coefficient of the battery against different criteria ranges from 0.601 to 0.825.

3. Academic Anxiety Scale

Developed by. Singh and Sengupta (1986) , the academic anxiety scale consists of 20 items. There are two types of items positive and negative .All positive items which are endorsed by the subjects as “Yes” and all negative items no 4,9,16 and 18 which are endorsed by the subject as “No” are given a score of +.The test has been found to be high on reliability and validity.

4. Personal Data Sheet

A Performa was designed by the investigator under supervision of the present study. The Performa provided information about the subject’s name, age, religion, educational qualification, parent’s name, residence, parent’s education, monthly income, etc.

Procedure

Respondents were first assured that the tests were being used for research purpose and their responses would remain confidential. Data was collected in a group of minimum 15 to 20 students in two sittings to control, monotony, boredom and fatigue at a time. . In the first sitting a copy of personal data and academic anxiety scale were given to the subjects. In the second sitting they were administered the mental health battery. After receiving responses from them, their parents were contacted at their residence and requested to co-operate in the research and fill up the questionnaire. Almost all fathers were found literate and hence nodifficulty was experienced. In mothers’ case, some of them were found having language difficulty. In such case the statements of the scale were read out to their mothers and noted down the responses. After a careful security data were obtained from 800 parents, 200 boys and 200 girls and were scored and analyzed by the help of SPSS 21 version.

RESULTS AND DISCUSSION

Different Indices of Mental Health, Total Mental Health, and Academic Anxiety scores of 200 boys and 200 girls and Parental Attitude scores which consist of four sets Autonomy, Control ,Love and Hostility of 400 mothers and 400 fathers have been used for the analysis

The subjects were divided into different groups on the basis of the scores of their parents on Autonomy, Control, Love, and Hostility dimensions of child rearing. Scores on mental health and academic anxiety of the students whose fathers and mothers were of similar attitude named as Group A (obtained equal scores) in child rearing and of those students whose parents had dissimilar attitude named as Group B (obtained difference of at least 4 scores) were compared. Boys and girls were compared on mental health and academic anxiety.

Similar and dissimilar group comparison

TABLE 1: Mean ,S.D. and t-ratio on different variables of the two groups of students selected on the basis of their parents similar and dissimilar attitudes of Autonomy in child rearing(Boys).

Variables	Group A Parents having Similar Attitude		Group B Parents having Dissimilar Attitude		t-value
	Mean	S.D.	Mean	S.D.	

Emotional stability	10.45	2.00	10.23	2.06	.544
Adjustment	27.62	3.86	26.34	4.87	1.44
Autonomy	10.39	1.75	9.90	2.03	1.26
Security-Insecurity	9.90	1.91	9.00	2.51	2.01*
Self-Concept	8.64	1.83	9.43	1.48	2.30*
Intelligence	19.17	4.79	16.45	4.86	2.76**
Mental-Health	86.07	8.49	81.57	9.87	2.42**
Academic Anxiety	13.53	2.07	12.32	2.27	2.74**

$NI=53, N2=44, df=95, *p<.05, **p<.01$

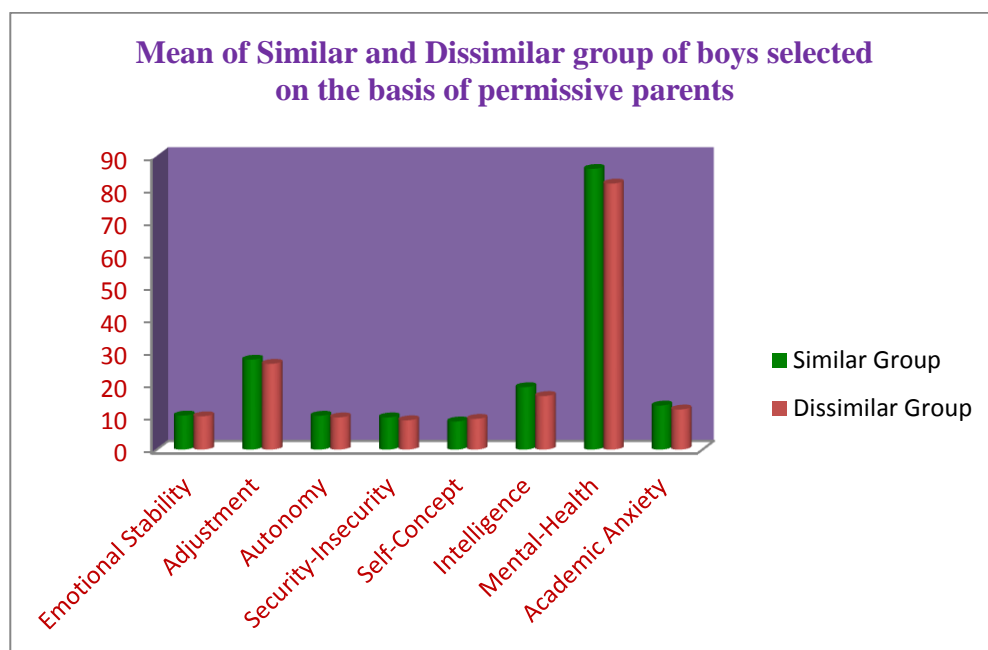
Table 1 contains mean scores and standard deviation scores on different variables of two groups of boys divided on the basis of their parents' similar and dissimilar attitudes on the dimension of autonomy in child rearing.

Finding indicates that the mean scores of boys of group A are higher in comparison to the boys of group B on five components of mental health and total mental health.

The mean scores of group A on the components of emotional stability, adjustment, and autonomy are slightly high in comparison to group B students differences between means were found insignificant

The obtained mean and standard deviation scores of group A on the component of security-insecurity is 9.91 and 1.91, and for group B it is 9.00 and 2.51 respectively. The difference between means is found to be significant ($t=2.01, df=95, p<0.05$).

In self-concept dimension the mean and standard deviation scores of group B is higher in comparison to the group A and it was found significant ($t=2.30, df=95, p<0.05$). So the result is against the formulated hypothesis,



In the variable of intelligence mean scores of group A boys are high in comparison to the group B boys. When compared by t-test it was found highly significant ($t=2.76, df=95, p<0.01$).

The obtained mean and standard deviation scores of group A boys on the dimension of total mental health is 86.07 and 8.49, on the other hand the mean and standard deviation of group B is 81.57 and 9.87 respectively. The difference between the two means is statistically highly significant ($t=2.42, df=95, p<0.01$).

The overall results fully support the hypothesis that the children whose parents have similar attitude towards autonomy (permissiveness) in child rearing would be high in mental health in comparison to the children whose parents have dissimilar attitude.

The mean and standard deviation scores of group A on academic anxiety is 13.53 and 2.07; where as for group B it is 12.32 and 2.27 respectively. When compared it was found to be highly significant ($t=2.74, df=95, p<0.01$). But the result has come out to be in the opposite direction of the hypothesis.

But it can be concluded that formulated hypothesis that the children whose parents have similar attitude toward autonomy (democracy) in child rearing would be low in academic anxiety in comparison to the children whose parents have dissimilar attitude has been rejected.

TABLE 2: Mean ,S.D. and t-ratio on different variables of the two groups of students selected on the basis of their parents similar and dissimilar attitudes of Control in child rearing(Boys).

Variables	Group A		Group B		t-value
	Parents have Similar Attitude		Parents have Dissimilar Attitude		
	Mean	S.D.	Mean	S.D.	
Emotional stability	10.74	1.85	10.02	2.04	1.72*
Adjustment	27.76	4.17	26.38	4.17	1.55
Autonomy	10.59	1.40	9.59	2.37	2.41**
Security-Insecurity	9.32	2.28	8.93	2.25	.821
Self-Concept	9.47	1.78	9.26	2.03	1.92*
Intelligence	19.19	4.21	16.81	5.84	2.21*
Mental-Health	86.00	9.03	81.43	10.79	2.16*
Academic Anxiety	12.67	2.70	12.78	1.99	.219

$NI=46, N2=42, df=86, *p<.05, **p<.01$

Table 2 contains mean scores and standard deviation scores on different factor of two groups of boys divided on the basis of their parents' similar and dissimilar attitudes on the dimension of control in child rearing.

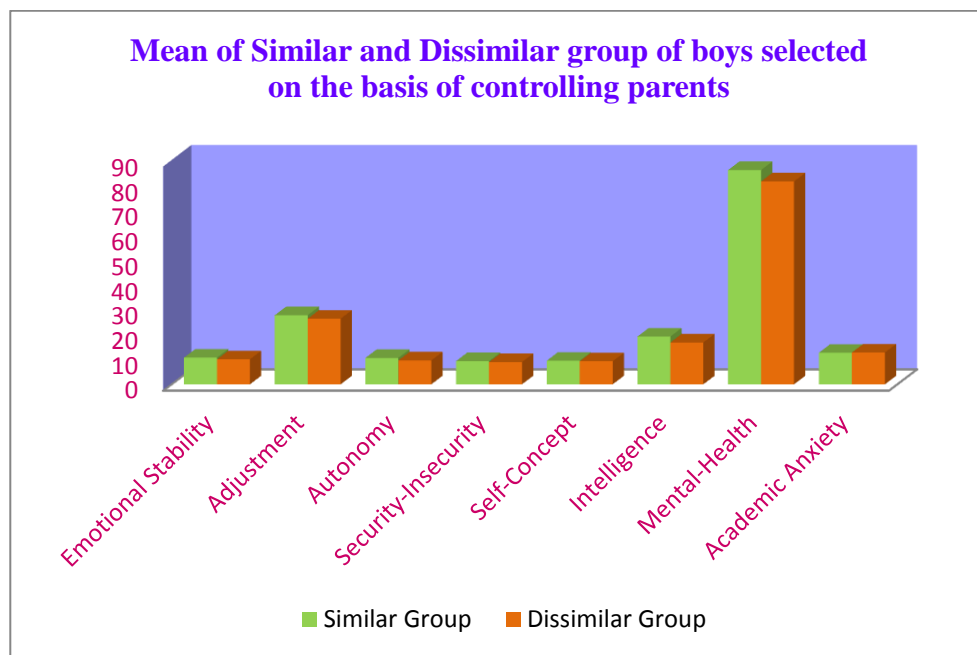
Result shows that the mean scores of group A are higher in comparison to group B on all the six components of mental health and total mental health.

The mean scores of similar group in terms of emotional stability are higher in comparison to dissimilar group students. When compared it was found moderately significant ($t=1.72, df=86, p<0.05$).

Students of the two groups did not differ significantly in adjustment component of mental health ($t=1.55, df=86, p>0.05$).

The mean scores of similar group are high in comparison to dissimilar group of students on component of autonomy. The difference between both the groups are statistically highly significant ($t=2.41, df=86, p<0.01$).

Students of the two groups did not differ significantly in the level of security-insecurity dimension of mental health ($t=.821, df=86, p>0.05$).



The obtained mean and standard deviation scores of group A boys in the dimension of self-concept is 9.26 and 2.03, on the other hand the mean and standard deviation of group B is 8.47 and 1.78 respectively. The difference between both the groups has been found significant ($t=1.78, df=86, p<0.05$).

In the variable of intelligence group A boys are high in comparison to group B boys. When their difference has been tested with the help of t-test it was found moderately significant ($t=2.21, df=86, p<0.05$).

The obtained mean and standard deviation scores of group A on the dimension of total mental health is 86.00 and 9.03, on the other hand the mean and standard deviation scores of group B is 81.43 and 10.79 respectively. The difference between the two means is statistically significant ($t=2.16, df=86, p<0.05$).

The results do not prove the hypothesis that the children whose parents have similar attitude towards control (authority) in child rearing would be low in mental health in comparison to the children whose parents have dissimilar attitude.

The mean and standard deviation scores of group A on academic anxiety is 12.67 and 2.70 on the other hand the mean and standard deviation scores of group B is 12.78 and 1.99 respectively. When compared it was found insignificant ($t=0.219, df=86, p>0.05$). The hypothesis that group A would be high in academic anxiety in comparison to the group B has not been proved. However the result is in the expected direction.

TABLE 3: Mean, S.D. and t-ratio on different variables of the two groups of students selected on the basis of their parents similar and dissimilar attitudes of Love in child rearing (Boys).

Variables	Group A Parents have Similar Attitude		Group B Parents have Dissimilar Attitude		t-value
	Mean	S.D.	Mean	S.D.	
Emotional stability	10.75	1.80	10.02	2.13	1.86*
Adjustment	29.12	3.87	25.94	4.38	3.85**
Autonomy	10.78	1.21	9.83	1.95	2.90**

Security-Insecurity	9.97	1.98	9.15	2.21	1.97*
Self-Concept	8.85	1.92	9.07	2.35	.512
Intelligence	19.14	4.40	16.79	4.75	2.58**
Mental-Health	88.37	7.89	80.86	8.86	4.48**
Academic Anxiety	13.06	2.25	12.15	2.19	2.04*

$NI=49, N2=44, df=91, *p<.05, **p<.01$

Table 3 contains mean scores and standard deviation scores on different factor of two groups of boys divided on the basis of their parents' similar and dissimilar attitudes on the dimension of love in child rearing.

Result shows that the mean scores of boys of group A are higher in comparison to the boys of group B on five components of mental health and total mental health.

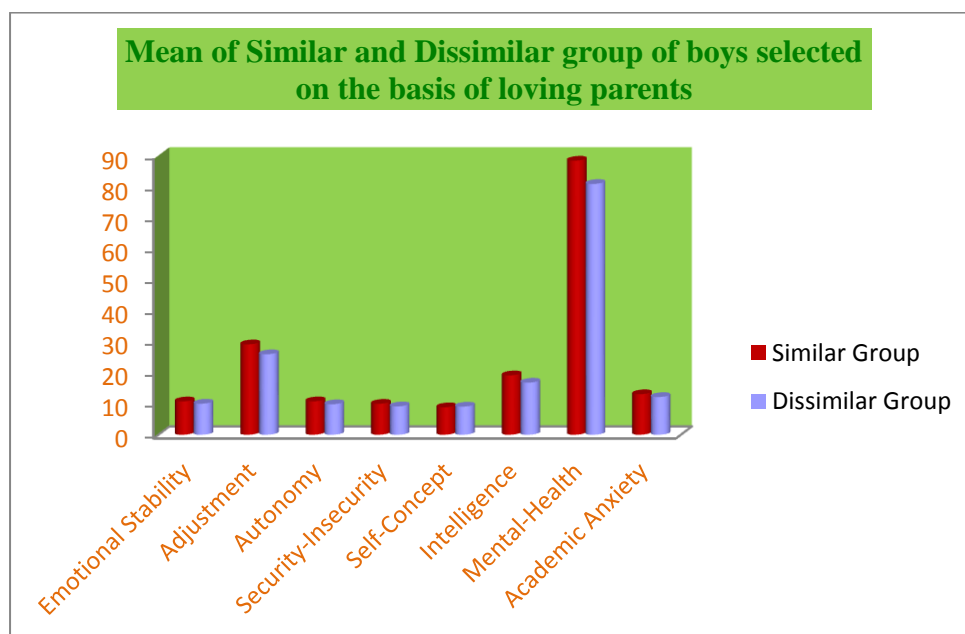
The mean and standard deviation scores of group A in terms of emotional stability is 10.75 and 1.80; on the other hand the mean and standard deviation of group B it is 10.02 and 2.13 respectively and the mean difference between the two groups has been found moderately significant ($t=1.86, df=91, p<0.05$).

The mean and standard deviation score of group A on adjustment index is 29.12 and 3.87, on the other hand the mean and standard deviation of dissimilar group is 25.94 and 4.38 respectively. So the difference between the two groups has been found to be highly significant ($t=3.85, df=91, p<0.01$).

The obtained mean and standard deviation scores of similar group of boys in the dimension of autonomy is 10.78 and 1.21, on the other hand the mean and standard deviation scores of dissimilar group is 9.83 and 1.95 respectively. The difference between the groups is found to be highly significant ($t=2.90, df=91, p<0.01$).

The mean scores of similar group are higher in comparison to dissimilar group students on the component of security-insecurity. The difference between the groups are statistically significant ($t=1.97, df=91, p<0.05$).

Boys of the two groups did not differ significantly in the level of self-concept dimension of mental health ($t=.512, df=91, p>.05$).



The mean scores of similar group are higher on the variable of intelligence in comparison to dissimilar group boys. When the difference between the two groups has been tested by using t-test it was found to be highly significant ($t=2.58, df=91, p<0.01$).

The acquired mean and standard deviation scores of similar group of boys in the dimension of total mental health is 88.37 and 7.89, on the other hand the mean and standard deviation scores of group B it is 80.86 and

8.86 respectively. The difference between both the groups is statistically highly significant ($t=4.48, df=91, p<0.01$). The constructed hypothesis that “the children whose parents have similar attitude towards love (acceptance) in child rearing would be higher in mental health in comparison to the children whose parents have dissimilar attitude” has been strongly supported by the findings.

The mean and standard deviation scores of group A in terms of academic anxiety is 13.06 and 2.25; on the other hand the mean and standard deviation scores of dissimilar group is 12.15 and 2.19 respectively. The difference between the two groups was found to be moderately significant ($t=2.04, df=91$). So the result does not support the hypothesis.

TABLE 4: Mean ,S.D. and t-ratio on different variables of the two groups of students selected on the basis of their parents similar and dissimilar attitudes of Hostility in child rearing(Boys).

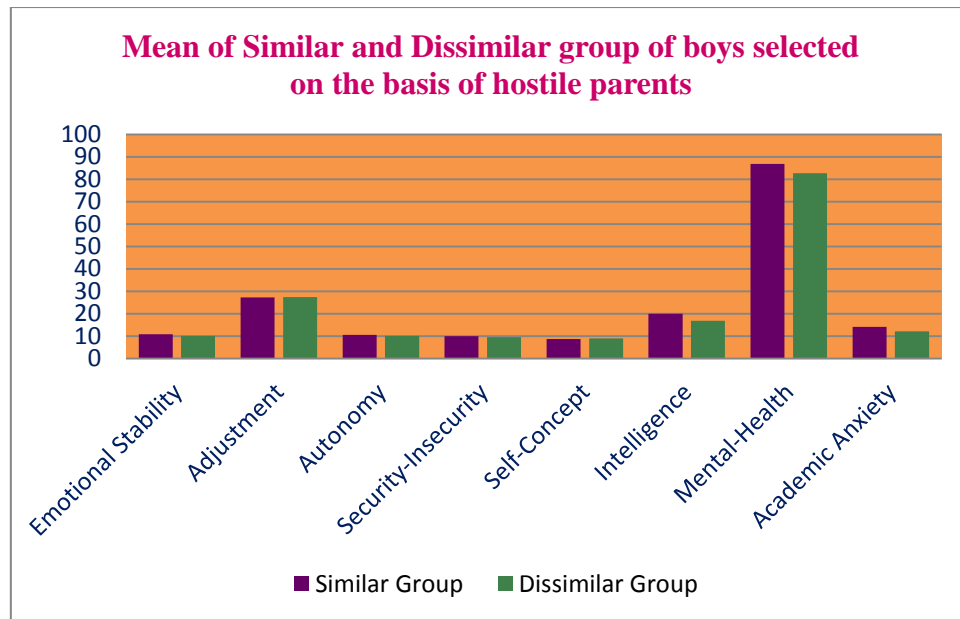
Variables	Group A		Group B		t-value
	Parents have Similar Attitude	Parents have Dissimilar Attitude			
	Mean	S.D.	Mean	S.D.	
Emotional stability	10.81	1.74	10.09	2.13	1.65
Adjustment	27.24	3.89	27.29	3.69	.065
Autonomy	10.48	1.71	10.05	1.98	1.03
Security-Insecurity	9.90	2.12	9.48	2.22	.883
Self-Concept	8.67	2.04	8.98	2.28	.648
Intelligence	20.00	4.27	16.79	4.54	3.26**
Mental-Health	86.72	8.28	82.64	9.22	2.07*
Academic Anxiety	14.03	1.99	12.03	2.28	4.13**

$N1=33, N2=54, df=85, *p<.05, **p<.01$

Table 4 shows mean scores and standard deviation scores on different factor of two groups of boys divided on the basis of their parents' similar and dissimilar attitudes on the dimension of hostility in child rearing.

Result shows that the mean scores of boys of group A are higher in comparison to the boys of group B on four components of mental health and total mental health.

The mean scores of group A are high in comparison to group B students on the component of emotional stability but the difference between the two groups are statistically insignificant ($t=1.65, df=85, p>0.05$). Likewise students of the two groups did not differ significantly in the level of adjustment dimension of mental health ($t=.065, df=85, p>0.05$). The difference between the two groups has been found to be insignificant ($t=1.03, df=85, p>0.05$). On the dimensions of security-insecurity and self-concept also insignificant results have been found.



The mean scores indicate that group A are high on the variable of intelligence in comparison to group B boys. When the difference between both the groups has been tested by using t-test it was found highly significant ($t=3.26, df=85, p<0.01$).

The obtained mean and standard deviation scores of group A of boys in the dimension of total mental health is 86.72 and 8.28, on the other hand the mean and standard deviation score of group B is 82.64 and 9.22 respectively. The difference between the groups is statistically significant ($t=2.07, df=85, p<0.01$). It may be concluded that the formulated hypothesis that the children whose parents have similar attitude towards hostility (rejection) in child rearing would be low in mental health in comparison to the children whose parents have dissimilar attitude has been rejected.

The mean and standard deviation scores of group A in terms of academic anxiety is 14.03 and 1.99; on the other hand the mean and standard deviation scores of group B is 12.03 and 2.28 respectively. The mean difference was found to be highly significant ($t=4.13, df=85, p<0.01$). The hypothesis that the children whose parents have similar attitude towards hostility (rejection) in child rearing would be higher in academic anxiety in comparison to the children whose parents have dissimilar attitude has been proved.

TABLE 5: Mean ,S.D. and t-ratio on different variables of the two groups of students selected on the basis of their parents similar and dissimilar attitudes of Autonomy in child rearing(Girls).

Variables	Group A		Group B		t-value
	Parents have Similar Attitude	Parents have Dissimilar Attitude			
	Mean	S.D.	Mean	S.D.	
Emotional stability	10.45	1.68	9.56	1.91	2.17*
Adjustment	29.71	2.49	27.78	3.59	2.80**
Autonomy	10.77	1.35	10.78	1.38	.049
Security-Insecurity	11.57	1.99	10.69	2.21	1.86*
Self-Concept	9.25	1.75	8.53	1.62	1.85*

Intelligence	22.00	3.34	19.47	3.52	3.23**
Mental-Health	94.32	5.99	86.59	7.72	4.98**
Academic Anxiety	15.17	2.16	14.78	2.93	.680

$NI=47, N2=32, df=77, *p<.05, **p<.01$

Table 5 shows mean scores and standard deviation scores on different factor of two groups of girls divided on the basis of their parents' similar and dissimilar attitudes on the dimension of autonomy in child rearing.

Finding indicates that the mean scores of girls of group A are higher in comparison to girls of group B on all the six components of mental health and total mental health.

The mean score of group A on emotional stability is higher in comparison to group B. When the mean scores statistically compared with the help of t-test it was found to be significant ($t=2.17, df=77, p<0.05$).

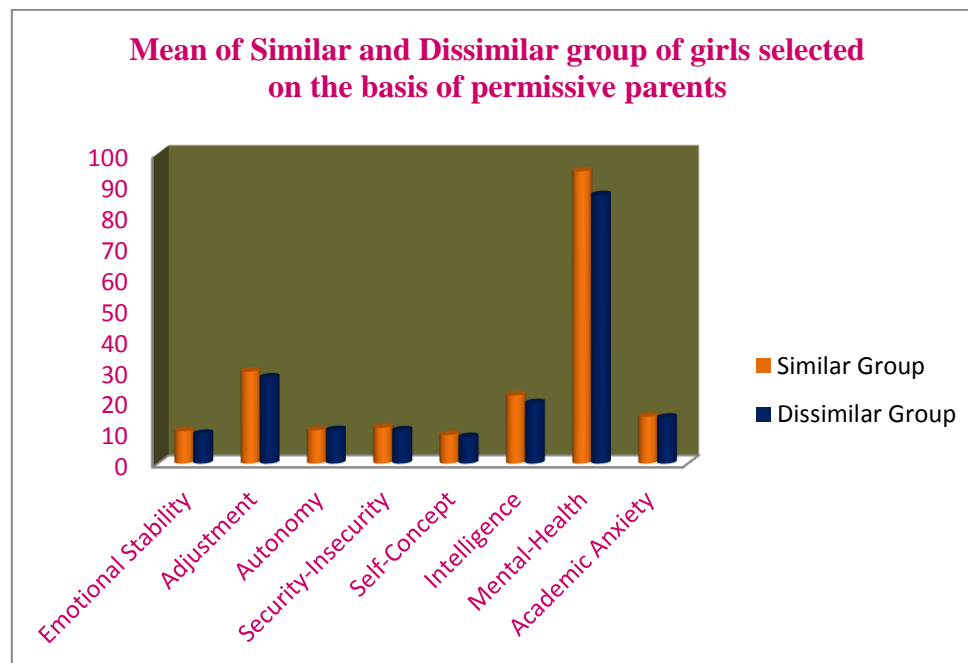
The mean and standard deviation scores of group A in terms of adjustment is 29.77 and 2.49, on the other hand the mean and standard deviation scores of group B is 27.87 and 3.51 respectively. So the difference between the two groups has been found to be highly significant ($t=2.80, df=77, p<0.01$).

Girls of the two groups did not differ significantly in the level of autonomy dimension of mental health ($t=.049, df=77, p>.05$).

The mean score of similar group is higher in comparison to dissimilar group on the component of security-insecurity. The difference between the two groups is statistically significant ($t=1.86, df=77, p<.05$).

The mean score of group A in terms of self-concept is higher as compared to group B. When the mean scores obtained by these two groups are statistically compared it was found moderately significant ($t=1.85, df=77, p<0.05$).

Similarly the mean score of group A is higher as compared to group B students on the variable of intelligence and it is highly significant ($t=3.23, df=77, p<0.01$).



The obtained mean and standard deviation scores of girls of group A on the dimension of total mental health is 94.32 and 5.99, on the other hand the mean and standard deviation of group B is 86.59 and 7.77 respectively. The difference between the two means is statistically highly significant ($t=4.98, df=77, p<.01$). The outcomes fully support the hypothesis that the children whose parents have similar attitude towards autonomy

(permissiveness) in child rearing would be high in mental health in comparison to the children whose parents have dissimilar attitude.

The mean and standard deviation scores of group A in terms of academic anxiety is 15.17 and 2.16; on the other hand the mean and standard deviation scores of group B is 14.78 and 2.93 respectively. When the difference between the two groups has been statistically tested it was found to be insignificant ($t=2.74, df=95, p>0.05$).

It can be said that formulated hypothesis that the children whose parents have similar attitude towards autonomy (permissiveness) in child rearing would be lower in academic anxiety in comparison to the children whose parents have dissimilar attitude has been rejected.

TABLE 6: Mean ,S.D. and t-ratio on different variables of the two groups of students selected on the basis of their parents similar and dissimilar attitudes of Control in child rearing(Girls).

Group A		Group B			
Parents have Similar Attitude		Parents have Dissimilar Attitude			
Variables	Mean	S.D.	Mean	S.D.	t-value
Emotional stability	9.56	2.05	9.61	2.43	.112
Adjustment	27.15	4.04	28.61	3.47	1.71*
Autonomy	10.89	2.06	11.05	1.35	.417
Security-Insecurity	10.69	1.83	11.50	2.02	1.89*
Self-Concept	8.82	1.87	9.58	2.36	1.62
Intelligence	19.62	2.96	21.22	3.29	2.29*
Mental-Health	86.33	6.41	91.42	5.96	3.65**
Academic Anxiety	14.75	2.17	14.11	2.67	1.19

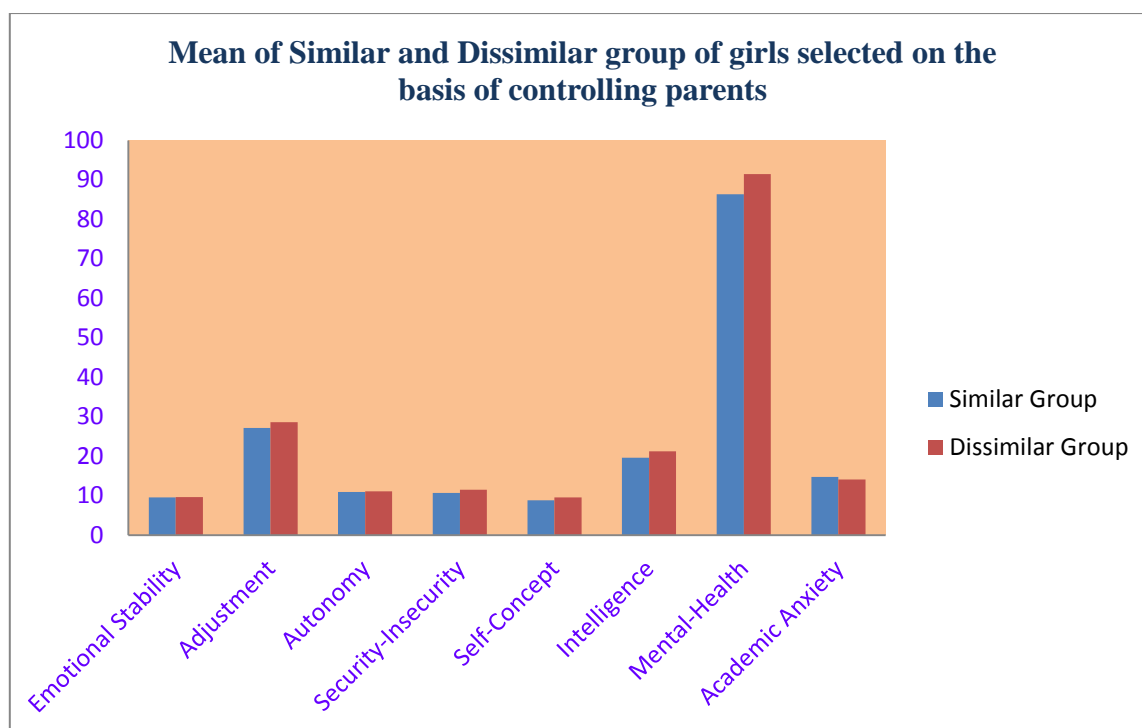
$NI=45, N2=36, df=79, *p<.05, **p<.01$

Table 6 holds mean scores and standard deviation scores on different factor of girls having parents' similar and dissimilar attitudes between them on different dimension of parental attitude of control in child rearing.

Results display that the mean scores of girls of group A are higher in compare to girls in group B on all the six indices of mental health and total mental health.

The mean scores of dissimilar group in terms of emotional stability are slightly high in comparison to similar group apprentices. When the mean scores achieved by these two groups are statistically compared with the help of t-test it was found insignificant ($t=.117, df=79, p>0.05$).

The mean and standard deviation scores of similar group in terms of adjustment is 27.15 and 4.04, on the other hand the mean and standard deviation scores of dissimilar group is 28.61 and 3.47 respectively. The difference between the two groups has been found moderately significant ($t=1.71, df=79, p<0.05$).



The mean scores of group B are high in comparison to group A students on component of autonomy. The difference between the two groups is statistically insignificant ($t=.417, df=79, p>0.05$).

Students of the two groups differ significantly in the level of security-insecurity dimension of mental health ($t=1.89, df=79, p<0.05$).

The obtained mean and standard deviation scores of group B in the dimension of self-concept is 9.58 and 2.36, on the other hand the mean and standard deviation scores of group A is 8.82 and 1.87. But the differences between the two groups is found to be insignificant ($t=1.62, df=79, p>0.05$).

In the variable of intelligence dissimilar group girls are high in compare to similar group girls. When their differences has been tested with the support of t-test it was found to be moderately significant ($t=2.29, df=79, p<0.05$).

The obtained mean and standard deviation scores of dissimilar group of girls in the dimension of total mental health is 91.42 and 5.96, on the other hand the mean and standard deviation of similar group is 86.33 and 6.41 respectively. The difference between the groups is statistically highly significant ($t=3.65, df=79, p<0.01$).

The results fully supported the hypothesis that the children whose parents have similar attitude towards control (authority) in child rearing will be low in mental health in comparison to the children whose parents have dissimilar attitude.

The mean and standard deviation score of similar group in terms of academic anxiety is 14.75 and 2.17; on the other hand the mean and standard deviation of group B is 14.11 and 2.67 respectively. When the variances amongst both the two groups have been statistically tested by using t-test and it was found to be insignificant ($t=1.19, df=79, p>0.05$).

It can be said that framed hypothesis that the children whose parents have similar attitude toward control (authority) in child rearing would be high in academic anxiety in comparison to the children whose parents have dissimilar attitude has not been proved. But the result is found in the expected direction.

TABLE 7: Mean , S.D. and t-ratio on different variables of the two groups of students selected on the basis of their parents similar and dissimilar attitudes of Love in child rearing(Girls).

Group A Group B	
Parents have Similar Attitude	Parents have Dissimilar Attitude

Variables	Mean	S.D.	Mean	S.D.	t-value
Emotional stability	10.46	1.67	9.50	2.47	2.15*
Adjustment	19.07	3.26	27.06	4.58	2.37**
Autonomy	10.63	1.59	11.03	1.57	1.13
Security-Insecurity	11.57	1.97	10.41	2.39	2.44**
Self-Concept	9.37	1.81	8.65	1.57	1.85*
Intelligence	20.94	3.33	19.37	4.61	1.77
Mental-Health	92.61	7.27	86.19	10.50	3.34**
Academic Anxiety	14.48	2.52	14.34	2.49	.246

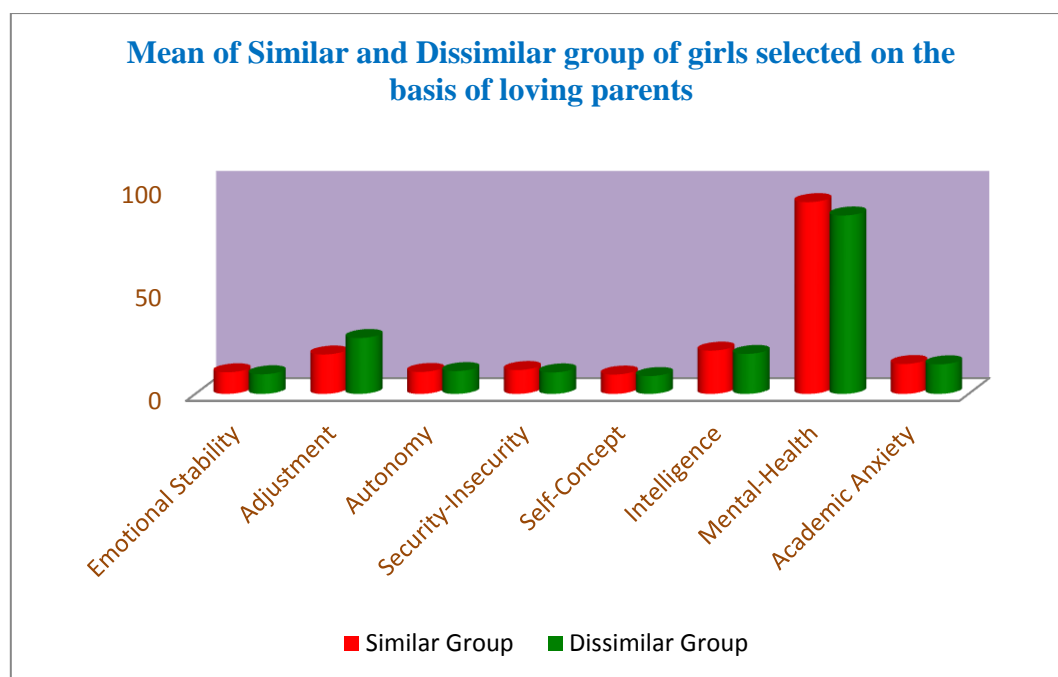
*NI=54, N2=32, df=84, *p<.05, **p<.01*

Table 7 display mean scores and standard deviation scores on different factor of girls having parents' similar and dissimilar attitudes on dimension of parental attitude of love in child rearing.

Results show that the mean scores of girls of group A are higher in comparison to girls of group B on all the four indices of mental health and total mental health.

The mean and standard deviation score of similar group in terms of emotional stability is 10.46 and 1.67; on the other hand the mean and standard deviation scores of dissimilar group is 9.50 and 2.47 respectively. When the differences between both the two groups has been statistically tested by using t-test it was found to be mildly significant ($t=2.15, df=84, p<0.05$).

The mean and standard deviation score of group A in terms of adjustment is 29.07 and 3.26, on the other hand the mean and standard deviation scores of dissimilar group is 27.06 and 4.58 respectively. So the differences between the two groups have been found highly significant ($t=2.37, df=84, p<0.01$).



The obtained mean and standard deviation scores of similar group of girls in the dimension of autonomy is 10.63 and 1.59, on the other hand the mean and standard deviation scores of dissimilar group is 11.03 and 1.57 respectively. The difference between the groups was found to be insignificant ($t=1.13, df=84, p>0.05$).

The mean scores of similar group are higher in comparison to dissimilar group students on the component of security-insecurity. The difference between the groups is statistically highly significant ($t=2.44, df=81, p<0.01$).

Students of the two groups differ significantly in the level of self-concept dimension of mental health ($t=1.85, df=84, p<0.05$).

The mean scores of similar group are high on the variable of intelligence in comparison to dissimilar group of girls. When the difference between both the group has been tested by using t-test and it was found to be moderately significant ($t=1.77, df=84, p<0.05$).

The obtained mean and standard deviation scores of group A students in the dimension of total mental health is 92.61 and 7.27; on the other hand the mean and standard deviation scores of contrary group is 86.19 and 10.50 respectively. The difference between both the groups is statistically highly significant ($t=3.34, df=84, p<0.01$).

Thus it may be said that the constructed hypothesis that “the children whose parents have similar attitude toward love (acceptance) in child rearing will be higher in mental health in comparison to the children whose parents have dissimilar attitude” has been strongly supported by the result.

The mean and standard deviation score of similar group of girls in terms of academic anxiety is 14.48 and 2.52; on the other hand the mean and standard deviation scores of dissimilar group of girls is 14.34 and 2.49 respectively. When the differences between the two groups have been statistically tested by using t-test it was found insignificant ($t=.246, df=84, p>0.05$).

That the formulated assumption that the children whose parents have similar attitude towards love (acceptance) in child rearing will be lower in academic anxiety in comparison to the children whose parents have dissimilar attitude has not been substantiated.

TABLE 8: Mean ,S.D. and t-ratio on different variables of the two groups of students selected on the basis of their parents similar and dissimilar attitudes of Hostility in child rearing(Girls).

Group A Group B

Parents have Similar Attitude

Parents have Dissimilar Attitude

Variables

	Mean	S.D.	Mean	S.D.	t-value
Emotional stability	9.26	1.83	10.57	2.30	2.80**
Adjustment	27.16	4.32	28.86	3.75	1.85*
Autonomy	10.38	2.29	11.13	1.39	1.73*
Security-Insecurity	10.78	2.00	11.62	2.11	1.80*
Self-Concept	9.21	1.74	8.89	2.61	.652
Intelligence	20.43	3.60	21.08	3.30	.835
Mental-Health	87.00	7.56	92.11	7.52	3.05**
Academic Anxiety	14.31	2.36	14.70	2.79	.677

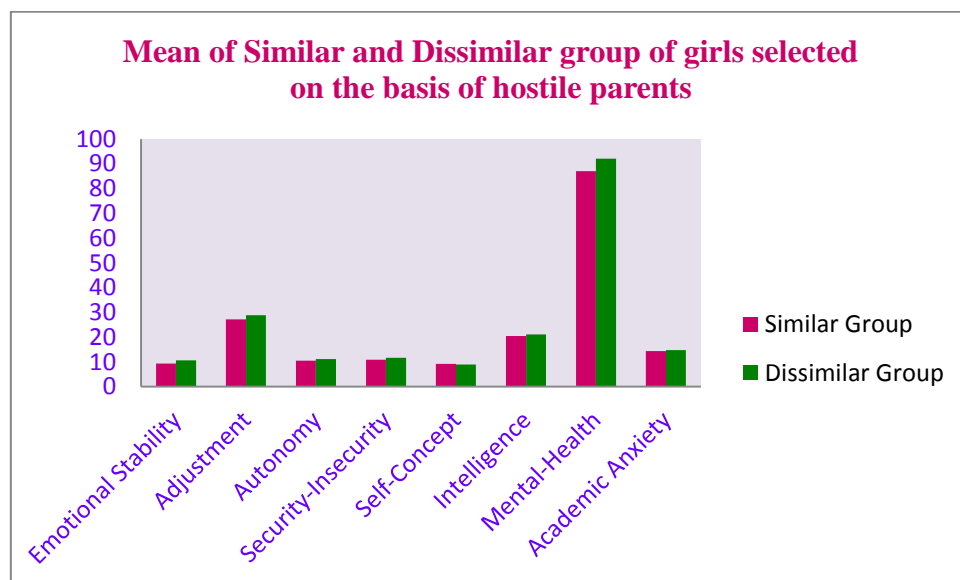
$NI=42, N2=37, df=77, *p<.05, **p<.01$

Table 8 contains mean scores and standard deviation scores on different factor of girls having parents' similar and dissimilar attitudes between them on different dimension of parental attitude of hostility in child rearing.

Result shows that the mean scores of girls of group A are higher in comparison to the girls of group B on the five components of mental health and total mental health.

The mean scores of group A are low in comparison to group B students on the component of emotional stability. The differences between both groups are statistically significant at .01 level. ($t=2.80, df=77, p<0.01$).

Girls differ significantly in the level of adjustment dimension of mental health ($t=1.85, df=77, p<0.05$).



The mean and standard deviation score of dissimilar group in terms of autonomy is 11.13 and 1.39, on the other hand the mean and standard deviation scores of similar group is 10.38 and 2.29 respectively. The difference between the two groups has been found to be mildly significant ($t=1.73, df=77, p<.05$).

The mean scores indicate that group B is higher on the variable of security-insecurity in comparison to group A girls. When the differences between both the group has been tested by using t-test it was found to be moderately significant ($t=1.80, df=77, p<0.05$).

The mean scores of group A are high in comparison to group B students on the component of self-concept. But when the mean difference has been tested by using t-test it was found insignificant. ($t=.835, df=77, p>.05$).

The mean scores point out that the dissimilar group is higher on the variable of intelligence in comparison to similar group. When the differences between the two groups has been tested by using t-test it was found to be insignificant ($t=.835, df=77, p>0.05$).

The obtained mean and standard deviation scores of dissimilar group of girls in the dimension of total mental health is 92.11 and 7.52, on the other hand the mean and standard deviation scores of similar group is 87.00 and 7.56 respectively. The difference between the two groups is statistically highly significant ($t=3.05, df=77, p<0.01$).

It may be concluded that the formulated hypothesis that the children whose parents have similar attitude towards hostility (rejection) in child rearing would be low in mental health in comparison to the children whose parents have dissimilar attitude has been fully proved.

The mean and standard deviation score of group A in terms of academic anxiety is 14.31 and 2.36; on the other hand the mean and standard deviation scores of dissimilar group B is 14.70 and 2.79 respectively. The difference between the two groups was found insignificant ($t=.677, df=77, p>0.05$).

It can be said that the hypothesis that the children whose parents have similar attitude toward hostility (rejection) in child rearing would be higher in academic anxiety in comparison to the children whose parents have dissimilar attitude has been rejected.

CONCLUSION

The overall results of boys and girls fully supported the hypothesis that the children whose parents have similar attitude towards autonomy (permissiveness) and love (acceptance) in child rearing would be higher in mental health in comparison to the children whose parents have dissimilar attitude.

The results of boys and girls fully rejected the hypothesis that the children whose parents have similar attitude towards autonomy (permissiveness) and love (acceptance) in child rearing would be lower in academic anxiety in comparison to the children whose parents have dissimilar attitude.

The results do not prove the hypothesis that the children whose parents have similar attitude towards control (authority) in child rearing would be lower in mental health in comparison to the children whose parents have dissimilar attitude in boys group, but proved in girls group.

The hypothesis that children whose parents have similar attitude towards control (authority) in child rearing would be higher in academic anxiety in comparison to the children whose parents have dissimilar attitude has been rejected in girls group. However the result is in the expected direction in boys group.

It may be concluded that the formulated hypothesis that the children whose parents have similar attitude towards hostility (rejection) in child rearing would be lower in mental health in comparison to the children whose parents have dissimilar attitude has been rejected but accepted in the girls group.

The hypothesis that the children whose parents have similar attitude towards hostility (rejection) in child rearing would be higher in academic anxiety in comparison to the children whose parents have dissimilar attitude has been proved in boys but disapproved in girls.

It can be concluded that for mental health of children similarity between fathers and mothers attitude towards autonomy and love in child rearing is very important. Boys and girls differ in the effect of control and hostility attitude.

So far as results in academic anxiety are concerned, they are just opposite the hypotheses. It seems that permissive and loving attitude of parents creates more sense of responsibility and increases academic anxiety among them.

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