



**IMPACT OF PARENTING STYLES ON  
ADOLESCENTS' ACADEMIC ACHIEVEMENT**

**DISSERTATION**

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**BY**

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## CERTIFICATE

This is to certify that **Mr. Emmanuel Joel Dean** (Enrolment No. 1800103357) has carried out the research work presented in the thesis titled **“IMPACT OF PARENTING STYLES ON ADOLESCENTS’ ACADEMIC ACHIEVEMENT”** submitted for partial fulfilment for the award of Degree of **Masters of Education (M. Ed.)** from **Integral University, Lucknow** under my supervision.

It is also certified that:

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## Declaration

I hereby declare that the thesis titled” **Study of impact of parenting styles on the academic achievement of the adolescents**” is an authentic record of research work carried out by me under the supervision of **Prof. (Dr.) Md. Ali Imam**, Department of Education, at Integral University, Lucknow. No part of this thesis has been presented elsewhere for any degree or diploma earlier.

I declare that I have faithfully acknowledged and referred to the works of other researchers wherever their published works have been cited in the thesis. I further certify that I have not taken other’s work, para, text, data, result, tables, figures, etc. reported in the journals, books, magazines, reports, dissertation, thesis, etc., or available at websites without permission, and have not included those in this dissertation thesis citing as my own work.

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## List of Tables and Figures

<b>Table No.</b>	<b>Table</b>	<b>Page No.</b>
3.1	Design of the Study	47
4.1	ANOVA table.	61
4.2	Mean, std. dev. and std. error mean of caring and moderately caring groups	62
4.3	Mean, std. dev. and std. error mean of moderately caring and non-caring groups.	63
4.4	Mean, std. dev. and std. error mean of caring and non-caring groups.	64
<b>Figure No.</b>	<b>Figures</b>	<b>Page No.</b>
3.1	A two tailed applied to normal distribution.	58
3.2	A one-tailed test, showing the p-value as the size of one tail.	59

## Contents

<b>S. No.</b>	<b>Content</b>	<b>Page No.</b>
<b>I.</b>	<b>Title Page</b>	<b>I</b>
<b>II.</b>	<b>Declaration</b>	<b>ii</b>
<b>III.</b>	<b>Certificate</b>	<b>iii</b>
<b>IV.</b>	<b>Acknowledgement</b>	<b>iv-v</b>
<b>V.</b>	<b>List of Tables</b>	<b>vi</b>
<b>1.</b>	<b>Introduction</b>	<b>1-30</b>
1.1	Parenting-The Concept	7
1.2	Parent-Child Relation	8
1.3	Types of Parenting Style	9
1.4	Three Types of Parental Attitudes	13
1.5	Adolescence in Indian Context	15
1.6	Family as an Important Context During Adolescence Period	16
1.7	Effect of Parenting Style on Adolescent's Academic Achievement	20
1.8	Justification of Study	25
1.9	Statement of Problem	26
1.10	Definition of Key Terms	27
1.11	Objective of Study	28
1.12	Hypothesis	28
1.13	Delimitation of Study	29
<b>2.</b>	<b>Review of Related Literature</b>	<b>31-43</b>
2.1	Studies abroad	32
2.2	Indian studies	40

<b>3.</b>	<b>Research Methodology</b>	<b>44-59</b>
3.1	Method of Research	46
3.2	Variable of Study	46
3.3	Sample of Study	47
3.4	Tools of The Study	48
3.4a	Family Relationship Inventory (FRI)	48
3.4b	Administration of FRI	49
3.4c	Scoring	49
3.4d	Academic Achievement	50
3.5	Statistical Method Used	50
3.5a	Mean	51
3.5b	T-test	51
3.5c	ANOVA	52
3.5d	T-value	52
3.5e	Null Hypothesis	52
3.5f	Goal of Null Hypothesis	54
3.5g	Statistical Significance	55
3.5h	Role of Statistical Significance in Statistical Hypothesis Testing	56
3.5i	One Tailed and Two tailed Test of Significance	58
<b>4.</b>	<b>Data Analysis and Interpretation</b>	<b>60-67</b>
<b>5.</b>	<b>Finding, Conclusion and Interpretation</b>	<b>68-71</b>
5.1	Findings and conclusion	68
5.2	Implications	70

<b>6.</b>	<b>References</b>	<b>72-76</b>
<b>7.</b>	<b>Appendix</b>	<b>77-82</b>
	<b>Appendix A</b>	<b>77</b>
	<b>Appendix B</b>	<b>80</b>
	<b>Appendix C</b>	<b>82</b>

## **Chapter 1**

### **Introduction**

Parents generally influence their children since childhood to adulthood. It is presumed invariably that parents would have their children turnout to be obedient, disciplined and possess many other good traits which are perceptible in their behavior. When the child is born his mind is just like a clean slate, but as soon as he comes into contact with his environment, he starts reacting and in this process of interaction of the individual and his environment, the foundation of learning is laid down. According to Roe's (1957), parents provide a particular type of psychological climate in home and thus they satisfy or frustrate the needs of the child. Thus, the focus of parent's interest and parenting style is obviously a crucial factor in the development of child's personality and progress. Psychologists, educators and sociologists all agree that the family is the most significant single influence on the development of the child's personality. The emerging new view (Super kids) of children as Miniature adults is mirrored in every facet of children's culture, education, television, movies and music. Thus, society as a whole shape and molds the personality of children in such a way that they outgrow their needs as children as quickly as possible.

Parents need to become involved early and stay involved throughout the school years. As the child enters the school, his horizons are expanded and he is subjected to a vast series of influences viz. teachers, peers, books, games and scouting. Nevertheless, the kind of relationship he/she has with them remain for the average child, the most significant environmental factor in determining the kind of person he or she will

become and the problem he or she will face in his or her quest of maturity and the way in which he or she will deal with their problems.

A good parent-child relationship is full of love and affection. The child shows a feeling of trust and security in his parents by sharing confidence with them. In studying the gamut of parent-child relationship upon child's adjustment in the school, Argyle and Robinson (1962) and Normal (1965) found that the parents of academically motivated, achieving children have cordial relationship with their children.

Many educational sociologists believe that adolescence is the most complex social period in the life of an individual. During adolescence, rapid physical, emotional and intellectual changes occur. They also have to cope up with questions of personal identity, peer group expectations and normative values of society. Adolescents tend to be affected positively when a relationship is sustained between their home and school environment, involvements at home, especially parents discussing school activities and helping children plan their program. This has the strongest impact on academic achievements of children. Parents who are involved in their children's education in ways that create or reinforce direct experiences of educational success have been found to offer verbal persuasion intended to develop attitudes, behaviours and efforts consistent with success in school. It also creates emotional arousal that underscores the personal achievement of doing well in school which is more likely to develop a strong positive sense of efficiency for success achievement in school related tasks than students whose parents are not involved. On account of changing socio-cultural milieu of the societies, the life style and values of parents have undergone a sea change in the contemporary world. Due to the increasing needs and an intention to lead

prosperous life both the parents have to seek employments. Both being earning members; they rarely find enough time to look after the needs of their children. The tradition of preparing or cooking and serving food themselves in the kitchen with deep inner love is disappearing. Instead, a culture of consuming chocolates, soft drinks, fast food, baked, roasted and readymade junk food which is unhealthy seems to be in vogue. This seems to have a reverse impact on the physical and healthy fitness of students. It makes them prone to falling sick, gaining weight; develop weak eye-sight, defective digestive system, anaemic and loosing hairs rapidly.

Family with parents having healthy deep-rooted relationship with their kids is emotionally satisfying and sympathetic and encourages children to question the parents on various issues and provide age appropriate explanations which emphasizes the do's and don'ts of society which in turn enable children to adjust themselves to their future social life. Because of generation gap, today's parents fail to conform to the changing needs of the students. They fail to understand the adolescents changing physical and psychological needs and the appropriate response to such needs. Adolescents have clear perceptions of their future marriage plans, marriage partners and married life. If parents do not attend to their feelings several problems are bound to arise.

In contemporary society, adolescents experience institutional changes as well. Among young adolescents, there is a change in the school setting, typically involving a transition from elementary school to either junior high school or middle school, and in late adolescence there is a transition from high school to the world of work, university or childrearing. Family plays a pivotal role in providing the most congenial atmosphere within which the

child forms his style of life and basic patterns of behaviour. This enables the child to establish fundamental relationship with parents. Very early, parent's child relationship which is manifested in terms of

looking after the child's basic needs, loving and caring gets in the formation of wholesome personality of the child in the later years. The relationship leads to attachment, which in turn has positive effect on academic, emotional, social and personality development of the child. Studies have shown that most of the children who are successful and well-adjusted came from homes where wholesome relationship exists between them and their parents. Sri Sathya Sai Baba has brought out the role of parents in the development of children in the beautiful words. The earth is a common soil in which we grow all types of trees. If we sow neem seed, naturally a neem tree will grow. So, the parents are like earth to beget the children and the conduct of parents acts like the seed that is sown.

Due to the scientific technological innovations and industrialization, rapid social transformations have come about. Many problems are being witnessed in the family system. A large population from villages is migrating to urban areas to seek jobs resulting in disintegration of the joint family system. In the joint family, relationship between grandparents and uncles etc. were so interwoven with cognizable deep feeling of oneness, that it had a great impact on the child's personality. On account of rapid social transformation and vast progress in the field of education after independence, joint family system has been gradually getting replaced by nuclear family. Many educated people prefer to have single child which has its own problems like lack of cooperation, responsiveness, and not being sympathetic to others in the society. After independence huge funds have been allocated to the developments of educational facilities and

extensive efforts have been undertaken by the centre and state governments pertaining to educational planning, administration and research. But owing to increasing population the perceptible results are yet not visible.

Parenting thus, has been described as the style of child upbringing in relation to a privilege or responsibility of both mother and father together or independently to prepare a child for the society and culture, where the child uses his parents as models for making his social adjustment. Parents at this stage are supposed to play a key role in preparing for them a more congenial, happy, lucid, and warm atmosphere along with careful nurturing for their children (Erickson, 1974). And this relationship between parents and child happens to be a central factor in the social upliftment of the individual. Furthermore, the relationship of the parent with child and of the child with the parents always remain in a constant state of flux and requires adequate adjustment on the part of both of them. This results in a continuous delicate interplay of psychological forces essential for maintaining a state of well-being in the parent child relationship (Hurlock, 1956). A few studies clearly indicate that the performance of the child depend on the various parenting styles by which they are being brought up. It was found that good relations with parents tend to show better adjustment, emotional adjustment and development of self-esteem. Whereas deprivation of opportunities to be loved and belonged retards the development and affects the patterns of personalities. A healthy parent child relationship leads to the feelings of being loved and accepted with a high degree of self-confidence and non-dependency.

Parental acceptance was found to be positively related to achievement and educational competence. Whereas parental rejection makes children

fearful, insecure, attention seeking, jealous, aggressive, hostile and emotionally less stable with poor educational achievement and more aggressive tendencies. The carelessness on the part of parents may grow the feeling of unwantedness and may also result in chemical dependence (Bhardwaj, 1995,1996).

Parents have an enormous responsibility to provide for all the basic needs of children who during early years are totally dependent on them. In essence parenting is the recognition by each individual of his or her responsibility to protect, care for and nurture the young. Throughout the ages, the unit of the Indian life has been the family and the home. Home is the first institution of the child which has an important and everlasting impact on him. In the family, the child first experiences the feelings of love and forms a style of life which is greatly influenced by the members of the family. It is mainly the parents who greatly influence the child by their attitudes of acceptance and rejection towards him.

Most of the parents cannot afford to doubt their own abilities to bring up their children in the best possible manner, even though they vary in their rearing up practices which are generally erratic and unpredictable because their behaviour is often tinged with odd combination of personal prejudices, emotional regard, traditions and rule of thumb procedures. The traditional parenthood myth has been shattered and critical discernment has taken its place and children rightfully want rational and duty-bound parenting.

They just want parents who hold to conscientious and righteous approach to their upbringing. Therefore, it is true that development of children

largely depends on how parents behave and earn love and trust of their children.

Not only the parental attitudes, beliefs and behaviour are important in the healthy development of the child, but the child's perception about his parent's attitudes seems to be equally important. Children's perception report of their parental behaviour plays a very vital role in their development. Children's adjustment in home, their anxiety, security, insecurity, frustration, feelings of adequacy etc., are very much influenced by their perception of parental behaviour.

### **Parenting - The Concept**

Parenting is a complex, dynamic process that affects both parent and child. A parent develops and uses the knowledge and skills required to plan for children, give birth to them, and/or rear and care for them (Morrison, 1978).

In general, one or more adults are primarily responsible for a child's basic care, direction, support, protection, and guidance. Most people play a parenting role, either directly or indirectly, in their lifetime. A parent may be a child's biological parent, foster parent, stepparent, aunt, uncle, older siblings, relative, or parent surrogate. Parents are of many ages, single or married, male or female. Parenting is the most essential and enduring profession acknowledged by society, but it is one for which most participants are inadequately prepared. For better or worse, we become parents and surrogates responsible for raising children to live in society.

Child rearing takes place in a social context. The society influence parents' behaviour, children's behaviour, and the overall parenting

process. Thus, parents must essentially learn to manipulate the environment for their children's benefit, protecting them from social forces that conflict with their parenting philosophy and objectives.

### **Parent-Child Relation**

A home is a place of acceptance where psychological and physical needs are cared for. Unfavourable home atmosphere imposes a barrier to acceptance and causes a strain in interpersonal relations. On the basis of parent-child relation the children may be broadly classified into two groups i.e. accepted and rejected children. Accepted children are those who are loved either physically or verbally. Physical attention may be shown by hugging, kissing or caring a child. Verbal affection is shown by saying words of encouragements, appreciation and complementing them.

All these behavioural patterns are likely to instil in a child, a feeling that he is wanted and accepted. Rejected children are those who are disliked or disapproved of without any valid reason by their parents. Rejection is manifested in two principal ways i.e. parental hostility / aggression and parental indifference. Hostility / aggression is expressed by hitting, kicking, pushing, beating and pinching a child. Indifference is the lack of concern or interest in the child. These behavioural patterns are likely to make a child feel unloved and rejected. Thus, parenting style has a great influence on the personality development and their academic achievement. It is also said that parental acceptance is positively related with self-concept, curiosity, cognitive competence and achievement of adolescents. Normally, we see that the adolescents of affectionate parents were found socially and emotionally stable and energetic.

## **Types of parenting styles**

The most important and widespread is the view of Diana Baumrind (1967, 1971, 1991), who believes that parents should be neither punitive nor aloof from their adolescents but rather should develop rules and be affectionate with them. She emphasizes three styles of parenting that are associated with different aspects of the adolescents' social behaviour viz. authoritative, authoritarian, and permissive indulgent. Each of these parenting styles along with other parental attributes and practices nourish certain behaviours in children, which in turn, are related to aggression or non-aggression.

Thus, three different parenting styles have been isolated, and they show different levels of responsiveness and demandingness. Maccoby and Martin (1983) have further identified four types of parenting which are authoritative, authoritarian, permissive and permissive indifferent which are listed as below:

- 1. Authoritarian parenting style:** This type of parenting is quite strict and children are expected to behave and consequences of misbehaviour are harsh. The emphasis is on unquestioning obedience and respect for authority. Discipline in these households tends to be harsh and punitive. This parenting style may cause the child to feel rejected and isolated. Children and adolescents from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problematic behaviour, but they have poorer social skills, lower self-esteem, and higher levels of depression (Baumrind, 1971). (Maccoby and Martin, 1983) further found that parents of aggressive children tend to be authoritarian but children of

authoritarian parents may or may not be aggressive. It has been found that adolescents with authoritarian parents tend to be withdrawn, moody, obedient, fearful of new situations, and have low self-esteem. They also have trouble socializing with others.

2. **Authoritative parenting style:** This style of parenting is characterized by parents who allow their children freedom and have clear standards of behaviours. They tend to have warm relationships with their children and are sensitive to their child's needs and views. Authoritative parents have both high demandingness and high responsiveness. These parents set high goals for their children, and give large amounts of emotional support. They are quick to praise their children's achievements and expectations. They are also firm in setting limit and sticking to them. Children and adolescents, whose parents are authoritative, are socially and instrumentally more competent than those whose parents are non-authoritative (Baumrind, 1991, Weiss and Schwarz, 1996). Adolescents with authoritative parents have high self-esteem, are socially confident, curious, self-assured and independent. They also have high respect for their parents. Dombusch (1987) found that authoritative parenting is positively correlated with adolescent school performance, whereas authoritarian and permissive parenting is negatively related. Eron (1971) relates all these findings to aggression because academic performance and antisocial aggression are opposite to each other. Children high on academic achievement tend to behave pro-socially, whereas antisocially aggressive children tend to be low academic achievers.
3. **Permissive-indulgent parenting style:** Parents in this group allow their children to freely express themselves and do not enforce rules.

Parents are highly involved in children's lives, but allow them a great deal of freedom and do not control their negative behaviours. When setting limits, they try reasoning with their children rather than using power to assert their commands. Permissive or indulgent parents are more responsive than they are demanding. Adolescents with permissive indulgent parents tend to be more creative, but are behaviourally and verbally impulsive, aggressive, and have trouble dealing with school-imposed limits. They also believe that their parents do not care about them and behave ambivalently (Cole, 1993).

4. **Permissive-indifferent parenting style:** Parents are uninvolved in their children's lives and interact with them as little as possible. Children and adolescents, whose parents are uninvolved, perform most poorly in all fields. Uninvolved parents are low in both responsiveness and demandingness. Adolescents with permissive-indifferent parents are in the most danger of engaging in deviant and aggressive behaviour.

Apart from these parenting styles, other aspects of parenting are important too as indulgent, over permissive, neglecting, rejecting, attachment parenting and hostile parenting. Parenting is both a biological and a social process. Parenting is the term summarizing the set of behaviours involved across life in the relations among organisms who are usually conspecifics and typically members of different generations or, at least, of different birth cohorts. Parenting interactions provide resources across the generational groups and function in regard to domains, of survival, reproduction, nurturance, and socialization. Thus, parenting is a complex process involving much more than a mother or father providing food, safety, and succour to an infant or child. Parenting involves

bidirectional relationships between members of two generations; can extend through all or major parts of the respective life spans of these groups; may engage all institutions within a culture (including educational, economic, political, and social ones); and is embedded in the history of people as that history occurs within the natural and designed settings within which the group lives (Ford and Lemer, 1992).

That is why it is rightly said that family environment plays a vital role in shaping the behaviour of an individual. Family is a very important aspect of the environment in which individual grows. In early childhood, middle childhood, and adolescence, the children of parents who use the authoritative style are generally the most self-reliant, self-controlled and contented. They have higher levels of adjustments and higher school achievement.

The adolescents' relationship with his parents may be viewed as a three-act drama. In the first act the young adolescent continues, as in earlier childhood to need his parents, he or she is dependent on them and he/she is profoundly influenced by them. The second act of drama might be called the struggle for emancipation. To achieve status as an adult the adolescent must outgrow his childhood dependency on his parents. In the third act, the struggle subsides as the young person takes his place among adult peers. Many persons who in their teens, rebelled against their parent's ideas and attitudes adopt these same ideas and attitudes as their own when they enter in their adulthood phase.

Parents help, support and guidance are such factors which help in achieving the goals by children but apparently majority of adolescents are drifting from home and turning towards some of the other counselling

centres for the right decision and direction. For the adolescent, this period is full of dramatic challenges in the self, in the family, and in the peer group. In contemporary society, adolescents experience institutional changes as well. Adolescence is a time of excitement and of anxiety; of happiness and of troubles; of discovery and of bewilderment; and of breaks with the past and links with the future.

Thus, family relationships of all members determine attitudes and behaviours of a person towards each other. Poor relation within the family result in personality traits that often lead to poor adjustments as the child grows older. Deterioration in family relationship is responsible for much of the feelings of insecurity, unhappiness and some other problems related to academic achievement.

### **Three Types of Parental Attitudes**

Different parents adopt different rearing up practices in home environment. Therefore, Roe (1957) hypothesized that three types of parent attitudes acceptance, concentration and avoidance are associated with the development of the individuals. As a result of these attitudes which parents express towards their son and daughter, they usually develop following attitudes toward the home development.

1. Acceptance means that the parents consider the child as a full-fledged member of the family who needs a certain degree of independence and who has the capacity to assume responsibility. These types of parents neither concentrate nor overlook their children. They encourage them to fulfil their potentialities as best as they can. Parental acceptance is characterized by a keen interest in and love for the child. The accepting parents insist on the

importance of the child in the home and develop a warm emotional relationship with him. The accepted child is generally better socialized, cooperative, friendly, loyal, emotionally stable and cheerful.

2. Concentration the second type of style refers to attitudes of parents who devote a disproportionate amount of their time and energy to the directions and control of their children. They overprotect them through restrictions upon their efforts to explore the environment. They place heavy demands upon them to perform beyond their capacities and to achieve ambitious goals. Their characteristic personality pattern is manifested by a low level of ego strength, aspiration and frustrations tolerance. They show withdrawing reactions, lack emotional control and openly refuse responsibility. They seem to be afraid of growing up, they have no confidence in their abilities, they are easily influenced by and depend upon the group and they also tend to be excessively sensitive to criticism.
3. Avoidance the third type of style characterizes the disposition of parents who either neglect or reject the child. They withdraw when their child approaches them for affection and love. They spend as little time as possible with the child. They fail to satisfy the child's physical needs and invariably openly abuse the children. In short, they manifest no positive interest in the child. Parental rejection jeopardizes normal security feelings, undermines the child's self-esteem and induces feelings of helplessness and frustration, which can permanently impair mental faculties of child in his adjustment. Rejected children are found to be aggressive and cruel in nature and exhibiting, lagging, stealing, seeking attention praise, unnecessary help and showing off traits.

## **Adolescence in Indian Context**

It is aptly said that a child during babyhood learns to adjust to himself and also discovers his own personality. In the pre-school period the child simply learns to adjust to his family. When he reaches middle childhood, he learns to adjust to the society. This adjustment is considered to be the most difficult one and is usually dependent on the earlier adjustment to self, family and school. From a theoretical standpoint, adolescence is best regarded as recapitulation of the period of life. It is a second turn on the spiral of development. In this period, the child again becomes unstable. His physical and mental adjustment is shaken and he at times behaves like an infant to adjust himself to his environment. In an individual's life adolescence is that period which begins at the end of childhood. Among girls the beginning of adolescence is generally marked by the appearance of menses. Among boys the beginning of adolescence is not clearly marked. Usually, the criterion employed for the onset of puberty is the appearance of pubic hair. We have already referred that there are individual differences in the age at which adolescence begins in different individuals. This age also varies with the changes in culture. In our country even now in some village communities a child of fourteen may be considered a fully grown-up man, who may be married and in all probability be father of a child. Till very recently, it was considered a sin if a girl was not married before her first menses. The result of this was that a child usually entered the stage of manhood or womanhood just after childhood. The period of adolescence of individual was totally cut short in a large number of communities in our country. The girls and boys, as soon as they were mature enough produce an offspring and were supposed to behave as grown up women or men. But this situation resulted in degenerations of the Indian society and an enlightened public opinion was formed to

oppose this system. At present, an Indian child is supposed to have passed into the period of adolescence after his childhood is over even though in many cases it may still be quite short.

Adolescence in human life is the stage when rapid change takes place. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes during adolescence, are more rapid than during infancy or childhood. Due to this growth, human personality develops new dimensions. During adolescence, the individual wants to take independent decisions in various situations of his experiences. This is regarded by the elder as an act of indiscipline or of misconduct. Gradually, the adolescent starts to control his desires according to the standards set by the society. He also begins to realise his social responsibilities.

### **Family as an Important Context during Adolescence Period**

In modern period, there are four main contexts that affect the development and behaviour of young people family (parenting style), peer group, schools and work setting. Out of these contexts, parenting assumes the most importance as the young people spend most of their time with their families (Parents). It is interesting to study the adolescents' experiences within the family as there is a redefinition and recognition of relationships during this period. Maturation plays a role in unbalancing the family system especially during early adolescence. Also, emotional relations and adolescents' interactions with other members in the family serve as a mirror that reflects back to the adolescents' information about who he or she ought to be. The role of parenting styles in adolescent is psychological development. It seems that families that are flexible and are ready to make modification do enhance psychosocial development in adolescents.

Parenting styles marked by rigidly enforced rules and regulations, make adjustment to adolescence difficult.

Authoritarian parent may see the child's increasing needs to individuate as rebellion or disrespectful, and they may resist the adolescents' need for growing independence. In families in which excessive parental control is accompanied by extreme coldness and punitiveness, the adolescent may rebel against parents' standards explicitly, in an attempt to assert his or her independence in a visible and demonstrable fashion. Such rebellion is not indicative of genuine emotional autonomy. It is more likely to be a demonstration of the adolescent's frustration with his or her parent's rigidity and lack of understanding. However, in the absence of parent's guidance and rules, permissively reared teenagers often turn to their peers for advice and emotional support a practice that can be harmful when the peers are themselves still relatively young and inexperienced. There is a significant relationship between adolescent autonomy and authoritative parenting styles in which parents were highly responsive and demanding. Along with supportive relationships, it is necessary to have an environment where appropriate amount of adult control is exercised. Brophy and Evertson (1976) and Baumrind (1971) have argued that relatively high levels of adult control. If exercised in an emotionally supportive relationship have most positive effect. Person-Environment theory suggests that the match between the individuals need for autonomy and the amount of adult control exercised is critically important. Adolescents will have optimal motivation and satisfaction in settings that afford them as much opportunity for autonomy as they desire.

The parents need to balance appropriate control over and regulation of their adolescents' behaviour with developmentally appropriate attempts to

grant them more autonomy over personal issues as they get older. It is suggested that adolescents begin to de-idealize their parents and individuate from them, when they experience excessive control in their families. Also, control can negatively affect the wellbeing and mental life satisfaction of adolescents. In female adolescents, family control emerges to be a significant predictor of high emotional autonomy. Children learn at a very early age what it means to be a boy or a girl in our society and the child's earliest exposure to what it means to be male or female comes from parents. As children grow and develop, the gender stereotypes they are exposed to at home are reinforced by other elements in their environment and are thus perpetuated throughout childhood and on into adolescence. Self-concept are the mirror images. A child's burgeoning sense of self, or self-concept, is the result of the multitude of ideas, attitudes, behaviours, and beliefs that he or she is exposed to the information that surrounds the child and which the child internalizes. It comes to the child within the family arena through parent child interactions, role modelling, reinforcement for desired behaviours, and parental approval or disapproval. Parent child relationship develops in families when the child learns to act and behave according to limits prevailing in home and families. One important component of the system is parental attitude in indulgent family systems, where restriction was low. Sons have a definite edge as far as parental preference for children is concerned. Most parents prefer male children to female children throughout the world. In some countries, adolescents grown up in closely knit families with extensive extended kin networks that provide a web of connection and reinforce a traditional way of life. For example, in Arab countries, adolescents are taught strict codes of conduct and loyalty. However, in western countries such as the United States, adolescents are growing up in much larger numbers in divorced families and step families.

Parenting in western countries is less authoritarian than in the other countries. Some of the trends that are occurring in many countries around the world include greater family mobility, migration to urban areas, family members working in distant cities or countries, smaller families, fewer extended-family households, and increases in mother's employment. Unfortunately, many of these changes may reduce the ability of families to provide time and resources for adolescents. Usually adolescence is thought of as that period of life during which maturity is being attained and it seems true in so far as maturity is related to the development of the procreative powers of an individual.

The adolescent is neither a child nor an adult. This fact is often omitted by the teachers and parents. At one moment, they call him too young to take an independent decision and interfere with his plans off and on and at the other moment, they look down upon him if he is unable to arrive at a decision which they expect from him. For example, the parents may not permit the adolescents to go alone to his friend's house which is at a distant place but may send him gladly to purchase vegetables or other household articles from a far-off market all alone. In making purchases, if he commits any mistake, he is ridiculed for behaving like a child. This creates many emotional problems for the adolescent. Thus, there is a need for making a special study of this period because at this period adolescents faces many problems. As the child learns to smoke, to run away from the school, becomes delinquent obese and gets low academic achievement etc. The teachers or parents can apply correct remedial measures only when they are able to clearly understand the main characteristics of this period.

## **Effect of a Parenting Style on Child's Academic Achievement**

Parent child interaction refers to the responses between the members of an interacting pair. The parent child relationship is a system of interaction individuals in the family setting. Parents display a more or less set pattern of behaviour in their interaction with children, largely dependent on their attitude towards the child and their own perception about parent child relationship. We can see the effect on achievement of various parenting styles.

- a. Authoritarian Parenting and its effect on achievement. The children are withdrawn, distrustful, not warm, who respect control and expect obedience and discipline. This reflects in lessened involvement in school and studies. In general, authoritarian parenting style, though sometimes produces result, largely hampers the child's initiative to learn and achieve.
- b. Permissive Parenting and its effect on achievement: They are non-punishing non-demanding and non-controlling but warm and overtly affectionate. Children of these type of parents tend to be least self-controlled, discontent and demanding. There is always an ambiguity on the expectations, parents have about their children which leads them to lack of commitment and lack of imitiveness.
- c. Democratic parenting and its effect on achievement. The child fosters independence and there is greater involvement in studies. The child is given clear, unambiguous standards to be maintained or achieved and hence motivated. Parents provide necessary support for the children to achieve their goals. Parents influence a child's performance in various ways such as:
  - Develop positive self-concept
  - Develop self esteem
  - Conducive family environment

- Consistency between parents
- Communication of parental interests.
- Parental involvement in school activities
- Parental education and occupation
- Sibling role
- Physical amenities of the house
- Achievement oriented.

Family is a functional group in which people have informal communications, and common social and emotional obligations among group members. A smoothly functioning family can provide support and nurturance to an adolescent during times of stress. But when the family is itself in state of disarray such as divorce, not only is the support weakened, but also the family often becomes a source of stress. Psychological interest in family change has focused on family breakdown. Parental discord and conflict are identified as problematic and are associated with a reduction in quality of parenting, children's wellbeing, performance and school and relations with friends. Adolescents from a family where there is always conflict between both parents, show lower self-esteem, anxiety, loneliness and depressed mood. Sometimes they are reported to have more personal, social and disciplinary problems. Many educational sociologists believe that adolescence is the most complex social period in the life of an individual. During adolescence, rapid physical, emotional and intellectual changes occur. They have to cope with questions of personal identity, peer group expectation and normative values of society. The role of parental educational expectation on achievement motivation of adolescents to learn work effectively and achieve their potential at school. Motivation by parents plays a large part in student interest and enjoyment in school. Achievement motivation

refers to the concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment.

Children typically learn standards of excellence from their parents. Parental educational expectation has been identified as the most important contributor to children achievement motivations in adolescents. Although positive effect of parental expectation influenced by two sets of factors, firstly parent s education, occupation, income and early academic performance of child, secondly, the relationship between children and parents or parenting style.

Parent's interaction with children and involvement in their education may strengthen the parent child relationship which in turn may increase child agreement regarding educational expectations and foster academic achievement. Parents shared expectation such as school achievement, science orientation, career aspiration, moral character and cultural integration served as the children's life goal and guided them in every day practice. Thus, in this way assist parents establish mutual parent child understanding in the process of forming expectation and can help educators and counsellors understand family factors involved in children's schooling, and accordingly provide responsive academic and social monitoring to children. The social factors that influence adolescent's achievement motivation and toward school and academic achievement is family background. It influences short and long-term achievement of adolescents in school. Family background is widely recognized as the most significant contributor to success in school. Recent researches on family background supported the finding that the home has a major influence on students' school success. (Swick and Duff, 1978). The quality

of relationship between students and their parents has also an important effect on students' school performance. Over the year's researches have shown that individuals high an achievement are more persistent and perform better in examination. They seem to be more competitive and willing to take responsibilities of the outcomes of their own performance. They tend to challenge themselves in realistic ways, so that their aspirations are in line with their capacities. Those, low in achievement tend to be less realistic in their behaviour. They often choose a task that is either very easy or so difficult that failure is inevitable. Thus, achievement has been defined as the reintegration of affect aroused by dues in situation involving standard of excellence. Children typically learn standards of excellence from parents who encourage competition with these standards, while rewarding good performance and punishing failure. In time parental expectations become internalized, so that later exposed to the situation involving standards of excellence the individual re-experiences the effects associated with earlier efforts. Parent's interactions with children and involvement in their children's educational strengthen the parent child relationship which in turn may increase parents and children's achievement. Parental involvement in children schooling increased children's education even when parent's expectations were controlled. As education is the most important factor in economic well-being of individual in today's society, most parents pay close attention to their children's education and have high educational expectation for their children. The parents should closely supervise their children's school work and provide assistance at home.

All parents are quite frequently frustrated by their children. On such occasions parents as well, the children are upset. In such cases some parents believe that the child must be calmed first and then they will

naturally be calmed. Prima facie, such an attitude appears to be logical, but it is an inaccurate way of looking at it. When children fail in some test and feel frustrated, many parents get upset which is contagious and upsets the child. In this situation the best thing for the Parents is not to get upset because their child has failed and feels frustrated. As a matter of fact, each failure should be treated as natural and should be harnessed as an extra motivation force. The most damaging belief parents have but are not fully aware of, is the children learn more from them rather from what they themselves do.

Children develop habits and reaction pattern on the basis of what they see their parents and superiors doing. Unstrained and mature parents mishandle their children and do not understand proper patterns of actions and reactions toward their children. More often than not father's reactions over a child's misconduct leads to an incongruent situation. Suppose a father is scolding his son for some misconduct but the mother intervenes and protests against his scolding the son. Such incongruent behaviours create confusion in children and they fail to learn discrimination between what is right and what is wrong. Lack of synchronization, manifested by parents in the actions and reactions towards their offspring, has numerous deleterious effects on child development giving rise to a variety of behavioural aberrations. Fathers pattern of kindnesses unkindness and firmness non-firmness may be opposed to that of the mother culminating into maladaptive development of a child. The best pattern is to be kind and firm, and this pattern has to be followed by both the parents (father and mother).

The rewards and punishment have emerged as main dimensions of parental behaviour influencing the defensive traits among adolescence. It

seems that firm, consistent, fair and objective discipline with well-balanced exercise of reward and punishment makes an adolescent understand that punishment is not a matter of the whim of the parent but a way of teaching him to do what is right. The parents serve as the first socializing agents. They enable child to learn what he is and what is expected of him. Thus, he develops his self-identity. The child observes and initiates the behaviour of the significant adults in his life i.e. parents.

### **Justification of the study**

The family provides an atmosphere for the children to grow their and increase their potentialities to the optimum level. The students' achievements and success informal education system depends on the social learning and the parenting style he has received in the family. The parenting style may be held responsible for various behavioural profile among the children like self-esteem, self-confidence, energetic, friendly level, self-reliance, curiosity, ability to coping with stress, cooperation with adult, purposiveness, achievement oriented, irritable, fearful, unhappy, hostile, vulnerable to stress, easily annoyed unfriendly aggressive, rebellion, domineering, impulsive, low in achievement etc. The different types of parenting styles are certainly bound to have either favourable or adverse influence on the student's habits of studying, interest, motivations and aptitude for the subjects' learning and selection of subjects and vocation and their achievement. Moreover, a different unhealthy parenting style or overprotective parenting style may create different problems related to physical health and fitness, self and self-image, economic material and facilities, custom, morality and religion, friendship, marriage and sex, family, social, vocational and educational for the students. A perennial emphasis in both theoretical and applied research in child development has been extrinsic, modifiable factors of which parental

influence comprises of a large component outlining the influence of parenting style on many aspects of children's functioning, including their cognitive development. The present study intends to maintain home-school continuity. The findings of this study are expected to be helpful in providing guidelines to the teachers and parents. It emphasizes the importance of parenting in the development of adolescent children, exerting an influence on the academic achievements or performance of the children. While exercising authority, parents tend to either neglect or suppress their children's reaction. They frequently confuse permissiveness and democracy and continually bounce from extreme authoritarian strictness to guilt feeling about over control. On the other hand, overprotective parents do not allow children to develop and take decisions independently. This study will enable parents to know the response to children with regard to their involvement and participation in their academic life.

There are rare studies which examine the relationship of parenting style and the adolescents' problem and their academic achievement. Thus with this motive the investigator has decided to take up the problem entitled, "Impact of parenting style on adolescents' problems and their academic achievement."

### **Statement of the problem**

The statement of the problem is **"IMPACT OF PARENTING STYLES ON ADOLESCENTS' ACADEMIC ACHIEVEMENT"**.

## **Definition of key terms**

### **I. Parenting Style**

- a. **Authoritarian parents (caring):** These types of the parents are highly demanding, controlling and power assertive.
- b. **Permissive parents (non-caring):** These types of the parents make few or no demands. They allow free expression of impulses or they may be unresponsive.
- c. **Authoritative parents (moderately caring):** These parents are responsive to their children's needs. They encourage verbal and provide appropriate explanation that emphasizes the consequences of good and bad behaviour. They maintain firm control.

### **II. Adolescent**

The word adolescence comes from the Latin word 'adolescence', which means to grow or to mature. It is a period of transition where the individual changes physically and psychologically from a child to an adult. In human life it is the stage where rapid changes take place. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. It is a transitional period between childhood and adulthood.

### **III. Academic Achievement**

By this we mean proficiency of performance generally measured by standardized test for the act of attaining an end or carrying out a purpose. Academic achievement is most commonly applied to performance in educational tests rather than psychological tests i.e., it implies demonstration of required ability, skill, knowledge or understanding than inherent capacity. In short, it means knowledge, understanding or skills acquired after instructions and training in subject of study. It is measured

by means of total marks of students obtained by them in a particular examination.

### **Objective of study**

To study the impact of parenting styles caring i.e., caring, non-caring i.e., avoidance and moderately caring i.e., acceptance on adolescents' different problems and their academic achievement and their different problems.

1. To study the influence of parenting styles (caring, non-caring and moderately caring) on adolescents' academic achievement.
2. To study the influence of caring parenting style and moderately caring parenting style on academic achievement of adolescent.
3. To study the influence of moderately caring parenting style and non-caring parenting style on academic achievement of the adolescents.
4. To study the influence of caring parenting style and non-caring parenting style on academic achievement of the adolescents.

### **Hypothesis**

Hypotheses are tentative conclusions intended for verification. Thus, in view of objectives mentioned above in respect of the present study following hypotheses were formulated.

1. There is significant difference between the parenting style (caring, moderately caring and non-caring parents) and academic achievement of the adolescent
2. There is significant difference between caring parenting style and moderately caring parenting style and academic achievements of the adolescents.

3. There is significant difference between moderately caring parenting style and non-caring parenting style and academic achievements of the adolescents.
4. There is significant difference between caring parenting style and non-caring parenting style and academic achievements of the adolescents.

### **Delimitation of the study**

It is not easy to maintain a balance between realism and hope. But to accept the world in which we live as the inevitably given, may be to deny the possibility that educational development and social reforms can change the world for the better.

The present researcher believes that the wide gap between realism and hope can be minimized by making one self-aware of one's limitation and possibilities in achieving a goal and thereby taking necessary action. The present study is oriented in the same directions with its delimitations and scope. The delimitations in respect of the present study are as follows:

1. It has been delimited to three parenting styles (Moderately caring, caring, non-caring)
2. The present study has been delimited to the adolescents' studying in class XI.
3. The study has been delimited to compare the impact of parenting styles on adolescents' academic achievement.
4. The study has been delimited to compare the impact of parenting styles on adolescents' problems (SSI, PHF, EMF, Family, Social, Vocational, CMR, Educational and FMS.)
5. The study has been delimited to class XI students studying in UP Board Schools and CBSE schools of Lucknow city.

6. The study has been delimited to population of 120 adolescents' (60 males and 60 females).
7. The study is conducted by survey method of research.
8. The present study has been delimited to schools located in urban area of Lucknow city.

## **Chapter 2**

### **Review of related literature**

Any worthwhile research in any field of knowledge requires an adequate familiarity with the work which has been done already in the same area. A summary of the writings of recognized authorities and of previous research provides sufficient evidence that the researcher is familiar with what is already known and what is still unknown. Since effective research is based upon previous knowledge, this step helps to eliminate the duplication of what has already been done. Besides helping in the drawing of meaningful conclusions and making commendable suggestions (Bhaskra Rao Digmurti, 1998). researcher takes the advantage of the knowledge which has got accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done by a researcher. A careful review of research journals, books, dissertations, these and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. In the recent years the issue of parenting styles impact on adolescents' problems and their academic achievements has emerged as an important social issue. It has been highlighted in this chapter that parenting styles has a remarkable effect on the adolescent's problem and their academic achievements.

Though there exists a plethora of literature on the parenting styles and its consequences yet we have selected only those studies which directly or indirectly impinge on this particular strand of thinking. Moreover, for the sake of convenience and manageability review of selected studies have

been undertaken so as to enable us to focus properly on the central theme of the topic and to avoid overlapping and repetition.

## **STUDIES ABROAD**

Symond (1932) found differentiation in a number of behaviours between children of dominating parents and those of submissive parents. The former was better socialized as a rule their behaviour was more acceptable, more conforming to the group. They seemed to be more interested in school work. Yet they tended to be sensitive, shy, self-conscious, seductive, retiring and submissive as compared with children who were given more freedom by their parents. The children of submissive parents inclined toward disobedience.

In view of Mead (1934) rejected children develop a sense of overall negative self-evaluation, feeling of negative self-esteem and also negative self-adequacy. More than five decades back Symonds (1939), reported that factors like autonomy, control, acceptance, rejection as significant psychological dimensions as Fame, rejected child develops the feeling of insecurity and inferiority.

Partridge (1939) has summarized statistical studies on the relationships between parents and adolescent boys and girls. He concluded that intimate and confidential relationships with parents, are definitely connected with good adjustments during adolescence.

Martin (1943) examined 3,000 children below the age of thirteen by means of psychiatric interviews and observation of group activity. The purpose

was to determine the relation of parental attitude to the child's personality as revealed in group activities. This study revealed that all children have greater or lesser problems created by parental attitudes. Furthermore, it seemed clear that a child's behaviour was more directly related to the intensity of his problem than to its nature. Nervous behaviour, restlessness, tension mannerisms and nail-biting seemed to be more related to over protection and exploitation while anti-social expression and behaviour such as swearing and stealing were more characteristic of the rejected and deprived child.

The evaluation of few studies related to careless vs. protection mode of parenting style clearly indicate that most of the studies pay greater attention on the study of over-protection instead of protection which is highly needed for the convivial growth of personality. The carelessness on the part of parents may grow the feeling of unwantedness and may also result in chemical dependence. Sometimes parents succumb to the Child's slightest whims in terms of indulgence and make children spoiled, selfish, demanding, rebellious to authority and lack of responsibility (Levy, 1943, Coleman, 1950) whereas parental neglect denotes negative achievement.

Zucker (1943) studied the relation of standards of behaviour and delinquency to the emotional attachment of children to their parents using in addition to the case study materials, several projective techniques and extensive interviews. Comparison were made of 25 delinquent and 25 non- delinquent boys. The study showed the lack of close emotional ties

between most delinquent children. Open rejection by parents from broken homes and incessant quarrelling were typical of the delinquent homes.

Lewin (1945) study clearly indicate that the performance of the child depends on the various parenting styles by which they are being brought up. It was found that good relations with parents tend to show better adjustment, emotional adjustment and self-esteem development. Whereas deprivation of opportunities to be loved and beloved retards the development and affects the patterns of personalities.

Conclin (1953) says that parents of under-achievers have been reported to use more severe and frequent punishment. Somewhat similar findings were reported by Frenkel-Bronsvik (1953) fifteen years later who found that the child who is strictly treated during his childhood himself develops into an authoritarian individual. Further parental rejection and inconsistency in rewards and punishment were found to be associated with highly dependent behaviour in children.

Richard (1954) in his study found that parents of high achievers have been found to give their children more praise and approval. Stendler (1954) reported that over protection tends to produce over dependency in the child.

The study done by Roe's (1957) in which he opines that parents provide a particular type of psychological climate which either satisfy or frustrate

the needs of the child. The amount of parent's interest and their style is obviously a crucial factor.

Watson (1957) reported the effects of permissive and restrictive controls of parents upon child-behaviour. He found that permissiveness helps in better socialization and cooperation, more friendly feelings towards other children, higher degree of initiative and independence.

Douvan and Adelson (1958) observed that 'these parents (accepting) tend to be democratic and to encourage an active 'give and take' interaction with their children'. And the adolescents of their parents show better performance in examination.

Radziszewska, Richardson, Dent and Flay (1996) examines the relationship between parenting style and adolescent depressive symptoms, smoking, and academic grades which in their opinion varies according to ethnicity, gender, and socioeconomic status. Four parenting styles are distinguished, based on patterns of parent-adolescent decision making. Autocratic (parents decide), authoritative (joint process but parents decide), permissive (joint process but adolescent decides), and unengaged (adolescent decides). Results are generally consistent with findings adolescents with authoritative parents had the best outcomes and those with unengaged parents were least adjusted, while the permissive and the autocratic styles produced intermediate results. For the most part, this pattern held across ethnic and socio demographic subgroups. There was one exception, suggesting that the relationship between parenting

styles, especially the unengaged style, and depressive symptoms may vary according to gender and ethnicity.

Sharon E. Paulson (1998), the purposes of his study was to explore the influence of both parenting style (demandingness and responsiveness) and parental involvement on the achievement outcome of early adolescents and to explore the relations both adolescents' and their parents' perceptions of parenting, and to compare the influence that the different perceptions have on adolescents' achievement. Subjects were 247 ninth-grade boys and girls and their parents from urban, suburban, and rural communities in the southeast and the Midwest. Questionnaire measures of adolescents' and parents' perceptions of maternal and paternal demandingness, responsiveness, and parental involvement were designed for this program of research. Adolescents' reports of parenting were found to correlate only moderately with parents' reports. Adolescents' (both boys' and girls'), but not parents', reports of parenting significantly predicted their achievement outcome, with parental involvement significantly predicting achievement above and beyond dimensions of parenting style. The importance of considering both adolescents' and parents' perceptions of parenting is discussed.

Hickman, Suzanne and McKenry, (2000) researchers examined the relationship between parenting styles, academic achievement. Models demonstrated that authoritative parenting style was positively related to student academic adjustment. Moreover, self-esteem was significantly predictive of social, personal emotional, goal commitment-institutional, academic, and overall adjustment.

Melton (2000) revealed a moderate correlation between the level of acceptance they perceived by their parents and their academic achievement score.

Fang; Xiong and Chunyan (2003), surveyed 475 middle school students with questionnaires to explore the effect of parenting style on children's academic achievements. The results suggest that parenting styles affected children's academic achievements in different ways.

Kim and Chung (2003), the authors examined the relationship of authoritarian, authoritative, and permissive parenting styles and the number of years in the United States with self-perception academic competence, morality, and self-reliance) as recalled by Korean American college students. Authoritative parenting behaviours were most common in Korean American families, followed by authoritarian behaviours, with permissive behaviours a distant 3rd. Authoritative parenting styles and the number of years lived in the United States were predictive of higher academic competence. Authoritarian and permissive parenting styles were predictive of lower self-reliance, whereas number of years lived in the United States was related to higher self-reliance.

Turner and Johnson (2003), empirically tested a theoretical model of motivation. The results showed that parents education parenting beliefs, parents global self-efficacy predicted parent-child relationships, children's performance on achievement tests, controlling for pre-test differences. This research provides support for the contention that motivational

patterns develop early as a function of family variables and have the potential to influence academic success.

Aguilar and Valencia (2004) results indicate that students who characterized their parents as authoritative or permissive score highest on measures of self-reliance and lowest on measures of negative affect and orientation toward work. Opposite results were obtained by youngsters who described their parents as neglectful. The youngsters of families with positive style had better performance on all measures, except on problem-behaviour with families having negative style.

Schultz (2004) examination of a contextual model of parenting shows adolescents' perceptions of parental goals, practices, and styles in relation to their achievement. The study examined a revised version of Darling and Steinbergs (1993) contextual model of parenting by assessing adolescents' perceptions of their parent's goals, aspirations, practices, and styles as predictors of their academic achievement and school motivation. Results of multiple regression analyses indicated that parental goals and values were predictive of all three parental practices, with the largest impact of parental involvement in children's schoolwork. Parental goals and values did not differ as a function of parental ethnicity or socioeconomic status and socioeconomic status did not moderate the relationship between the goals, values, and aspirations parents hold for their children and the practices they exhibit. Parental involvement in schoolwork was positively and significantly related to all educational outcomes.

Dwairy and Menshar (2006) studied the parenting style, individuation, and mental health of adolescents. Results show that in rural communities the authoritarian style is more predominant in the parenting of male adolescents, while the authoritative style is more predominant in the parenting of female adolescents. In urban communities, on the other hand, the authoritarian style was more predominant in the parenting of female adolescents. The connectedness of all female adolescents with their family was stronger than that of male adolescents. The connectedness of girls was found to be more emotional and functional in villages and to be more functional in town. Female adolescents reported a higher frequency of psychological disorders. Mental health was associated with authoritative parenting, but not with authoritarian parenting. It seems that authoritarian parenting within an authoritarian culture is not as harmful as within a liberal culture.

Aran, Shalev, Biran and Gross (2007) studied the impact of parenting style and disease severity. On children-parenting style (accepting, rejecting, controlling, and autonomy allowing) found that the parenting style is a significant factor in quality of life in cerebral palsy and the only known factor to impact on the psychosocial domains of the child health, exceeding the effect of disease severity. Because quality of life is an important treatment goal in children with cerebral palsy, early family interventions, particularly those focusing on parenting style, should be considered. This paper provides a review and an integration of findings on the effects of parenting style and maternal employment on children's academic achievement. A model is presented in which it is argued that maternal employment status had little, if any, direct impact on children's academic achievement. Instead, maternal employment is hypothesized to

affect parenting styles which in turn affect children achievement. Parenting style is thus seen as mediating the effect of maternal employment on children's academic achievement. The parenting styles as mediator approach can account for some of the inconsistencies in the maternal employment literature. It is concluded that researchers interested in the effect of maternal employment should pay more attention to parenting styles and employ multivariate designs to assess moderating variables.

## **INDIAN STUDIES**

Radke (1946) studied the parental attitudes and practices with the pre-school age children. She reported that children who had consistent and strict discipline from parents showed good adjustment.

Srivastava (1950) and Sharma (1961) studied the causes of backwardness in school and confirmed that these youngsters (adolescents) are hostile, unsocial and indifferent to their responsibilities and poorly adjusted in home, school and society. And found that these adolescents are reared under avoided type of parenting styles. They also reported that this type of style affects the academic achievement which hinder the school progress of the child.

Mehta (1969) observed that when the parent's attitude was too harsh, dominant or indulgent, the bright children also become backward.

Ojha, (1973) undertook a study on the relation of achievement motivation to parental behaviour and certain socio-economic variables. He found that mothers love and fathers' permissiveness and love were positively related to achievement. Protection, rejection and parental restriction were negatively related to achievement.

Lalitha (1982) in a study of achievement motivation among the school going tribal children in relation to their perceived parental behaviour, found high achievement for those who felt that their parents love and accept them.

Mishra (1982) observed that significant relationship existed between home environment and overall scientific activity among girls.

Dhoudiyal (1984) the effect of home environment on the emotional disturbance among adolescents. It was revealed that poor care and control and poor parent children interaction and poor parental attitudes towards their children facilitated significantly more frequent occurrence of emotional disturbances as compared to normal distribution.

In a study conducted on child rearing attitudes and personal problem and personality factors as correlates of academic achievement by Lall R (1984), the relationship among child rearing attitude of parents, youth problems and personality factors and their relation with academic achievement were investigated. Results obtained showed that protective

attitudes of parents were positively and significantly related to academic success of children.

Singh (1984) examined parents on six variables labelled as loving, dominating, rejection, protecting, punishing and disciplining. It was found that all these variables affect the child's mental and physical development. Their academic achievement scores were also related to these variables.

Shah (1985) studied the family climate effect on class adjustment of 278 adolescent students. He found that class adjustment is markedly influenced by the family climate variables dominance v/s submission, acceptance vs. rejection, warmth vs. coldness and partiality vs. fairness.

Aggarwal (1986), conducted a study on the effect of parental encouragement upon the education development of the student. The findings indicated that high achievers had high parental encouragement. It was also found that the girls in general got higher parental encouragement than boys.

Sahay (1991) found that parental support especially mother's contribution is found to be significant to the academic achievement of the students.

Kapur (1995), Sangal (2001), found that adolescents growing up with indulgent or permissive parents also show some negative outcomes. They do slightly less well in school and are likely to be more aggressive -

particularly if the parents are specifically permissive. They are less likely to take responsibility and are less independent. They are also overly demanding and dependent on adults, and show less persistence on tasks at pre-adolescence than children of parents who exert more control.

Aggarwal (1997), in his study found that passed students received parental acceptance, proper protection of hardly avoided by their parents, while the failed students were mostly unwanted overprotected and neglected by their parents.

Shear in (2001) found that adolescents perceiving parenting style as authoritative or fair and parent-adolescent interaction as positive, were more likely to have above average grade point averages than those who did not perceive fair parenting practices and positive parent adolescent interaction.

## **Chapter 3**

### **Research methodology**

Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge or correct previous errors and misconceptions and adds information in an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience.

Research is considered to be the more formal, scientific and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results or conclusions (J. W. Best).

Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications and reference to a given problem. It is a process of arriving at dependable solutions to problems through planned and systematic collection, analysis and interpretation of data. The best research is that which is reliable, verifiable and exhaustive so that it provides information in which we have confidence (P.M. Cook).

The formidable problem that follows the task of defining the research problem is the preparation of the design of the research project, popularly known as “the research design.” Decision regarding what, where, when, how much, by what means concerning to an inquiry or research study constituted a research design.

It (design) is the heart of any research. Research design is a plan, which enables one to reason from observed arrangement of conditions and observation in such a way that alternative answers to the questions taken

up in the research are ruled out. It contains a system of checks against all factors that affect the validity of the research outcome. A research design is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data. As such, the design includes an outline of what the researcher will do from writing the hypotheses and its operational implications to the final analysis of data.

Research design is needed because it facilitates the smooth sailing of various forms of research project. Research design stands for advanced planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objectives of research and the availability of staff, time and money.

A good research design is often characterized by objectives like flexibility, appropriateness, efficiency, economy and so on. Generally, the design which minimizes bias and maximizes the reliability of the data collected and analysed is considered a good design. The design which gives the smallest experimented error is supposed to be the best design in many investigations. Similarly, a design which yields maximal information's and provides an opportunity for considering many different aspects of problem is considered most appropriate and efficient design in respect of many research problems. Thus, the question of good design is related to the purpose or objective of the research problem and also with the nature of the problem to be studied. A design may be quite suitable in one case, but may be found waste in one respect or the other in the context of some other research problem. Hence, a suitable design is to be developed for each study.

The following aspects have been discussed here-under in detail which are concerned with the design of the present study. The research procedure includes the method of research and the operational definitions of the different terms used. The selection of the sample includes the sampling techniques. The selection of tool includes the selection of tool to collect the data for the present study.

## **METHOD OF RESEARCH**

The descriptive or normative survey method of educational research is very common. It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It is concerned with the phenomena that are typical of the normal conditions. It investigates into the conditions or relationships that exist in practices, prevailing beliefs, points of view or attitudes that are held, processes that are going on, influences that are felt and trends that are developing. It is an organized attempt to analyse, interpret and report the present status of a social institution or group of an area. (K.S. Siddhu, 2000). Hence, this method is chosen to identify the impact of parenting styles on adolescents' problems and with their academic achievement.

## **VARIABLES OF THE STUDY**

Variables are a necessary requisite for any worthwhile research for the purpose of comparison. For the present study, the main dependent variables considered are parenting styles i.e. - caring, non-caring and moderately caring versus independent variables i.e. - adolescents' problems and their academic achievements.

## **SAMPLE OF THE STUDY**

After finalizing the variables, consideration was given to whether the entire population is to be made the subject for the data collection or a particular group is to be selected as representative of the whole population. The entire population refers to the IX class students studying in the schools recognized by the Board of School Education, Uttar Pradesh (UP) and Central Board of Secondary Education Delhi of Lucknow city (males and females in the age group of 15+) studying in Sr. Sec. Schools (CBSE and UP Board). In the present study, multi-stage the Random Sampling Technique was used to select the subjects from the entire population.

Initially a total population of 60 students of class IX studying in schools of Lucknow city of Board of Secondary Education UP and Central Board of Secondary Education, Delhi were selected. To select the total population of 60, the investigator procured the list of schools situated in Lucknow city from the D.E.O. office to know the strength of class IX in respective schools the investigator contacted the Principals of those schools which were selected.

The sample for the study comprised of 60 adolescents studying in Lucknow city. They were administered Family Relationship Inventory (Emmanuel Joel Dean). It was done in cluster sample. Whatever was the highest score among all the adolescents both male and female became the subject for the study as shown in the 2x3 factorial design below:

**Table 3.1 Design of the Study**

<b>Subjects</b>	<b>Moderately caring</b>	<b>Caring</b>	<b>Non-caring</b>
<b>Class 9 students</b>	20	20	20

## **TOOLS OF THE STUDY**

Research tools are the sole factors in determining the round data and in drawing accurate conclusions about the problem on hand. The conclusions ultimately help in providing suitable remedial measures to the problem concerned.

The selection and use of the tools can be done in two ways. The first one is to construct a tool independently by the researcher for his own study. The second one is the right selection of tools from already standardized ones available in the field of the study. Thus, in the case of the present study the investigator has used non-standardized questionnaire designed by himself.

### **Family Relationship Inventory (FRI) by Emmanuel Joel Dean**

This inventory was used in respect of parenting styles i.e., moderately caring, caring and non-caring on their children studying in IX class. Thus, a decision was taken regarding the method of identification of the students so, in the matter of identification, the investigator administered a tool name Family Relationship Inventory (FRI) to 60 students of 9<sup>th</sup> class taken from different schools of Lucknow. This tool contains 40 questions.

In collecting data on this measure, care was taken of the fact that the subjects have completely understood each situation and response categories clearly. In order to do so (according to the instructions given in the manual of the test) the investigator was required - to memorize whole set, describe each situation in a most natural way. The investigator was free to explain the items and response to the subjects in any manner. But the subject's response was recorded only when they understood it well.

## **Administration of the (FRI) Scale Family Relationship Inventory**

Following the suggestion of many recent modern researchers, the researcher must establish a rapport to elicit true and honest response from the subjects. A very cooperative and healthy environment was created. The FRI was distributed to the subjects following the general instructions. They were also encouraged to clear any sort of doubt if they had. They subject in various institutions were seated quite apart from one another in the classrooms. After these preliminaries they were asked to start the work giving their bio-data and other necessary queries given at the cover page of the questionnaire as shown in appendix-A. Therefore, the researcher with the assistance provided by the institutions supervised the administration. During the administration of the tests it was especially checked that all the testers had completed the questionnaire along with their bio-data in accordance with the specific instructions in all respects. After this the booklets were thoroughly checked, collected and kept. In the end, each student was thanked for his/her hearty cooperation. The same procedure was followed in the case of students in second phase.

## **Scoring of (FRI) Family Relationship Inventory**

After administering the questionnaire to the entire population i.e. 60 adolescents of different schools of Lucknow (Uttar Pradesh). The next step was to score the response on the (FRI) test. The inventory was scored by hand in 5 to 10 minutes. For any answer checked as  $\checkmark$  was given the score of 0 for never 1 for sometimes and 2 for always except for question: - 7, 8, 11, 17, 18, 25 and 31 (in the case of which the scoring was reversed i.e. 0 for always 1 for sometimes and 2 for never). The total of each items was written at the first cover page according to the parenting

style i.e. caring, moderately caring and non caring (Concentrated, Accepted and Avoided). The raw scores of each questionnaire were the total score of the subjects.

### **Academic Achievement**

In the era of tough competition, it is the performance of students on the basis of which they are bracketed good or poor, intelligent or slow which further decided their fate or luck. So, it becomes increasingly important to perform better in all aspects of life particularly in examinations to progress in life. Achievement is something gained by the person in his field of efforts. Various people show achievement in different fields like academic, sports, economics, politics, achievement as academic knowledge attained or skill developed in the school subjects usually designated by list scores or by marks assigned by teachers or by both. An achievement test is used to measure nature and extent of students learning in a particular subject. In the different aspects of life, there are various parameters to measure the achievement. In the present study, achievement denotes the scores obtained by students in the previous class i.e. in IX. (CBSE & Board of school education Uttar Pradesh)

### **Statistical method used**

Statistical methods are the statistical techniques used by the researcher to extract meaningful and insightful data from the raw information gathered. In performing the research on the “Parenting styles and academic achievement of the adolescents” the researcher used following statistical techniques.

## Mean

For a data set, the arithmetic mean, also called the expected value or average, is the central value of a discrete set of numbers: specifically, the sum of the values divided by the number of values. The arithmetic mean of a set of numbers  $x_1, x_2, \dots, x_n$  is typically denoted by  $\bar{X}$ . If the data set were based on a series of observations obtained by sampling from a statistical population, the arithmetic mean is the **sample mean** (denoted  $\bar{X}$ ) to distinguish it from the mean of the underlying distribution, the **population mean** (denoted  $\mu$ )

### Sample Mean

$$\bar{X} = \frac{\sum_{i=1}^n x_i}{n}$$

n= number of items in the sample

### Population Mean

$$\mu = \frac{\sum_{i=1}^N x_i}{N}$$

N= number of items in the population

## T- test

The t-test is any statistical hypothesis test in which the test statistic follows a Student's t-distribution under the null hypothesis.

A t-test is most commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. When the scaling term is unknown and is replaced by an estimate based on the data, the test statistics (under certain conditions) follow a Student's t distribution. The t-test can be used, for example, to determine if the means of two sets of data are significantly different from each other.

## **ANOVA**

Analysis of variance (ANOVA) is a collection of statistical models and their associated estimation procedures (such as the "variation" among and between groups) used to analyse the differences among group means in a sample. ANOVA was developed by the statistician Ronald Fisher. The ANOVA is based on the law of total variance, where the observed variance in a particular variable is partitioned into components attributable to different sources of variation. In its simplest form, ANOVA provides a statistical test of whether two or more population means are equal, and therefore generalizes the t-test beyond two means.

## **T Value**

The value of t was computed with the help of following formula.

$$t = \frac{M1 - M2}{\sigma_D}$$

Where,

M1= mean of first group

M2= mean of second group

$\sigma_D$ = difference between standard errors of mean

## **Null Hypothesis**

In inferential statistics, the null hypothesis (often denoted  $H_0$ ,) is a general statement or default position that there is no relationship between two measured phenomena or no association among groups. Testing (accepting, approving, rejecting, or disproving) the null hypothesis—and thus concluding that there are (or there are not) grounds for believing that there is a relationship between two phenomena (e.g., that a potential treatment has a measurable effect)—is a central task in the modern

practice of science; the field of statistics, more specifically hypothesis testing, gives precise criteria for rejecting or accepting a null hypothesis within a confidence level.

The null hypothesis is generally assumed to be true until evidence indicates otherwise (similar to the case that a defendant of a jury trial is presumed innocent until guilty).

The concept of a null hypothesis is used differently in two approaches to statistical inference. In the significance testing approach of Ronald Fisher, a null hypothesis is rejected if the observed data is significantly unlikely to have occurred if the null hypothesis were true. In this case, the null hypothesis is rejected and an alternative hypothesis is accepted in its place. If the data is consistent with the null hypothesis, then the null hypothesis is not rejected. In neither case is the null hypothesis or its alternative proven; the null hypothesis is tested with data and a decision is made based on how likely or unlikely the data is. This is analogous to the legal principle of presumption of innocence, in which a suspect or defendant is assumed to be innocent (null is not rejected) until proven guilty (null is rejected) beyond a reasonable doubt (to a statistically significant degree).

In the hypothesis testing approach of Jerzy Neyman and Egon Pearson, a null hypothesis is contrasted with an alternative hypothesis, and the two hypotheses are distinguished on the basis of data, with certain error rates. It is used in formulating answers in researches.

Statistical inference can be done without a null hypothesis, by specifying a statistical model corresponding to each candidate hypothesis, and by using model selection techniques to choose the most appropriate model. (The most common selection techniques are based on either Akaike information criterion or Bayes factor.)

The null hypothesis and the alternative hypothesis are types of conjectures used in statistical tests, which are formal methods of reaching conclusions or making decisions on the basis of data. The hypotheses are conjectures about a statistical model of the population, which are based on a sample of the population. The tests are core elements of statistical inference, heavily used in the interpretation of scientific experimental data, to separate scientific claims from statistical noise.

"The statement being tested in a test of statistical significance is called the null hypothesis. The test of significance is designed to assess the strength of the evidence against the null hypothesis. Usually, the null hypothesis is a statement of 'no effect' or 'no difference'." It is often symbolized as  $H_0$ .

The statement that is being tested against the null hypothesis is the alternative hypothesis. Symbols include  $H_1$  and  $H_a$ .

Statistical significance test: "Very roughly, the procedure for deciding goes like this: Take a random sample from the population. If the sample data are consistent with the null hypothesis, then do not reject the null hypothesis; if the sample data are inconsistent with the null hypothesis, then reject the null hypothesis and conclude that the alternative hypothesis is true."

### **Goal of null hypothesis tests**

There are many types of significance tests for one, two or more samples, for means, variances and proportions, paired or unpaired data, for different distributions, for large and small samples; all have null hypotheses. There are also at least four goals of null hypotheses for significance tests:

- Technical null hypotheses are used to verify statistical assumptions. For example, the residuals between the data and a statistical model cannot be distinguished from random noise. If true, there is no justification for complicating the model.
- Scientific null assumptions are used to directly advance a theory. For example, the angular momentum of the universe is zero. If not true, the theory of the early universe may need revision.
- Null hypotheses of homogeneity are used to verify that multiple experiments are producing consistent results. For example, the effect of a medication on the elderly is consistent with that of the general adult population. If true, this strengthens the general effectiveness conclusion and simplifies recommendations for use.
- Null hypotheses that assert the equality of effect of two or more alternative treatments, for example, a drug and a placebo, are used to reduce scientific claims based on statistical noise. This is the most popular null hypothesis; It is so popular that many statements about significant testing assume such null hypotheses.

Rejection of the null hypothesis is not necessarily the real goal of a significance tester. An adequate statistical model may be associated with a failure to reject the null; the model is adjusted until the null is not rejected. The numerous uses of significance testing were well known to Fisher who discussed many in his book written a decade before defining the null hypothesis.

### **Statistical Significance**

In statistical hypothesis testing, a result has statistical significance when it is very unlikely to have occurred given the null hypothesis. More precisely, a study's defined significance level, denoted by  $\alpha$ , is the probability of the study rejecting the null hypothesis, given that the null

hypothesis was assumed to be true; and the p-value of a result,  $p$ , is the probability of obtaining a result at least as extreme, given that the null hypothesis is true. The result is statistically significant, by the standards of the study, when  $p \leq \alpha$ . The significance level for a study is chosen before data collection, and is typically set to 5% or much lower—depending on the field of study.

In any experiment or observation that involves drawing a sample from a population, there is always the possibility that an observed effect would have occurred due to sampling error alone. But if the p-value of an observed effect is less than (or equal to) the significance level, an investigator may conclude that the effect reflects the characteristics of the whole population, thereby rejecting the null hypothesis.

This technique for testing the statistical significance of results was developed in the early 20th century. The term significance does not imply importance here, and the term statistical significance is not the same as research, theoretical, or practical significance. For example, the term clinical significance refers to the practical importance of a treatment effect.

### **Role of Statistical Significance in Statistical Hypothesis Testing**

Statistical significance plays a pivotal role in statistical hypothesis testing. It is used to determine whether the null hypothesis should be rejected or retained. The null hypothesis is the default assumption that nothing happened or changed. For the null hypothesis to be rejected, an observed result has to be statistically significant, i.e. the observed p-value is less than the pre-specified significance level  $\alpha$ .

To determine whether a result is statistically significant, a researcher calculates a p-value, which is the probability of observing an effect of the same magnitude or more extreme given that the null hypothesis is true. The null hypothesis is rejected if the p-value is less than (or equal to) a predetermined level,  $\alpha$ .  $\alpha$  is also called the significance level, and is the probability of rejecting the null hypothesis given that it is true (a type I error). It is usually set at or below 5%.

For example, when  $\alpha$  is set to 5%, the conditional probability of a type I error, given that the null hypothesis is true, is 5%, and a statistically significant result is one where the observed p-value is less than (or equal to) 5%. When drawing data from a sample, this means that the rejection region comprises 5% of the sampling distribution. These 5% can be allocated to one side of the sampling distribution, as in a one-tailed test, or partitioned to both sides of the distribution, as in a two-tailed test, with each tail (or rejection region) containing 2.5% of the distribution.

The use of a one-tailed test is dependent on whether the research question or alternative hypothesis specifies a direction such as whether a group of objects is heavier or the performance of students on an assessment is better. A two-tailed test may still be used but it will be less powerful than a one-tailed test, because the rejection region for a one-tailed test is concentrated on one end of the null distribution and is twice the size (5% vs. 2.5%) of each rejection region for a two-tailed test. As a result, the null hypothesis can be rejected with a less extreme result if a one-tailed test was used. The one-tailed test is only more powerful than a two-tailed test if the specified direction of the alternative hypothesis is correct. If it is wrong, however, then the one-tailed test has no power.

## One Tailed and Two tailed Test of Significance

In statistical significance testing, a one-tailed test and a two-tailed test are alternative ways of computing the statistical significance of a parameter inferred from a data set, in terms of a test statistic. A two-tailed test is appropriate if the estimated value is greater or less than a certain range of values, for example, whether a test taker may score above or below a specific range of scores. This method is used for null hypothesis testing and if the estimated value exists in the critical areas, the alternative hypothesis is accepted over the null hypothesis. A one-tailed test is appropriate if the estimated value may depart from the reference value in only one direction, left or right, but not both. An example can be whether a machine produces more than one-percent defective products. In this situation, if the estimated value exists in one of the one-sided critical areas, depending on the direction of interest (greater than or less than), the alternative hypothesis is accepted over the null hypothesis. Alternative names are one-sided and two-sided tests; the terminology "tail" is used because the extreme portions of distributions, where observations lead to rejection of the null hypothesis, are small and often "tail off" toward zero as in the normal distribution, coloured in yellow, or "bell curve", pictured below and coloured in green.

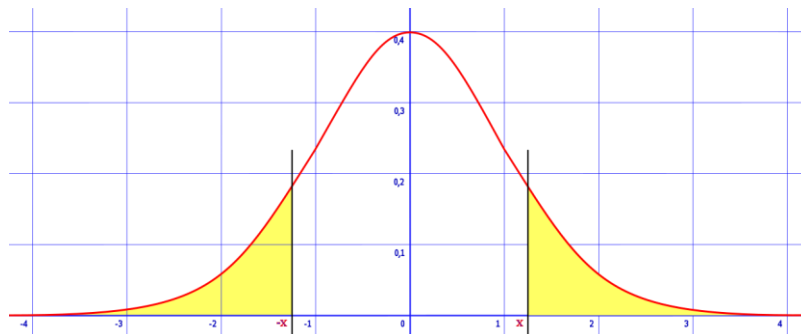
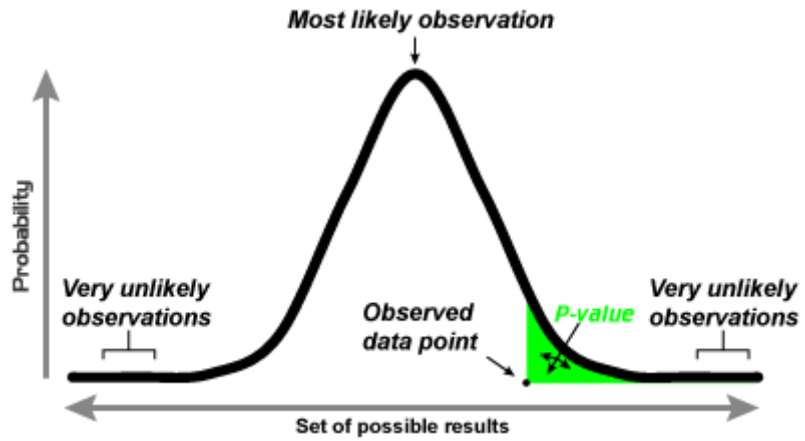


Figure 3.1: A two tailed applied to normal distribution.



**Figure 3.2:** A one-tailed test, showing the p-value as the size of one tail.

## **Chapter 4**

### **Data Analysis and Interpretation**

The next steps in the process of research after collection of data are the organization, analysis and interpretation of data and formulation of conclusions and generalizations to get a meaningful picture out of the raw information collected. The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to be derived from the data and its meanings in their relation to the research study.

The raw data collected through the use of a tool need to be systematized and organized, i.e., edited, classified, and tabulated before it can serve the purpose. Here, editing implies the checking of gathered data for accuracy, utility and completeness; classification refers to the dividing of the information and recording of the classified material in mathematical terms. Analysis of data means studying the tabulated material in order to determine the inherent fact or 'meanings which involve breaking down the existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

The present chapter, analysis of data, hence includes a study of the different techniques for analysis and interpretation of data and the results that emanated from the analysis of data. Here an attempt is made to test the objectives and hypothesis

#### **Objective 1**

To study the influence of parenting styles (caring, non-caring and moderately caring) on adolescents' academic achievement.

## Hypothesis 1

There is significant difference between the parenting style (caring, moderately caring and non-caring parents) and academic achievement of the adolescent

**Table 4.1: ANOVA table.**

ANOVA					
Achievement					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	102.404	2	51.202	.222	.802
Within Groups	13142.099	57	230.563		
Total	13244.503	59			

From table 4.1 we can see that F value is at 0.222 for degree of freedom at 59. Thus, null hypothesis  $H_{01}$  i.e. there is significant difference between the parenting style (caring, moderately caring and non-caring parents) and academic achievement of the adolescent is accepted. Hence, it can be concluded that there is significant difference between the parenting style (caring, moderately caring and non-caring parents) and academic achievement of the adolescent.

This may be because of the type of upbringing of the adolescent by the parents with different attitudes. Caring parents usually tend to be more careful about the academic needs of the student rather than non-caring parents who are usually busy in making both ends meet. The academic achievement also depends on the upbringing of the adolescent and the nutrition in the food that helps in the development of the brain.

## Objective2

To study the influence of caring parenting style and moderately caring parenting style on academic achievement of adolescent.

## Hypothesis2

There is significant difference between caring parenting style and moderately caring parenting style on academic achievements of the adolescents.

**Table 4.2:** Mean, std. dev. and std. error mean of caring and moderately caring groups

Group Statistics					
Parenting Style	N	Mean	Std. Deviation	t-value df=32	Level of significance
Caring	9	56.2478	14.33137	0.2842	Significant at 0.05
Moderately Caring	25	57.8968	17.19465		

The above tables very clearly and precisely indicate the difference between the academic achievements of the caring and moderately caring parenting styles. The mean of the academic achievement of the adolescents taken care of by caring parents is 56.24 and moderately caring parents is 57.89. Hence, the null hypothesis  $H_{02}$  stands accepted. The results have deduced that the adolescents that are been taken care of by moderately caring parents achieve better in academic tests than those who are being taken care by caring parents.

The adolescents of moderately caring parents are provided with sufficient amount of nutrition for the development of the brain but along with that they are given freedom to play sports and try new activities daily, whereas, in case of caring parents the adolescents were provided with almost same

amount of nutrition as the adolescents with moderately caring parents but were denied of physical sports and adventures. Hence the development of the cognitive, affective and psychomotor domain of the adolescents with moderately caring was noted to be more than that of adolescents with caring parents.

### Objective 3

To study the influence of moderately caring parenting style and non-caring parenting style on academic achievement of the adolescents.

### Hypothesis 3

There is significant difference between moderately caring parenting style and non-caring parenting style on academic achievements of the adolescents.

**Table 4.3:** Mean, std. dev. and std. error mean of moderately caring and non-caring groups.

Group Statistics					
Parenting Style	N	Mean	Std. Deviation	T-value df=49	Level of significance
Moderately Caring	25	57.8968	17.19465	0.1052	Significant at 0.05
Non-Caring	26	59.8538	13.27139		

In the above tables the mean of academic achievement of the adolescents taken care of by moderately caring parents is 57.89 whereas as that of non-caring parents is 59.85. Henceforth the null hypothesis  $H_{03}$  is accepted.

In this case the researcher observed that the motivation level of the adolescents with non-caring parent was higher than the adolescents of

moderately caring parents. This was because of the difference in the socio-economic status of the groups. Moderately caring parents had good jobs and were able to provide for their wards when needed, whereas the non-caring parents were very hard working and belonged to the labour class. Hence the adolescents were keener to performing better to be able to provide a helping hand for the family income as soon as possible. Although the nutrition and lack of academic sources the adolescents with non-caring parents they performed better also because of the technicality that was known to them because of the labour that was being performed by their parents, this made it easier for them to understand all the scientific and mathematical principles taught in school by the teachers.

#### **Objective 4**

To study the influence of caring parenting style and non-caring parenting style on academic achievement of the adolescents.

#### **Hypothesis 4**

There is significant difference between caring parenting style and non-caring parenting style on academic achievements of the adolescents.

**Table 4.4:** Mean, std. dev. and std. error mean of caring and non-caring groups.

<b>Group Statistics</b>					
Parenting Style	N	Mean	Std. Deviation	t-value df=33	Level of significance
Caring	9	56.2478	14.33137	0.1218	Significant at 0.05
Non-Caring	26	59.8538	13.27139		

The above table indicates that the mean of the academic scores achieved by the adolescents with caring parents is 56.24 and non-caring parents is 59.85. Therefore, one can conclude that the null hypothesis  $H_{04}$  is accepted.

Table 4.4 shows that adolescents with non-caring parents were better at academic achievement than adolescents with caring parents. Although both the groups belonged to the extreme classes of the society where the family income, upbringing, facilities provided, nutrition provided, etc. all were different. Both the groups were equally motivated but for completely different reasons. Adolescents with caring parents were motivated to maintain their metal in front of their parents, peers and family members. Whereas adolescents with non-caring parents wanted to achieve higher in academic achievement to get better educated for future vocational training and jobs.

## **Discussion**

Roe's (1957) opines that parents provide a particular type of psychological climate which either satisfy or frustrate the needs of the child. The amount of parent's interest and their style is obviously a crucial factor. All the emotions represented by the parents in some way always effect the thinking and working of the adolescents.

Watson (1957) reported the effects of permissive and restrictive controls of parents upon child-behaviour. The permission granted by the parents is very important in the process of discovery for the adolescent. He found that permissiveness helps in better socialization and cooperation, more friendly feelings towards other children, higher degree of initiative and

independence. The more socially active and adolescent will be, easier will it be for him to learn new concepts and develop new ideas and relate knowledge to form new knowledge.

Douvan and Adelson (1958) observed that 'these parents (accepting/caring) tend to be democratic and to encourage an active 'give and take' interaction with their children'. And the adolescents of these parents show better performance in examination. These parents welcome the ideas of adolescents into their daily routines and hereby provide positive reinforcement to them for learning.

Fang; Xiong and Chunyan (2003), surveyed 475 middle school students with questionnaires to explore the effect of parenting style on children's academic achievements. The results suggest that parenting styles affected children's academic achievements in different ways. The nourishment, environment, and sources of education provided by the parents are some of the factors that effects their academic achievement.

Turner and Johnson (2003), empirically tested a theoretical model of motivation. The results showed that parents education parenting beliefs, parents global self-efficacy predicted parent-child relationships, children's performance on achievement tests, controlling for pre-test differences. This research provides support for the contention that motivational patterns develop early as a function of family variables and have the potential to influence academic success. Sometimes parents don't seem to welcome new ideas provided by the adolescents into their life. This forms a negative impact on the development of brain and makes

adolescents to stop or curb their thinking process. This kills creativity and slows development of personality. Hence many times these students become problematic children and develop symptoms of dysfunctionality.

Shear in (2001) found that adolescents perceiving parenting style as authoritative or fair and parent-adolescent interaction as positive, were more likely to have above average grade point averages than those who did not perceive fair parenting practices and positive parent adolescent interaction. All child requires is positive support from the parents if this condition is denied then the adolescents, who already are having trouble in coping with the physical, emotional and hormonal changes, might develop ill practices and endanger themselves and also ones around them.

All these studies incorporated a whole lot of knowledge on me and were the lighthouse for me in my research. They helped me carry my research in the direction I intended it to flow.

## Chapter 5

### Findings, conclusion, and implications

#### **Findings and conclusion**

The present chapter as the title indicates has been classified into three main parts viz. Findings, conclusions and implications. The results have been consolidated and presented under the first part 'Findings of the study'.

The possible conclusions related to the study have been presented under the second part 'conclusions'. Certain significant theoretical as well as practical implication of the results have been drawn and presented under the third part 'implications'.

1. The study shows that out of 60 students 15% students had caring parents i.e. they were strict with their children whereas 41.7% had moderately caring who chose to let their children do as their will but also monitored their activities and 43.3% had non-caring parents, these were the ones who didn't bother to look into the performance of their children.
2. The findings show that the frequency of the students according to their gender is that out of 60 students that appeared for the test, 76.7% were boys and 23.3% were girls. The gender is taken into consideration because it is believed to play a very important role in the academic achievement of the child whereas and because the parenting style might vary from gender to gender. This shows that the opportunity to study and gain knowledge is still not a privilege

for many girls as the total number of girls that studied in the class was less than one third of that of boys.

3. The study enlightens through the data of academics of the students according to their gender the mean academic score of boys is 56.53% whereas mean score of girls is 69.96%. There is a clear difference of 13.43% in the academic achievement of both genders. This shows that girls are keener to grow and outperform in every field.
4. The hypothesis namely  $H_{01}$  i.e. there is significant difference between the parenting style (caring, moderately caring and non-caring parents) and academic achievement of the adolescent stands nullified hence it is accepted. Therefore, it can be concluded that there is significant difference between the parenting style (caring, moderately caring and non-caring parents) and academic achievement of the adolescent.
5. The study very clearly and precisely indicates the difference between the academic achievements of the caring and moderately caring parenting styles. The mean of the academic achievement of the adolescents taken care of by caring parents is 56.24 and moderately caring parents is 57.89. Hence, the results have deduced that the adolescents that are being taken care of by moderately caring parents achieve better in academic tests than those who are being taken care by caring parents.

6. In study points out that mean of academic achievement of the adolescents taken care of by moderately caring parents is 57.89 whereas as that of non-caring parents is 59.85. Hence one may deduce that the adolescents with non-caring parents perform better in their academics rather than the adolescents with moderately caring parents.
  
7. The researcher observed that the mean of the academic scores achieved by the adolescents with caring parents is 56.24 and non-caring parents is 59.85. Henceforth one can conclude that the adolescents with parents portraying non-caring style of parenting achieve better in the academics.

Over all the study points out that:

1. Parenting styles can be a major cause in the performance of the adolescents.
2. Adolescents with moderately caring parents perform better than caring parents in academics.
3. Adolescents with non-caring parents perform better than moderately caring parents in academics.
4. Adolescents with non-caring parents perform better than caring parents in academics.

## **Implications**

Due to the modern life style it is observable that the parents do not have time for their wards. And due to this one may observe that the number of

children with non-caring parents is more than that of caring and moderately caring. In a family where both the parents are working hard to make both ends meet it is nearly impossible to look after the needs of adolescents. The results of study conducted previously indicates that both non-caring and caring i.e. pampering or overprotection are harmful for the children and lead to various problems (i.e. physical and health fitness, self and self-image, family, educational, vocational, economic and material facilities, friendship and sex problems etc.).

We know that the family provides an ideal environment for the children to grow, flourish and increase their potential to the optimum level. The students' achievements and success in formal education system depends on the social learning and the parenting style he has received in the family. The parenting style may be held responsible for various behavioural profile among the children like self-esteem, self-confidence, energetic, ability to coping with stress, cooperation with others or may be fearful, unhappy, hostile, vulnerable to stress, easily annoyed unfriendly aggressive, low in achievement etc. The different types of parenting styles are bound to have either favourable or adverse influence on the students' habits of studying and setting up in the social environment.

Therefore, keeping in mind the effect of parents and their styles on adolescents, this investigation has an immense practical utility and social implications. Thus, this study would be of great use to educational planners, institutional heads and teachers along with parents and society.

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## Appendix

### Appendix A:

#### Tools of study

##### Family Relationship Inventory

Family relationship inventory used by the researcher was designed by himself. The inventory is listed below.

Name: _____	Raw Score:
Date: _____ Class: _____	

#### Family Relationship Inventory

The inventory is to be and can be scored by hand in 5 to 10 minutes. For any answer checked as  $\checkmark$  (tick mark) was given the score of **0 for never, 1 for sometimes and 2 for always** except for question number:- 7, 8, 11, 17, 18, 25 and 31 (in the case of which the scoring was reversed i.e. **0 for always 1 for sometimes and 2 for never**). The total of each items was written at the first cover page according to the parenting style i.e. caring, moderately caring and non-caring (Concentrated, Accepted and Avoided). The raw scores of the questionnaire was the total score of the subjects.

S. No.	Question	Never	Sometimes	Always	Score
1.	How often do your parents allow you to study your favourite subject?				
2.	How often do your parents allow you to venture out late during the night?				
3.	How often do your parents involve your opinion in the family matters?				
4.	How often are you allowed to go out of the house without seeking permission from your parents?				
5.	How often do your parents involve you in financial matters of the house?				
6.	How often are you allowed to watch your favourite television program?				
7.	How often do your parents force you to perform daily household chores?				
8.	How often do your parents force you to work and earn money through the means of physical labour?				
9.	How often do your parents inquire about your day at school?				

10.	How often do your parents help with your homework?				
11.	How often are you forced to do your assignment or homework?				
12.	How often do your parents invite your relationship with your peer?				
13.	How often are your parents aware about your daily school attendance?				
14.	How often do your parents support your political views?				
15.	How often do your parents allow you to bring friends to stay over for the night?				
16.	How often are you allowed to stay over at your friend's place for the night when you wish?				
17.	How often do your parents pressurize you to score higher grades in exams?				
18.	How often do your parents use corporal punishment of any kind on you when you make a mistake or do something wrong?				
19.	How often do your parents provide you with an electronic telecommunication device or system of any kind?				
20.	How often are you allowed to stay up late until night regarding any context?				
21.	How often do your parents help you keep in touch with the family members staying away from your residence?				
22.	How often are you allowed by your parents to move about with a peer of opposite gender?				
23.	How often do you spend time with your family on weekends, holidays or vacations?				
24.	How often does your family prioritise your views related to a place before visiting it?				
25.	How often do your parents compare your grades to the fellow classmates?				
26.	How often do your parents invite your choice of profession that you have sought for yourself in the future?				
27.	How often are your parents aware of your emotional needs?				
28.	How often are your parents aware of your mental needs?				
29.	How often are your parents aware of your physical needs?				
30.	How often are you provided with a vehicle of any kind to commute around independently?				
31.	How often do your parents use abusive language to commute with you or your siblings?				

32.	How often are you provided with an allowance for your daily needs?				
33.	How often are you provided with clothing of your liking?				
34.	How often do your parents organise lavish birthday parties for you?				
35.	How often are you brought expensive accessories?				
36.	How often do your parents pay attention to maintaining your good health and hygiene?				
37.	How often do your parents pay attention to your appearance?				
38.	How often do your parents maintain that you are dressed appropriately for a function of any kind?				
39.	How often do your parents support your religious views?				
40.	How often are you allowed to go places on your own?				
Total raw score:					

## Appendix B:

### Findings or Raw Data

S. No.	NAME OF THE SUBJECT	RAW SCORE FRI*	ACADEMIC SCORE (In Percentage)	PARENTING STYLE
1.	ABDUL HADI AHMAD	36	71.77	NON-CARING
2.	ABDUL SAMAD	47	88.45	MODERATELY CARING
3.	ABUBAKER QURAIISHI	36	79.18	NON-CARING
4.	ADITYA MISHRA	42	56.09	MODERATELY CARING
5.	ALAMEEN QURAIISHI	38	71	NON-CARING
6.	ALMALIYA KHAN	38	61.9	NON-CARING
7.	AMAN VERMA	48	77.68	MODERATELY CARING
8.	ANIYA HAMEN	39	74.18	NON-CARING
9.	ANTRA SONI	47	84.27	MODERATELY CARING
10.	ANUSHKA CHATURVEDI	39	70.04	NON-CARING
11.	AYUSH NISHAD	49	51.86	MODERATELY CARING
12.	FAISAL MUZAFFAR	48	7.63	MODERATELY CARING
13.	FALAK GAZI	44	51.59	MODERATELY CARING
14.	GRACY VERMA	32	78.18	NON-CARING
15.	HAMDAN QURESHI	40	44.36	MODERATELY CARING
16.	HAMZA AKHTAR	47	62.18	MODERATELY CARING
17.	HARSH SAHU	48	75.9	MODERATELY CARING
18.	HUZAIFA	49	58.45	MODERATELY CARING
19.	JESHU VISHWASI	44	49.63	MODERATELY CARING
20.	KASHAF ABBAS	51	34.59	CARING
21.	KASHIF ABBAS	51	66.81	CARING
22.	MANIT KUMAR GUPTA	39	79.18	NON-CARING
23.	MAROOF ALAM	53	48.5	CARING
24.	MOHD ABBAS	57	52.81	CARING
25.	MOHD ABDULLAH	59	59.86	CARING
26.	MOHD AKMAL	36	52.81	NON-CARING
27.	MOHD AMAN	38	49.36	NON-CARING

28.	MOHD AQUEEB	41	58.59	MODERATELY CARING
29.	MOHD ARHAM	37	36.27	NON-CARING
30.	MOHD BELAL	42	56.86	MODERATELY CARING
31.	MOHD GAUS PAK	52	55.4	CARING
32.	MOHD KUMAIL	47	41.45	MODERATELY CARING
33.	MOHD NABEEL	53	38.95	CARING
34.	MOHD RAYYAN	44	46.68	MODERATELY CARING
35.	MOHD SAHIL	45	90.09	MODERATELY CARING
36.	MOHD SHADAB	36	37.86	NON-CARING
37.	MOHD SHAHID	35	70.68	NON-CARING
38.	MOHD UBAID	52	74.72	CARING
39.	MOHD YASIR	43	60.77	MODERATELY CARING
40.	MOHD ZAID	36	53.81	NON-CARING
41.	MOHD ZAID NAEEM	38	56.54	NON-CARING
42.	NABEELA MERAZ	37	55.13	NON-CARING
43.	PRINCE KUMAR GUPTA	37	50.5	NON-CARING
44.	PRIYANSHU	47	40.68	MODERATELY CARING
45.	RAFEY REHMAN	39	55.13	NON-CARING
46.	RIDHAM	37	40.04	NON-CARING
47.	RISHI UPADHAYA	38	61.9	NON-CARING
48.	RUSTAM AHMAD KHAN	43	53.77	MODERATELY CARING
49.	SAIBA JALEES	38	59.45	NON-CARING
50.	SALIM QURAIISHI	42	56.68	MODERATELY CARING
51.	SAMEER ABBAS	37	53.22	NON-CARING
52.	SANIYA REHMAN	54	74.59	CARING
53.	SHOAIB HUSSAIN	36	48.54	NON-CARING
54.	SOUMYA SHARMA	38	71.31	NON-CARING
55.	SUMIT NISHAD	48	51.77	MODERATELY CARING
56.	TANU BISHT	44	56.54	MODERATELY CARING
57.	TASMIYA BEG	45	66.68	MODERATELY CARING
58.	UDAY RAJ	38	42.63	NON-CARING
59.	UTKARSH SRIVASTAVA	42	58.77	MODERATELY CARING
60.	VINAY MAURYA	34	75.59	NON-CARING

## **Appendix C:**

### **Abbreviations used.**

**FRI:** Family relationship Inventory

**ANOVA:** analysis of Variance