

## Mental Health and School Adjustment as a Correlates of Dominating Mother's Attitude Among Adolescents Girls

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### ABSTRACT

The present study mainly focuses on mental health, and school adjustment of adolescents girls in relation to dominating mother's attitude. For this, purpose 150 adolescents girls of Bihar were purposively selected and they were administered Mental Health Questionnaire, adjustment scale and mother dominating mother's attitude questionnaire. t- Test was applied to analyze the data. The results as follows: A significant difference between mean mental health scores of high dominating mother's attitude and low dominating mother's attitude was obtained. A significant difference between mean school adjustment scores of high dominating mother's attitude and low dominating mother's attitude was obtained. The study aims in making the parents and their family members to aware of the various mental health issue developed by his/her dominating parenting style and the different coping strategies that can help them deal with the mental health 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.

**Keywords:** *School Adjustment, Mental Health, Adolescents Girls and Dominating Mother's Attitude*

The term child rearing refers to the ways by which parents bring up their children. Every parent has differently with a child and hence even without constitutional variations, every child should be different. It is a well recognized fact that different kinds of parental behaviours child differently. The behaviour of would influence the parents reflects changes in the needs and competencies of the child as well as changes with time in the expectations of the parents.

The process of child rearing, in spite of its proverbial importance as determinant of adult character, has been sporadically investigated by scientific procedures. In the history of Western science, the study of man came late. Educators and social philosophers had long speculated on the kinds and amount of influence that childhood experience might have on social and intellectual functioning of the person as he/she grows up into adulthood. Scientific Research on Child rearing and related issues started much before the 20th century (Levin 1957). Childhood has become such a distinct period that it is hard to imagine it was not always thought of in that way. However, in medieval times, laws generally did not

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## **Mental Health and School Adjustment as a Correlates of Dominating Mother's Attitude Among Adolescents Girls**

distinguish between childhood offenses and adult offenses. After analyzing sample of art, along with available publications, historian Philippe Aries (1962) concluded that European societies did not accord any special status to children prior to 1600 and in all the paintings that he studied, children were often dressed in a mini version of adult clothing. In medieval times, many children often worked, and their emotional bonding with their parents was rather limited as they stayed away from home, working and earning. However, in medieval times, childhood was recognized as a distinct phase of life more than what Aries believed (Santrock 2001).

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. Ironically, harsh / authoritarian or dominating styles of parenting can have the same effect. The present research investigated the pattern of dominant mother's attitude, the effects posed by each on a child's behaviour and consequences faced 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.

School adjustment plays a vital role in a child's life, and it is like a pillar on which child's entire life is based. It is not only related to a child's progress and achievement, but also their attitudes towards school, anxieties, loneliness, social support and academic motivation. Interpersonal relationship affects children's academic motivation. Relationship with peers

## **Mental Health and School Adjustment as a Correlates of Dominating Mother's Attitude Among Adolescents Girls**

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.

### **Mental Health:**

The World Health Organization describes mental health as a state of complete physical, mental, and social well-being and not purely the absence of disease (WHO, 1948). It means that mental health is necessary to overall health and should be identified in all older persons. The concept of mental health consists of an inner feeling of calmness, self-efficiency, self-dependence and competitiveness.

"Mental health means development of healthy personality which will scientifically try to fight the onset of any Kind of psychological or mental disorder." - J. C. Coleman (1962)

There are various definitions of mental health and these definitions can be grouped into three different categories: mental health can be considered as medical, psychological and social phenomenon. This confusion in the definition was compounded by the overlapping and merging unfortunately, there is no integration of the three positions. The three views are presented with the caution that we are of necessity oversimplifying.

Indeed there is much overlap between the medical and psychological approaches to mental health, there are discernible differences. If there is an analogous point in the psychological view to the systemic approach of medicine, it is that of point in the psychological view to the systemic approach of medicine, it is that of personality integration perhaps what distinguishes the psychological from the medical approach more than anything else is the fact that there is no one psychological approach, as there is clearly discernible medical one.

An 'abnormal' and 'normal' continuum characterizes the psychological approach. "Abnormal" is not always defined by deviation from statistical norms; rather the term frequently characterizes those who supposedly would be classified by the medical scheme as 'ill', thus the great body of research devoted to identifying differences in functioning between "normal" and "abnormal" is best with all the problems noted regarding the medical processes of diagnosis. Particularly since, in most of them, the definition of "abnormal" rests solely on the fact that the individual has already been labeled mentally ill by a medical practitioner. To be sure, a good deal of effort by the psychologist to operationalize medical defamations of mental illness through the development of psychological tests is aimed at freeing him from dependence on the impressionistic judgments by psychiatrists. The reliability of most tests is low, however, & their validity usually questioned when judged by diagnostic criteria.

Thus, while psychological theory concerning mental health may be distinguished from the medical stance by its diversity of meaning its more relativistic approach to mental phenomena and its comparative freedom from the bio physiological systems model there is considerable overlap, in both clinical practice & in research, with medical thinking.

### ***Significant of the study:***

The present investigator wants to explore whether school adjustment, and mental health of girls of dominating mother's attitude is really different than the children of low dominating

## **Mental Health and School Adjustment as a Correlates of Dominating Mother's Attitude Among Adolescents Girls**

mother's attitude. The study will go a long way to help the planners and administrators to make arrangement of proper crèches for the girls children of high dominating 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.

### ***Hypotheses:***

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

1. There would be significant difference between school adjustment of girls adolescents of high and low dominating mother's attitude.
2. There would be significant difference between mental health of girls adolescents of high and low dominating mother's attitude.

### ***Sample:***

Data were collected on the total 150 girls adolescents of high and low dominating mother's attitude from different location of Bihar. Out of which 75 were high girls adolescents of high dominating mother's attitude and 75 were girls adolescents of low dominating mother's attitude. Further the age group of the children were 12 to 18 years of age. An availability sampling technique was used to select the respondents of the study.

### ***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, girls adolescents of high and low dominating mother's attitude.

### ***Tools used for data collection:***

There were two tools used for data collection.

For this research, Adjustment Inventory for School students by A.K.P Sinha and R.P Singh was used. It contained 58 questions with Y/N response. It measured various adjustment areas like Emotional, Social and Educational. This inventory was designed for the age group between 14-18 years. The split half reliability, Test-Retest and K-R formula were 0.95,0.93 and 0.94 respectively. The validity coefficient was determined by biserial correlation. Percentile norms were computed for both males and females. Percentile norms were computed for both males and females of all three areas (Emotional, Social and Educational) of the adjustment separately as also for the whole inventory. However, Mental health Scale developed by Talesara & Bano, (2017). It contains 54 items with three dimension. The split-half reliability coefficient for the scale based on both odd- even and first half second half splitting was determined by using the Spearman-Brown Formula was found to be .72.

## **RESULT AND DISCUSSION**

Obtained data were analysed with the help of SPSS 24 using different statistical technique and the result are given in the following table along with their interpretation and discussion in this chapter. the data were analyzed and tabled in the light of objectives.

**Mental Health and School Adjustment as a Correlates of Dominating Mother's Attitude Among Adolescents Girls**

**Table no.1: Mean and SDs of girls adolescents of high dominating mother's attitude and girls adolescents of low dominating mother's attitude on mental health and school adjustment.**

Variables	Group	N	Mean	SD
School Adjustment	High dominating mother's attitude	75	220.67	19.15
	Low dominating mother's attitude	75	228.97	20.23
Mental Health	High dominating mother's attitude	75	26.80	3.50
	Low dominating mother's attitude	75	24.91	4.58

a look at table.1 reveals that mean school adjustment of girls adolescents of high dominating mother's attitude and girls adolescents of low dominating mother's attitude were 220.67 and 228.97 respectively and their respective SDs were 19.15 and 20.23. the same table depicts that mean mental health of girls adolescents of high dominating mother's attitude and girls adolescents of low dominating mother's attitude were 26.80 and 24.91 respectively and respective SDs were 3.50 and 4.58. the table shows that there seems a difference between mean school adjustment of girls adolescents of high dominating mother's attitude and girls adolescents of low dominating mother's attitude and mean mental health of girls adolescents of high dominating mother's attitude and girls adolescents of low dominating mother's attitude but these differences may be due to chance factors, hence to see that whether the differences are real or due to the chance factors, t- test was applied. the results are shown in the following table:

**Hypothesis-1: There would be significant difference between school adjustment of girls adolescents of high and low dominating mother's attitude.**

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

Variables	Group	N	Mean	SD	SED	t	P
School Adjustment	High dominating mother's attitude	75	220.67	19.15	1.096	2.506	<.01
	Low dominating mother's attitude	75	228.97	20.23			

From the results given in the above table-2 it appears that the mean school adjustment of girls adolescents of high dominating mother's attitude and girls adolescents of low dominating mother's attitude were 220.67 and 228.97 respectively and their respective SDs were 19.15 and 20.23 respectively. It means that high dominating mother's attitude have poor school adjustment than low dominating mother's attitude. The t-ratio between the two means came to be 2.506 which was significant beyond .01 level. Hence, the hypothesis-1 which states that "there would be significant difference between school adjustment of girls adolescents of high and low dominating mother's attitude." was proved true by the finding of the study.

In a study conducted by Steinberg, Mounts, Lamborn, and Dornbusch (1992), a socioeconomically and ethnically diverse sample of approximately 10,000 high school students provided information about their parents' behavior and their family background and completed measures of four indicators of adjustment school performance, self-reliance, psychological distress, and delinquency. Analyses indicated that the positive correlates of authoritative parenting transcended ethnicity, socioeconomic status, and family structure.

## Mental Health and School Adjustment as a Correlates of Dominating Mother's Attitude Among Adolescents Girls

Virtually regardless of their ethnicity class, or parents' marital status, adolescents whose parents were accepting, firm, and democratic earned higher grades in school. were more self-reliant reported less anxiety and depression, and were less likely to engage in delinquent behavior. Another study, Niaraki and Rahimi (2013) compared the effect of parenting style on self-concept, psychological health and quality of life of children with authoritative, permissive and authoritarian parents. 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.

**Hypothesis-2: There would be significant difference between mental health of girls adolescents of high and low dominating mother's attitude.**

*Table no. 3: Means, SDs, and SED and results of t-ratio between mean mental health of girls adolescents of high and low dominating mother's attitude.*

Variables	Group	N	Mean	SD	SED	t	P
Mental Health	High dominating mother's attitude	75	26.80	3.50	3.674	2.560	<.01
	Low dominating mother's attitude	75	24.91	4.58			

Table- 3 shows that mean mental health of girls adolescents of high dominating mother's attitude and girls adolescents of low dominating mother's attitude were 26.80 and 24.91 respectively and respective SDs were 3.50 and 4.58 respectively. The t- ratios between means mental health scores of the two groups was found to be 2.560, which was statistically significant at 0.01 level of significance. These finding suggest that girls adolescents of high dominating mother's attitude had significantly greater amount of mental health issues than girls adolescents of low dominating mother's attitude. Hence, the hypothesis-2 which states that "there would be significant difference between mental health of girls adolescents of high and low dominating mother's attitude." was proved true by the finding of the study.

According to Crosnoe and Elder (2004), depressed mothers reported negative changes in parent-child relationship which is a strong predictor of mental health issues in children and adolescents of families.

### **CONCLUSION**

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

1. A significant difference between mean school adjustment of girls adolescents of high and low dominating mother's attitude was obtained. It means that high dominating mother's attitude have poor school adjustment than low dominating mother's attitude
2. A significant difference between mean mental health of girls adolescents of high and low dominating mother's attitude was obtained. These finding suggest that girls adolescents of high dominating mother's attitude had significantly greater amount of mental health issues than girls adolescents of low dominating mother's attitude.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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