

Parenting and Behavioural Deviance among Adolescents: A Descriptive Study

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Abstract

This research study aimed to determine the prevalence of behavioural deviance and parenting styles among adolescent students in the Kulgam district. The descriptive survey research design was employed for this investigation. Using a simple random sampling technique, four hundred adolescent students (12th grade) were collected from twelve higher secondary schools. The Gupta and Mehtani (2017) Parenting Style Scale and Chauhan and Aurora (1989) Behaviour Deviance Scale were used to collecting data. The gathered data was examined using percentage and frequency counts. It was revealed that a sizeable percentage (18.77%) of adolescent students in higher secondary schools of the Kulgam district exhibit behavioural deviance. The results also indicate that the democratic style of parenting is the most common among adolescent students, followed by autocratic, uninvolved, and permissive styles of parenting. Furthermore, the results also indicate that the permissive parenting style has the most significant proportion of deviant students, followed by autocratic, uninvolved, and democratic styles of parenting.

Key words: behavioural Deviance, Parenting Styles and Adolescent Students.

Introduction

Adolescence is characterized as a distinct stage of human development in which individuals strive not only to adapt to their surroundings and find balance but also to establish significant relationships with people outside their families and develop their self-identity and independence. At the same time, an extreme upheaval in physical, cognitive, moral, and socio-emotional changes occurs (Steinberg, 2009). Thus, it is impossible to separate the complexity and significance of these essential developmental processes from the emotional and behavioural problems displayed during this period. Additionally, the subsequent breakdown of family cohesion, insufficient or excessive parental monitoring, and disorientation make school-age teenagers more susceptible to

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maladaptive thinking and deviant behaviour (Sadock, 2000). Behavioural deviance is any behaviour that differs from the norms of a given group of people in a particular culture or civilization (Kendall, 2009). According to Crossman (2018), behaviour is considered deviant if it disregards the sentiments of others and has the potential to harm society's citizens. Every aspect of society is seeing a rise in instances of deviant behaviour, but paying close attention to children enrolled in higher secondary institutions is crucial. In recent years, deviant behaviours among children attending schools have increased globally. Teenagers that attend school have been seen engaging in various abnormal behaviours, such as stealing, bullying, fighting, cheating on exams, skipping class, smoking, and abusing drugs (Esere, 2008). Numerous studies have shown that several elements, including low socioeconomic position, low academic achievement, and social media, promote the emergence of deviant behaviour in adolescents (Mideva et al., 2016; Ayorinde & Adegboyega, 2017). Aside from the aforementioned elements, parenting styles are one of the most critical contributors to anti-social behaviour's genesis (Hoeve et al., 2008).

In the context of raising children, parenting refers to a mother's or father's duty, either jointly or independently, to prepare their children for participation in society and culture (Veenes, 1973). Because of this, each parent has their attitude, way of acting, set of beliefs, set of values, and family culture, all of which are unique to each parent (Bibi et al., 2013). The term "parenting style" describes the many methods and techniques parents employ to guide and socialize their children (Cole et al., 2005). Parenting style, described as "a constellation of attitudes that are handed on to the child and that establish an emotional milieu in which the parent's deeds are realized," has a significant impact on a child's upbringing (Darling & Steinberg, 1993). One of the most crucial elements determining how an adolescent will interact with others create attachments, reason ethically, learn, and undoubtedly affect their problematic behaviour is the bond between a parent and a child (Hair et al., 2002; Baumrind, 1971).

Teachers, parents, law enforcement officials, and members of society are becoming increasingly concerned about the issue of behavioural deviance among adolescents (Jacob & Adegboyega, 2017). These antisocial issues may develop into more violent behaviours like terrorism and other criminal actions in the community at large if early intervention is not made to treat them (Aute et al., 2020). Numerous studies have found a connection between styles of parenting and the prevalence of behavioural deviation among school-going adolescents (Stevens et al., 2007; Aunola & Kurmi, 2005). Several studies on deviant behaviour have been conducted at the national and international levels. However, the prevalence of behavioural deviation and parenting styles in the Kashmir valley has not yet been investigated.

Objectives of the Study

1. To study the prevalence of Behavioural Deviance and Parenting Styles among adolescents.
2. To study Behavioural Deviance among adolescent students with different Parenting Styles (Democratic, Autocratic, Permissive and Uninvolved).

Research Questions

1. What is the prevalence of Behavioural Deviance and Parenting Styles among adolescent students?
2. What is the prevalence of Behavioural Deviance among adolescents with different Parenting Styles?

Sample of the Study

The present study's target population includes 12th-grade students enrolled in govt. higher secondary schools within the Kulgam district. Using a simple random sampling technique, four hundred adolescent students were collected from twelve higher secondary schools.

Instruments used

1. The prevalence of behavioural deviation was evaluated using the Chauhan and Aurora (1989) Behaviour Deviance Scale. There are 30 items on the scale, which are broken up into three categories: withdrawing deviance, expectation evasion deviance, and rebellion deviance. According to this scale's norms, adolescent students are classified as either behaviorally deviants or non-deviants depending on whether they received a score of $t \geq 60$ or above in one of the three dimensions described above.
2. Using the "Parenting Style Scale" developed by Gupta and Mehtani in 2017, the prevalence of parenting styles was calculated. The scale's forty-four elements cover four distinct parenting styles: democratic, autocratic, permissive, and uninvolved. The adolescent students with the highest scores in any of these four parenting styles are considered to have the most prevalent styles of parenting, under the scale norms.

Results and Discussion

This research study aimed to determine the prevalence of behavioural deviation and parenting styles among adolescent students. The results in table 1.1, show that a sizeable percentage of students in higher secondary schools in the district of Kulgam exhibit behavioural deviance. Seventy-five out of 400 adolescents exhibited behavioural deviation, accounting for 18.77% of participants, whereas three hundred twenty-five out

of 400 students exhibited no deviation, accounting for 81.25%. Our results are consistent with those of Fatoki (2012), who observed that behavioural deviance was prevalent in 12.60% of Nigerian secondary school pupils. The presented findings align with Sarkhel et al. (2006), who discovered that around 27 percent of Kanke students engage in anti-social behaviour. Revappala et al., (2016) also estimated that around 10.43% of teenage pupils in Karnataka engaged in deviant behaviour.

Table 2.1 displays the prevalence of different parenting styles among adolescent students in the district of Kulgam. Two hundred ninety-eight, out of the 400 students were raised democratically, making up 74.50% of the total; seventy-three were raised autocratically, making up 18.25%; nineteen were raised permissively, making up 4.75%; and ten were reared un-involvedly, making up 2.50%. Furthermore, the results also show that the democratic style of parenting is the most common among adolescent students, followed by autocratic, uninvolved, and permissive styles of parenting. This study's findings are consistent with those of Kiran, Farooqi, and Ahmed (2019), who agreed that the democratic style of parenting was the most prevalent among school-going students in the Shiwal Division, followed by the autocratic and permissive style of parenting. The findings of this study concurred with those of Efobi and Nwokolo (2014), who showed that democratic parenting was the most popular style of parenting adopted by parents in Nigeria, followed by autocratic, then uninvolved, and finally permissive. The research study of Akin (2012), which discovered democratic parenting among Muslim teenage pupils, is also consistent with this study.

Table 3.1 shows the prevalence of behavioural deviance among adolescent students with different parenting styles in the district of Kulgam. According to the data in the aforementioned table, five (1.75%) students out of 295 with democratic parents are behaviourally deviant. Fifty-one (69.86%) out of 73 students with autocratic parents are behaviourally deviant. Fourteen (73.68%) students out of 19 with permissive parents are behaviourally deviant, and five (50%) out of 10 students with uninvolved parents are behaviourally deviant. The results also indicate that the permissive parenting style has the most significant proportion of deviant students, followed by autocratic, uninvolved, and democratic parenting approaches. The results also indicate that adolescents whose parents exhibit permissive and autocratic parenting styles are more likely to engage in antisocial behaviour than those whose parents are Uninvolved and democratic in their parenting. The findings are consistent with Miller, Diorio, and Dudley's (2002), which showed that children who had permissive parenting style were more likely to participate in deviant behaviours such as disobedience on school premises, cigarette smoking, fighting, alcohol and drug usage, larceny, impulsiveness, and emotional outbursts. Mutuku et al. (2019) observed that around 67% of school-aged adolescents raised by autocratic parenting

exhibit behavioural deviance, and 62% of adolescents raised by uninvolved parents exhibit behavioural deviance. Another study by Ruturi (2020) found that children with autocratic and permissive parenting styles were more likely to participate in deviant behaviour; in contrast, deviant behaviour decreased significantly when parents adopted a democratic parenting style. According to Hoeve et al. (2009) and Azimi, Vizari, and Kashani (2012), uninvolved and authoritarian parenting styles significantly impacted behavioural deviance.

Table 1. 1: Prevalence of Behavioural Deviance among adolescent students in Kulgam district.

District	N	Deviance Range (T-60 Above)	Percentage	Non-Deviance Range (T-60 Below)	Percentage
Kulgam	400	75	18.75%	325	81.25%

Table 2.1: Prevalence of Parenting Styles among adolescent students in Kulgam district.

District Kulgam		
Parenting Styles	N	Percentage
Democratic	298	74.50%
Autocratic	73	18.25%
Permissive	19	4.75%
Uninvolved	10	2.50%
Total	400	100%

Table 3.1: Prevalence of Behavioural Deviance among adolescent students (Kulgam district) with different Parenting Styles.

District Kulgam			
Parenting Styles	N	Adolescents with Behavioural Deviance	Percentage
Democratic	298	05	1.75%
Autocratic	73	51	69.86%
Permissive	19	14	73.68%
Uninvolved	10	05	50%
Total	400	75	100%

Conclusion

Based on the outcomes of the study, it was observed that a sizeable percentage of students in higher secondary schools in the district of Kulgam exhibit behavioural deviance. The findings also reflect that the permissive parenting style has the most significant proportion of deviant students, followed by autocratic, uninvolved, and democratic styles of parenting. Thus, it is essential for parents, school administrators, and

the government to implement suitable measures to implement proper steps to curb behavioural deviance.

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