



## “STUDY OF INTERACTION EFFECT ON ANXIETY AND PARENTING STYLE OF JUVENILE DELINQUENT TO THEIR SCHOOL ADJUSTMENT”

Sudha Jainapur<sup>1</sup> and Prof. T. M. Geetha<sup>2</sup>

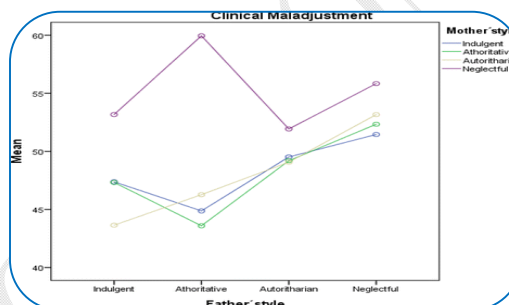
<sup>1</sup>Researcher Scholar , Dept of Studies in Education , K.S.A.W. University. Vijayapur.

<sup>2</sup>Research Guide , Dept of Studies in Education , K.S.A.W. University. Vijayapur.

### ABSTRACT :

The present study is to know the interaction effect of Anxiety and parenting style of Juvenile Delinquency students on their school Adjustment between the ages of 12 to 18 years. Anxiety and Parenting style tools were constructed by the researcher. In this way, formulated hypothesis has been rejected and concluded that significant difference existed between the mean scores of fluency, flexibility and originality of delinquent. Methodology, purposive sampling technique is chosen for juvenile delinquents. Two way ANOVA and Tukey's post-hoc method used.

The researcher has taken 268 samples of Juvenile Delinquents from Belagum, Vijayapur city, from observation homes. The results found that juvenile delinquents belong to low anxiety with low parenting style and high anxiety with low parenting style groups do not differ significantly with respect to their school adjustment scores at a significance level of 5 percent. It means that the juvenile delinquents belong to low anxiety with low parenting style and high anxiety with low parenting style groups have similar school adjustment scores.



**KEYWORDS :** Parenting style, school Adjustment, Anxiety, Juvenile Delinquency.

### INTRODUCTION

Education plays an important role in preventing juvenile delinquency, which in turn is an essential part of crime prevention in society. According to NCRB data out of the 7,870 juveniles apprehended in 2015, 3,088 have only been educated up to primary level, 902 were illiterate and 3,261 had an educational background till higher secondary. In 2016 as per the NCRB information the complete violations were recorded to be 2.97 million while the wrongdoing rate was observed to be 375 violations for each lakh populace. A 2017 revealed by Global Peace Index had guaranteed India to be the fourth most risky nation for ladies ventures. Sexual orientation Vulnerability Index 2017 compiled by Ministry of Women and Child Development discovered Bihar, Delhi, and Uttar Pradesh, Jharkhand to be the last four as far as security. The information features the pressing need to guarantee legitimate peace circumstances in the nation. Source (financialexpress.com)

In India, Juvenile Justice Act of 1986 is treated as a model legislation to provide uniformity in the country in respects of identification of juvenile delinquents. The Act defined juvenile as a boy who has not attained the age of 16 years, or girls who have not attained the age of 18 years and 'delinquent' as a 'juvenile' who has committed an offence. The Act refers to certain children as 'neglected juvenile'. Neglected juvenile is the one who is found begging without having home, without having ostensible means of subsistence, a destitute, uncontrollable, and victimized. The kind of behavior among such

children who are noticed doing so is either due to negligence by their parents or a kind of situation in which the family from which such children come has been obtained.

JUVENILE delinquency is an outstanding example of childish naughtiness. Among children may be a universal phenomenon. But when naughtiness develops into such a habit that transcends the bounds of the accredited conduct norms of a society the behavior which emerges is characterized, if allowed to go unchecked, may become the "Fore-Runner of Adult Crime." Juvenile Delinquency is one of the serious problems of deviation which the children of almost all the modern societies of the world are facing. It is non-conformist behavior on the part of the child and it does not manifest a problem of personal disorganization but also a symptom of social break down.

### Anxiety

Anxiety is often described as having cognitive, somatic, and behavioral components (Seligman, Waker & Rosenhan, 2001). These behaviors are frequent and often maladaptive, being most extreme in anxiety disorders. However, anxiety is and always pathological or maladaptive: it is a common emotion along with fear, anger, sadness and happiness and has a very important function in relation to survival. Anxiety is a common symptom found in different populations and it is especially, so in many students. The relationship of anxiety and academic achievement on complex tasks is there. High anxiety has usually been found to be detrimental to performance on complex activities. Therefore, it can be said that there exists a small part significant between anxieties as measured by academic achievement.

An anxiety is one of the feelings; symptoms might be totally differing from someone else's. Its way to know all the anxiety can present itself. Anxiety has everyone but differ among individuals. Because it has many symptoms, don't happen to everyone and they can change over time like nervousness, shyness, isolationist, fear, depression, ect.

### Parenting Style

Parenting style provides a robust indicator of parental functioning that predicts child well-being across a wide spectrum of environments and across diverse communities of children. Parents are the most important part in every human being. Parents are doing such good job, like promoting and supporting the physical, social, as well as intellectual development of a child from infancy to adulthood. Parenting refers to the activity of lifting a child rather than the biological relationship. One of the most robust approaches to this area is the study of what has been called "*parenting style*". The classic research of **Diana Baumrind** (1971) resulted in the classification of three major types of child rearing styles: *Authoritarian, authoritative and permissive* parenting styles under which comes neglectful and indulgent parenting. The first style of rearing Authoritarian parenting is a restrictive, 2punitive style in which parents exhort the child to follow their directions and respect their work and effort. They are not warm and strain inflexible obedience to the rules they set (*obey—just because we, the parents, are setting the rules*), highlight the power of their role, and use physical punishment for transgressions (Baumrind, 1971; Belsky Lerner &

### AUTHORITATIVE PARENTING

This type of parents have been using give-and-take environment involved in parent child communication. Both are control and support to balance. Child has medium level demands on the child from the parents. Authoritative parents are more conscious of child a child's feelings and potentialities as well as support. They are give positive feedback and rarely use of punishment. Parents are more conscious of a child's feelings and capabilities and support the development of a child's. These type of parents well knowing about child's every accept.

### Authoritarian parenting styles

Authoritarian parents have stricter in nature. Sets many rules and closely monitors but offer little support. Parents are said like "you will do as I say? Because I said so, I'm the boss." Structure

environment is there. They want high demands from the child. Often, there is little responsiveness to them. Parents who practice authoritarian style parenting have a non-negotiable set of rules and expectations that are strictly enforced and require rigid conformity. When the rules are not followed and punishment is frequently used to advance future acquiescence. There is typically no clarification of discipline with the exception of that, the tyke is in a bad position for defying a guideline. This child rearing style is firmly connected with psychological discipline. This sort of child rearing is seen more regularly in common laborers families than. In 1983 Diana Baumrind investigated that kids brought up in a tyrant style home were less chipper, progressively grouchy and increasingly powerless against stress. As a rule these kids likewise shown uninvolved threatening vibe.

### **Lenient child rearing**

Lenient, or liberal, child rearing is more very much preferred in white collar class than in common laborers families. In these settings, a child's freedom and self-rule are highly valued, and parents tend to depend mostly on way of thinking and justification. Guardians are undemanding, so there will in general be close to nothing if any discipline or express standards in this style of child rearing. These guardians state that their kids are free from outer requirements and will in general be exceptionally receptive to whatever the youngster needs at the time. Offspring of tolerant guardians are commonly cheerful however once in a while show low dimensions of discretion and confidence since they need structure at home.

### **Uninvolved child rearing**

A uninvolved or careless child rearing style is when guardians are regularly sincerely or physically missing. They have little to no hope of the child and constantly have no communicate. They are not receptive to a tyke's needs and have practically no conduct desires. On the off chance that present, they may give what the youngster needs to survival with next to zero commitment. There is regularly an expansive hole among guardians and kids with this child rearing style. Kids with almost no correspondence with their own folks would in general be deceived by other youngsters and may they be display freak conduct. Offspring of uninvolved guardians endure in social fitness, scholarly execution, psychosocial improvement and issues of behaour.

### **School Adjustment**

This means a harmonious relationship with the students and teachers, proper understanding of social needs, requirements and group goals, and meeting effectively to the social requirements of the home, peer groups, culture and the community. School is good coordination between homes and students. It's a social intuitions and class as social phenomenon. Personality development of children is largely influenced by the school environment. Location, lack of discipline, emotional climate, partiality, defective, curriculum and examination system are the main causes for delinquency in schools.

### **Scope of the Study**

The scope of the study is restricted to the Belagavi and Vijayapur Distract Observation Home, and Juvenile Justice Board (JJB) of Juvenile Delinquency students at the age of 12 to 18 years.

### **Objective of the Study**

The major objectives of the study are:

1. To know the interaction between effect of anxiety (Low and High) and Parenting Style (Low and high) of juvenile Delinquents on their school adjustment.

### **Hypothesis**

Based on the above objectives, the following hypotheses were set up for the investigation.

1. There is no significant relation between effect of anxiety (Low and High) and Parenting Style (Low and high) of juvenile Delinquents on their school adjustment

**METHODOLOGY**

**Sample:**

The sample of the study comprised of 268 Juvenile Delinquency students of Observation Home in Vijayapur and Belagavi District. The students were selected by using Purposive Random Sampling technique.

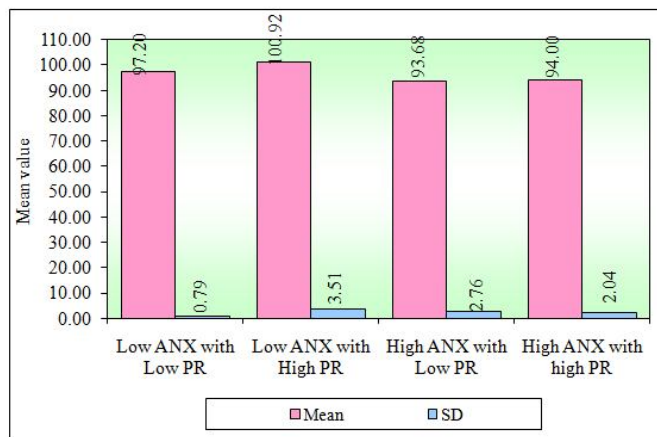
**Tools Used**

Parenting Style and Anxiety tools were construct by the investigator by following the Likert's Scale Technique.

**Analysis and Interpretation**

**Hypothesis**

There is no significant relation between effect of anxiety (Low and High) and Parenting Style (Low and high) of juvenile Delinquents on their school adjustment.



**Hypothesis:** No significant Interaction effects of anxiety (Low and High) and parenting style (Low and high) of Juvenile delinquents on their school adjustment scores

To accomplish the above hypothesis, the two way analysis of variance tool was performed and the outcome of test is presented in the table given below.

**Table: 2-way ANOVA with interaction effects of anxiety (Low and High) and parenting style (Low and high) of Juvenile delinquents on their school adjustment scores**

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
<b>Main effects</b>						
ANX	1	308.13	308.13	32.5056	<0.05	S
PS	1	70.22	70.22	7.4073	<0.05	S
<b>2-way interaction effects</b>						
ANX x PS	1	17.32	17.32	1.8274	>0.05	NS
Error	264	2502.56	9.48			
Total	267	2898.23				

From the results of the above table, it can be observed that,

- The main effect anxiety (Low and high) on school adjustment of Juvenile delinquents is found to be statistically significant ( $F=32.5056, p<0.05$ ) at significance level of 5 percent. Therefore, the  $H_0$  is rejected and  $H_1$  is not rejected. It means that, the Juvenile delinquents belong to low anxiety have significant higher school adjustment scores as compared to Juvenile delinquents belong to high anxiety.
- The main effect parenting style (Low and high) on school adjustment of Juvenile delinquents is found to be statistically significant ( $F=7.4073, p<0.05$ ) at significance level of 5 percent. Therefore, the  $H_0$  is rejected and  $H_1$  is not rejected. It means that, the Juvenile delinquents belong to low parenting style have significant smaller school adjustment scores as compared to Juvenile delinquents belong to high parenting style.
- The interaction effects anxiety (Low and high) and parenting style (Low and high) on school adjustment of Juvenile delinquents is found to be statistically not significant ( $F=1.8274, p>0.05$ ) at significance level of 5 percent. Therefore, the  $H_0$  is not rejected and  $H_1$  is rejected. It means that, the Juvenile delinquents with low & high anxiety and low & high parenting style have similar school adjustment scores.

Further, if F is significant, to know the pair wise comparisons of interactions effects anxiety (Low and high) and parenting style (Low and high) on school adjustment of Juvenile delinquents by applying the by Tukey's multiple post-hoc procedures and the results are presented in the tables given below:

Table: Pair wise comparisons of interaction effects of anxiety (Low and High) and parenting style (Low and high) of Juvenile delinquents on their school adjustment scores by Tukey's multiple post-hoc procedures

Table: Pair wise comparisons of interaction effects of anxiety (Low and High) and parenting style (Low and high) of Juvenile delinquents on their school adjustment scores by Tukey's multiple post-hoc procedures

Interactions	Low ANX with Low PS	Low ANX with High PS	High ANX with Low PS	High ANX with high PS
Mean	97.25	100.74	93.52	94.70
SD	1.26	3.52	2.78	1.92
Low ANX with Low PS	-			
Low ANX with High PS	p=0.1145	-		
High ANX with Low PS	p=0.0806	p=0.0001*	-	
High ANX with high PS	p=0.4186	p=0.0001*	p=0.3385	-

\*p<0.05

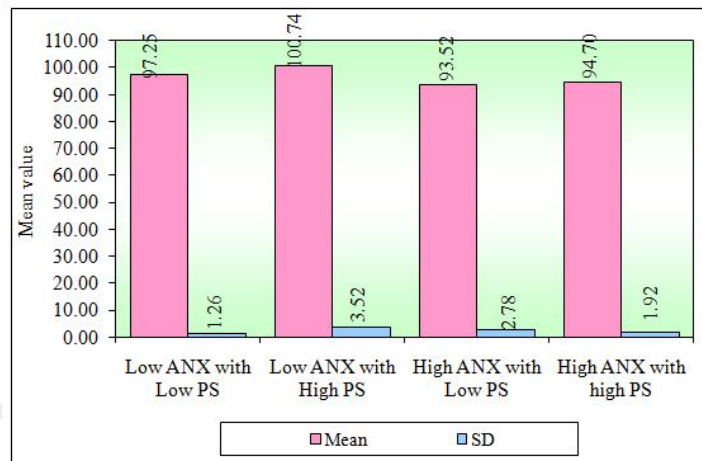
From the results of the above table, it can be seen that,

- The Juvenile delinquents belongs to low anxiety with low parenting style and low anxiety with high parenting style groups do not differs significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to low anxiety with low parenting style and low anxiety with high parenting style groups have similar school adjustment scores.
- The Juvenile delinquents belongs to low anxiety with low parenting style and high anxiety with low parenting style groups do not differ significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to low anxiety with low parenting style and high anxiety with low parenting style groups have similar school adjustment scores.
- The Juvenile delinquents belongs to low anxiety with low parenting style and high anxiety with high parenting style groups do not differ significantly with respect to their school adjustment scores at

significance level of 5 percent. It means that, the Juvenile delinquents belongs to low anxiety with low parenting style and high anxiety with high parenting style groups have similar school adjustment scores.

- The Juvenile delinquents belongs to low anxiety with high parenting style and high anxiety with low parenting style groups differ significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to low anxiety with high parenting style group have significant higher school adjustment scores as compared to Juvenile delinquents belongs to high anxiety with low parenting style group.
- The Juvenile delinquents belongs to low anxiety with high parenting style and high anxiety with high parenting style groups differs significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to low anxiety with high parenting style group have significant higher school adjustment scores as compared to Juvenile delinquents belongs to high anxiety with high parenting style group.
- The Juvenile delinquents belongs to high anxiety with low parenting style and high anxiety with high parenting style groups do not differs significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belong to high anxiety with low parenting style and high anxiety with high parenting style groups have similar school adjustment scores. The mean scores of school adjustment of Juvenile delinquents also presented in the figure given below:

**Figure: Comparison of interaction effects of anxiety (Low and High) and parenting style (Low and high) of Juvenile delinquents on their school adjustment scores**



**CONCLUSION**

The main effect anxiety (Low and high) on school adjustment of Juvenile delinquents is found to be statistically significant at significance level of 5 percent. Therefore, the  $H_0$  is rejected and  $H_1$  is not rejected. It means that, the Juvenile delinquents belong to low anxiety have significant higher school adjustment scores as compared to Juvenile delinquents belong to high anxiety. The main effect parenting style (Low and high) on school adjustment of Juvenile delinquents is found to be statistically significant at significance level of 5 percent. Therefore, the  $H_0$  is rejected and  $H_1$  is not rejected. It means that, the Juvenile delinquents belong to low parenting style have significant smaller school adjustment scores as compared to Juvenile delinquents belong to high parenting style. The interaction effects anxiety (Low and high) and parenting style (Low and high) on school adjustment of Juvenile delinquents is found to be statistically not significant at significance level of 5 percent. Therefore, the  $H_0$  is not rejected and  $H_1$  is rejected. It means that, the Juvenile delinquents with low & high anxiety and low & high parenting style have similar school adjustment scores.

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