



A Study of School Adjustment in Relation to Rejecting and Protecting Mother's Attitude

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ABSTRACT

The present study mainly focuses on school adjustment of adolescents in relation to rejecting and protecting mother's attitude. For this, purpose 100 adolescents Bihar were purposively selected and they were administered adjustment scale and rejecting and protecting mother's attitude questionnaire. t- Test was applied to analyze the data. The results as follows: A significant difference between mean school adjustment scores of high rejecting mother's attitude and low rejecting mother's attitude was obtained. A significant difference between mean school adjustment scores of high protecting mother's attitude and low protecting mother's attitude was obtained. The study aims in making the parents and their family members to aware of the various a issue developed by his/her higher level of rejecting and protecting style in school adjustment and the balanced parenting attitude that can help them deal with the school adjustment issue a better way, and thus maintaining their mental health and school life. The review concludes with a summary of major research findings, as well as a consideration of future directions and implications for practice and policy.

KEY WORDS

School Adjustment, Adolescents, Rejecting, Protecting mother's Attitude.

INTRODUCTION

Child rearing is the word used to describe the methods parents use to raise their children. Every kid should be unique, even in the absence of constitutional variances, since every parent has a unique relationship with their child. The idea that children are affected

differently by various parenting actions is widely acknowledged. The way that the kid behaves would reflect changes in the child's needs and abilities as well as shifts in the parents' expectations throughout time.

Despite its reputed significance as a predictor of adult personality, scientific methods have only sometimes examined the child-rearing process. The study of man was a late addition to Western science. Social philosophers and educators have long conjectured about the types and magnitude of the impact that childhood experiences may have on an individual's social and intellectual development as they mature into adulthood. Before the 20th century, scientific research on child raising and related topics began (Levin 1957). Childhood is now so clearly defined that it is difficult to conceive it was not always the way. But throughout the Middle Ages, regulations usually did not differentiate between crimes committed as children and those committed as adults. Prior to 1600, children in European society were not given any particular status, according to historian Philippe Aries' (1962) analysis of art samples and published works. He also found that children were frequently costumed as miniature versions of adults in all of the paintings he examined. Since they were out from home working and making money, children in the Middle Ages had little emotional attachment to their parents and frequently worked. However, in medieval times, childhood was recognized as a distinct phase of life more than what Aries believed (Santrock 2001).

According to PARTheory, children place a special value on their parents since the quality of their interaction with them affects both their emotional and psychological development. Some people who experience rejection develop defensive independence as a result of the psychological harm they endure. Defensive independence, along with the feelings and actions that go along with it, may sometimes result in a process of counter-rejection, when people who experience rejection reject others. They often have low self-esteem and low self-adequacy. This occurs as a result of people's tendency to see themselves as their parents or significant others do, according to the symbolic interaction theory (Cooley 1902; Mead 1934). Children and adults are thus inclined to believe they are unlovable, perhaps even undeserving of love, inasmuch as they see that their attachment figures do not love them. People who experience rejection often have worse emotional stability than those who experience acceptance. Children who experience the unpleasant emotions of perceived rejection are more likely to have a pessimistic outlook on life. In other words, those who have been rejected are inclined to see the world, interactions with others, and the entire essence of human life as hazardous, hostile, unfriendly, emotionally unsafe, and untrustworthy. Significant components of the social cognitions or mental representations of rejected people include negative worldview, low self-esteem, self-inadequacy, and other personality characteristics. A person's perception of reality is shaped by his mental images, which also affect how he sees, interprets, and responds to novel situations, including connections with others. In addition to seeking out, producing, or interpreting relationships, experiences, and circumstances in ways that align with their warped mental representations, people who experience rejection also have a tendency to avoid or mentally reinterpret circumstances that do not align with these representations. The developmental paths of people who are rejected diverge from those of those who feel liked or accepted due to selective attention, adversely biased perception, flawed causal attribution styles, and skewed cognitive information processing. In their meta-analysis of 43 studies from around the world, Khaleque and Rohner (2002) asserted that psychological (mal) adjustment is universally linked to perceived parental acceptance or rejection, irrespective of racial, linguistic, cultural, or gender differences. According to their findings, perceived parental acceptance-rejection accounts for around 26% of the variation in children's self-reported psychological adjustment and about 21% of the variance in adults' self-reported psychological adjustment.

India is a big country. However, its diversity is bigger, where millions of people in different parts of the region have their own life style, their way of perceiving things and follow varied cultures, beliefs and value systems. Even though India is a Hindu Nation, and subscribes to secularism, yet the faith in different Gods, the different ways of worshipping and the different value systems and approach towards God and religion vary which all affect the CRP. In addition there are regional personalities which also influence each other. Personality

theories attempt to account for individual behavior. The scope of such theories is vast and they describe how genetic predisposition and biological mechanisms combine with experience of the individual child help develop typical personality traits as the child enters into young adulthood. These traits are permanently embedded into the individual and manifest itself consistently into different situations over the life span. Personality constructs are again seen in the literature of behavior genetics, cognitive psychology, developmental psychology, evolutionary psychology, physiological psychology, psychopathology and social psychology (Santrock 2001).

There is such a thing as dominant parenting and aiming for too much perfection cripples children as they move into adulthood and renders them unable to cope with the merest setbacks. Of course, there is also such a thing as submissive parenting, and it is likely that lack of parental engagement often leads to poor behavioural outcomes in children, in part because it encourages the young to be too reliant on peer culture. Surprisingly, parenting techniques that are harsh, authoritarian, or dominant may have the same adverse impact on children. A pattern of dominating mother's attitude was explored in this study, as well as the impact that each of these attitudes has on a child's behavior and the repercussions that are experienced by the parents.

School Adjustment

The child has to adjust to the outer world also. The peer group and school teachers both need to be taken into consideration while talking of school adjustment. During young years the child looks for teacher's acceptance and warmth and as the child grows into adolescence, peer acceptance and show of expressions becomes more important. Many a times peer pressures lead to maladjustment behaviour among the youngsters like drug addiction, smoking, drinking, truancy, etc.

College is also an important area of social adjustment. The experiences of behaviour patterns, the peer group relationship, learning process and achievement are the factors that determine college adjustment.

A child's transition to school is crucial to their lives and serves as the foundation for everything else in their life. A child's views about school, worries, loneliness, social support, and academic motivation are all linked to it in addition to their development and accomplishments. Interpersonal relationship affects children's academic motivation. Relationship with peers and teachers is a powerful motivator. It was noted that school learning can be promoted by learning contexts that enhance student involvement with others. Research shows that children's loneliness and social dissatisfaction relate negatively to school achievement. Friendship supports children in the school environment and help with their adjustment. Peers can be a source of support to deal with problems and child is able to deal with alienation.

Significant of the Study

The present investigator wants to explore whether school adjustment of high rejecting mother's attitude is really different than the children of low rejecting mother's attitude. The study will go a long way to help the planners and administrators to make arrangement of proper crèches for the children of high rejecting mother's attitude. On the other land, the study would educate the mothers to take care of their children for at least some period of time, otherwise their children would face crisis.

Hypothesis

The following hypotheses were formulated to empirically validate the above objectives:

- H₁:** There would be significant difference in school adjustment of adolescents between high and low rejecting mother's attitude.
- H₂:** There would be significant difference in school adjustment of adolescents between high and low protecting mother's attitude.

Sample

The parent-child Relationship Scale was given to a total of one hundred children, out of whom fifty-five were male and forty-five were female. These kids were enrolled in grades eight, nine, and ten (Nalini Rao,

1989). The top 25 kids and the worst 25 pupils were chosen via the use of their scores on the Neglect subscale and the protect subscale of this scale, respectively. The groups associated with high and low levels of parental neglect were respectively comprised of the top 25 scores and the bottom 25 scorers. The age of the sample was ranging from 12 years to 16 years. All the students were taken from Bihar private and Government school.

Research Design

A two groups design was used in the present study. A two-group design is used when the researcher divides his or her subjects into two groups and then compares the results. In the present study, there were two groups, viz, high and low rejecting mother's attitude and similarly, high and low protecting mother's attitude.

Tools

Parent Child Relationship scale (PCRS)

The scale, created by Nalini Rao in 1989, gauges the distinctive behaviors of parents as seen by their offspring. Ten dimensions protecting, object punishment, rejecting, demanding, indifferent, symbolic reward, loving, object reward, and neglecting are assigned to the 100 items in this questionnaire. The scale's items rotate across the scale in a cycle and are placed in the same order as the dimensions. The responder must answer the questions for the mother and father individually. With the exception of three questions that are different in the Father and Mother versions owing to the nature of difference in paternal and maternal relationships with children, all of the items are shared by both parents. On a five-point scale with weights of 5, 4, 3, 2, and 1, respondents were asked to score items about how they saw their connection with either their mother or father. The scale ranged from "Always" to "Very rarely." Each parent receives a different score on the scale. Thus, on the 10 aspects of the scale, each responder receives ten marks for "father form" and ten for "mother form." However, the students' answers to the neglect items were taken into consideration for the sake of this study. Only the Mother Form of the scale was used in accordance with the study's goals.

Adjustment Inventory for School Children

A. K. P. Sinha and R. P. Singh created this scale specifically for Indian schoolchildren. There are 60 questions in this survey, 20 of which measure adjustment levels in three domains: emotional, social, and educational. It was mandatory for the respondents to reply with "Yes" or "No," based on whether the statement was true for them personally. Adjustment-indicating responses get a score of zero; otherwise, they receive a score of one. In other words, poor adjustment is indicated by a higher score.

Results and Discussion

H₁: There would be significant difference in school adjustment of adolescents between high and low rejecting mother's attitude

Table no. 1: Means, SDs, and SED and results of t-ratio between adjustment of girls adolescents of high and low rejecting mother's attitude

Variables	Group	N	Mean	SD	SED	t	P
School Adjustment	High rejecting mother's attitude	25	6.67	.85	1.096	1.506	<.05
	Low rejecting mother's attitude	25	5.97	1.23			

From the results given in the above table-2 it appears that the mean school adjustment adolescents of high rejecting mother's attitude adolescents of low rejecting mother's attitude were 6.67 and 5.97 respectively and their respective SDs were .85 and 1.23 respectively. It means that high rejecting mother's attitude have poor school adjustment than low rejecting mother's attitude. The t-ratio between the two means came to be 1.506 which was significant beyond .05 level. Hence, the hypothesis-1 which states that "there would be

significant difference in school adjustment of adolescents between high and low rejecting mother’s attitude” was proved true by the finding of the study.

In a study by Steinberg, Mounts, Lamborn, and Dornbusch (1992), a sample of roughly 10,000 high school students from a variety of socioeconomic and ethnic backgrounds filled out questionnaires about their family history and the behavior of their parents. They also answered questions about four indicators of adjustment: delinquency, psychological distress, self-reliance, and school performance. The results showed that authoritative parenting had favorable associations that went beyond family structure, financial position, and ethnicity. Teenagers with accepting, firm, and democratic parents performed better academically, almost independent of their parents’ marital status or ethnicity. In another research, Niaraki and Rahimi (2013) examined how parenting styles affected children of authoritative, permissive, and authoritarian parents’ self-concept, psychological well-being, and quality of life. Their results showed that there was a significant impact of parenting style on self-concept. This means that children raised by authoritative parenting style had better self-concept than children raised by authoritarian and permissive parenting style. Another finding revealed that there was a significant impact of parenting style on quality of life. This means that children raised by authoritative parenting style had better quality of life than children raised by authoritarian and permissive parenting styles.

It should also be remembered that the current research only looked at the aspect of parent-child relationships related to maternal neglect. Hetherington, Cox, and Cox (1979) found that if a kid in a two-parent household has a positive connection with one parent, the child does not seem to be much impacted by a negative relationship with the other parent. A kid is more likely to have behavioral issues, however, if they have a bad connection with one parent and a neutral one with the other, or if they have a bad relationship with both parents. The lack of paternal neglect may be the reason why there was no discernible impact of maternal neglect perception on adjustment in the current research.

H₂: There would be significant difference in school adjustment of adolescents between high and low protecting mother’s attitude.

Table no. 2: Means, SDs, and SED and results of t-ratio between adjustment of girls adolescents of high and low rejecting mother’s attitude

Variables	Group	N	Mean	SD	SED	t	P
School Adjustment	High protecting mother’s attitude	25	5.67	.89	1.06	.506	>.05
	Low protecting mother’s attitude	25	5.97	1.13			

From the results given in the above table-2 it appears that the mean school adjustment adolescents of high protecting mother’s attitude and girls adolescents of low protecting mother’s attitude were 5.67 and 5.97 respectively and their respective SDs were .89 and 1.13 respectively. It means that high and low protecting mother’s attitude have similar school adjustment. The t-ratio between the two means came to be .506 which was not significant at any level. Hence, the hypothesis-2 which states that “there would be significant difference in school adjustment of adolescents between high and low protecting mother’s attitude” was proved true by the finding of the study.

In respect to academic performance, this study also confirms that being promoted in school can act as a protective factor of adolescent school adjustment. Taking grade retention as an indicator of previous performance, differences between retained and promoted students are observed, with those that have not been retained feeling most accepted and satisfied in school and presenting a greater prosocial tendency. That is, the academic performance maintains a positive relationship with school adjustment and a negative relationship with the school maladjustment. These results are consistent among the different groups of students regardless of parental involvement, sex, and age, without interaction effects between independent variables. The data

found in the present study are consistent with those of previous studies that associate academic performance with different dimensions of school adjustment. On the one hand, there is some empirical evidence regarding the relationship between school integration and student academic performance (Estévez et al, 2007).

CONCLUSION

The present study was undertaken keeping these conditions in mind. Hence, the school adjustment adolescents of high and low rejecting and protecting mother's attitude were systematically measured and compared. The results are enumerated as follows:

1. A significant difference between mean school adjustment adolescents of high and low rejecting mother's attitude was obtained. It means that high rejecting mother's attitude have poor school adjustment than low rejecting mother's attitude
2. No significant difference between mean school adjustment adolescents of high and low protecting mother's attitude was obtained. These finding suggest that no significant difference on school adjustment issues.

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