

**EFFECTS OF PARENTING STYLE ON INSTITUTIONAL COMMITMENT
AMONG YOUTH IN CHEURAL COMMUNITY**

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CERTIFICATE

This is to certify that the research in “*Effects of Parenting Style on Academic Performance Among Youth in Cheural Community*” submitted by *H,Lalrochanpuia* for the partial fulfillment of the Bachelor of Social Work, is carried out under my guidance and incorporates the students’ bonafide research and this has not been submitted for any award for any degree in this or any other university or institution of learning.

Date: 1st November, 2023

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A handwritten signature in black ink, featuring a large, stylized initial 'H' followed by a series of loops and a long horizontal stroke extending to the right.

THANK YOU,

H.LALROCHANPUIA

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CHAPTER – 1
INTRODUCTION

CHAPTER – 1

1.1 INTRODUCTION

The effect of parenting style on the academic performance of youth is a topic of significant interest and research in the fields of youth education, and parenting. It refers to how the approach parents use to raise their children influences their children's performance in academic settings, such as school or college. Parenting style has a significant impact on the academic performance of youth.

It is very important that studying the effects of parenting style on the academic performance of youth is valuable for individual child development, family dynamics, educational systems, and societal progress. It can lead to better parenting practices, informed policy decisions, and improved outcomes for children and adolescents.

1.2 CONCEPT

A **parenting style** is a pattern of behaviors, attitudes, and approaches that a parent uses when interacting with and raising their child. The study of parenting styles is based on the idea that parents differ in their patterns of parenting and that these patterns can have a significant impact on their children's development and well-being. Parenting styles are distinct from specific parenting practices, since they represent broader patterns of practices and attitudes that create an emotional climate for the child. Parenting styles also encompass the ways in which parents respond to and make demands on their children. There are four different types of parenting styles: authoritarian, authoritative, and permissive. Authoritarian parent's care less about children's needs and tend to put more control on the children by giving unquestionable demand and set harsh discipline. Authoritative parents are the opposite, who give reasonable rules, enough attention, and respect of children. Neglectful is a style of parenting where parents don't respond to their child's needs or desires beyond the basics of food, clothing, and shelter. Permissive parents give a small amount of care and discipline to children, mostly neglecting their obligation as parents.

Institutional commitment refers to an individual's or a group's dedication, loyalty, or allegiance to an institution or organization. It can be influenced by various factors, including parenting styles. Parenting styles can have a significant impact on a child's development, values, and behaviors, which may, in turn, influence their commitment to various institutions or organizations. Institutional commitment refers to an organization's or institution's dedication and resolve to achieve specific goals, uphold values, and fulfill its mission and purpose. It encompasses the collective determination and responsibility of an institution to carry out its objectives and uphold its principles. Institutional commitment is vital in various contexts, including businesses, government agencies, educational institutions, non-profit organizations, and more.

Youth refers to a specific stage in the human life cycle and is typically associated with the period of transition between childhood and adulthood. While there is no universally agreed-upon age range that defines youth, it generally encompasses individuals who are in the process of physical, psychological, and social development as they move from being children to becoming adults. The specific age range for youth may vary by cultural, legal, or organizational definitions, but it typically includes individuals in their late teens and twenties.

Parenting style is important for researchers, educators, and parents themselves. It can shed light on how parenting practices are received by the children and adolescents and provide insights into areas where adjustments or improvements may be needed to promote the healthy development and well-being of youth.

1.3 STATEMENT OF THE PROBLEM

Parents are more concerned about their children's education than their well-being and to have a better understanding of how parenting styles influence academic performance, which can, in turn, help parents and educators make informed decisions to support children's educational success.

1.4 OBJECTIVES OF THE STUDY

- To understand parenting style in Cheural community.
- To study the effects of parenting style institutional commitment.
- To suggests possible social work intervention.

CHAPTER-2
REVIEW OF LITERATURE

CHAPTER - 2

2.1 REVIEW OF LITERATURE

Taylor et al. (1995) “Parental influences on academic performance in African-American students” In this study, only data on African American families were analyzed, and only those with at least one child in the 5- 18 years old age range were selected. The respondents were the mothers of the targeted children. These researchers selected nurturance and control, parental involvement, and parental expectations of ability as independent variable and academic outcome as dependent variable. The findings of the study indicated that students with authoritative parents received higher grades than those with either authoritarian or permissive parents.

Kambo’s (2006) “Relationship of parenting styles and academic performance”, conducted a study that examined the relationship of parenting styles and academic performance in Bungoma County with a sample of 190 students found that students who rated their parents as permissive had significantly lower academic achievement as compared to their counterparts who perceived their parents as authoritative or authoritarians.

Carlo et al. (2017) “Parenting style effect on academic performance believes that parents’ responsibility is to raise their students and become responsible citizens. Parenting approaches in the lives of students inside the home establish numerous social environments. Parenting styles vary culturally. In Asian countries like Pakistan, parenting styles refer to how parents control their children’s lives. Parental behaviors and attitudes affect children’s early and future lives. Children need solid parent–child connections to behave consistently, be self-sufficient, gain social skills, and become independent. This is connected to parental attitudes and behaviors, or parenting approaches. Authoritative, authoritarianism, permissiveness, apathy, and overprotection are common parenting styles (Checa et al., 2019). Children are overseen by Authoritative parents, but their urgent needs are considered. Authoritative environment encourages youngsters to trust themselves within fair bounds and develops healthy sovereignty (Dakers and Guse, 2020).

Parenting styles affect children’s academic achievement into the different ways. Humankind has been struggling to find the impeccable parenting recipe for compeers. Certainly, all the parents want their children to be succeeded in the academic but not at all parents are successful in providing this achievement. Darling & Steinberg defines parenting style as “a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parents’ behaviors’ are expressed”. So the home environment which is parenting styles is very important in the child success in the academic achievement.

Seet ET. Al (2022) "A study on the impact of parenting style on academic achievement of students", investigated that how parental participation effects on students' academic achievement in relation to their parenting style with 159 samples recruited on students. The authors discovered that the relationship authoritarian and authoritative parenting style on academic attainment of students was totally mediated. In this study's result show that the understanding of parenting styles and parenting involvement effect on students' academic achievement is essential of the parents.

Mian, Mohtaram, Simin, Ravindran&Shanthi (2022), "A Study of the Impact of Parenting Style on Academic Achievement of Students", Authoritative and authoritarian parenting styles completely mediates role on academic achievement as compared to permissive parenting which has less effect on the academic achievement on students. Mohanan& George (2022) study found that the effects of parenting styles on academic achievement and school adjustment among high school students in Nagaland, India: the mediating effects of attachment dimensions, academic self-efficacy and emotional regulation. Nwune, Anida&Okwuduba (2021) in their study the authors revealed that parenting styles is related to primary pupils' academic achievement in mathematics. Kunjachan& Abraham (2020) this study found that the children of parents who are follow authoritative parenting style have better academic performance than to other parenting style. Yang & Zhao (2020) in this study the authoritative parenting style has a greater improving on academic performance. It is found that parenting styles has a greater effect on children to the disadvantaged background. David, Perpetual & Rebecca (2019) according to their study the parenting styles highly correlated with academic achievement. Obiunu (2018) based on his study the authoritarian and permissive parenting styles no significant relationship between academic achievements while authoritative parenting styles have a significant. Based on these findings, it was established that parenting styles have nearly measure of influence on academic achievement. Darko (2018) in his study the finding was found that authoritative and authoritarian parenting style has positive significant relationship with the academic performance while permissive style of parenting has correlated negatively. Biirah& Anika(2018)in their study the findings was discovered that academic achievement and democratic, authoritarian parenting styles are significant positively correlated. Morisol, Michaela & Dennis (2018) according to their study the results was found that there is a positive low difference between the levels of the various parenting styles and students' academic performance. Gupta &Mehtani (2017)in the study parenting style and gender effect on academic achievement. However result found no significant effect of type of school. Diaconu-Gherasim&Mairean (2016)the academic achievement and goal orientations of adolescents' were significantly associated with parenting styles is found in this study. Tanvir, Bhukhari, Khizer&Fayyaz (2016)in their study the finding has affect the authoritative parenting style on students' academic achievement as compare to authoritarian and permissive parenting styles. On the other hand, there exist a highly positive correlation between parenting styles and academic achievement on students. Borak ,Kawser, Haque1 &Sharmin (2016)in this study the authors discovered that authoritative parenting style has facilitated in increase of Academic achievement of children's.Majumder (2015) the author investigated that parenting style counted for

children academic performance. Authoritative parenting style was established to be the greatest from all types of parenting style. Mainly, relative to uninvolved parent's children's. Masud, Ahmad & Fakhr (2014) the parenting styles that effective children's academic achievement most significantly is authoritative parenting found in this investigation. Radhika & Joseph (2013) the findings of this study was found that the children with authoritative parenting styles have a better academic outcome than children of negligent. Also academic achievement was positively impact on the academic performance of authoritative parenting style. Huey, Sayler & Rinn (2013) in their investigation there exist among the students who shown an improvement in grade point average during the programme, an authoritative parenting style was associated with gains in grade point average.

Kunjachan & Abraham (2020), "A Study of the Impact of Parenting Style on Academic Achievement of Students", investigated that the method of good parenting style and understanding interaction of parents to their children are more esteemed. This studied found that the children of parents who are follow authoritative parenting style have better academic performance than to other parenting style.

C. Malsawmchhungi (2016), "Parenting Style in Ramthar Community". The researcher found out that the parenting style of the parents at Ramthar community was quite good as the parents support their children in their academic life as much as they can and did not rule the family only according to their wishes, instead they give authority and also take the opinion of the children and even explain and have a communication with the children to have a good relationship. As they used to have a good relationship between the parents and the children, they related the problems with each other are which led them to control risk behavior, sexual harassment which lead to pre-marital status. Especially in Mizo society, the relationship between the parents and the children are not too close and they even did not feel free to share the love line with them, so without sharing out or relate to the family or others, they used to face by themselves and which lead them to indulge in substance abuse, pre-marital status and other risk behavior. "Authoritarian" and "Permissive" parenting style are not so common in Ramthar community as some of the parents are into practice and most of the parents with authoritarian and permissive could not have a good relationship as most of them did not feel free to relate the problems with the parents and did not have a good time of communication. As some of the parents are with "Permissive" parenting style, they allow and give every of the wants of the children and its lead them to indulge in substance abuse

CHAPTER-3
METHODOLOGY

CHAPTER-3

METHODOLOGY

3.1 RESEARCH DESIGN

The study is descriptive research design using quantitative method. The universe of the study is youth in Cheural community.

3.2 SAMPLING

The respondents are mostly selected from Cheural community as it is where the researcher went for fieldwork. Disproportionate stratified random sampling method is used to select sample. The data has been analyzed with an equal split of 20 males and 20 females. The total number of sample collected is 45 respondents.

3.3 TOOLS OF DATA COLLECTION

Primary data was collected using quantitative method. Quantitative data was collected through survey using a pre tested questionnaire.

3.3.1 PARTICIPATORY RURAL APPRAISAL (PRA)

This were the PRA conducted: Social mapping, Timeline, Services and opportunity map, Mobility map and Pairwise ranking

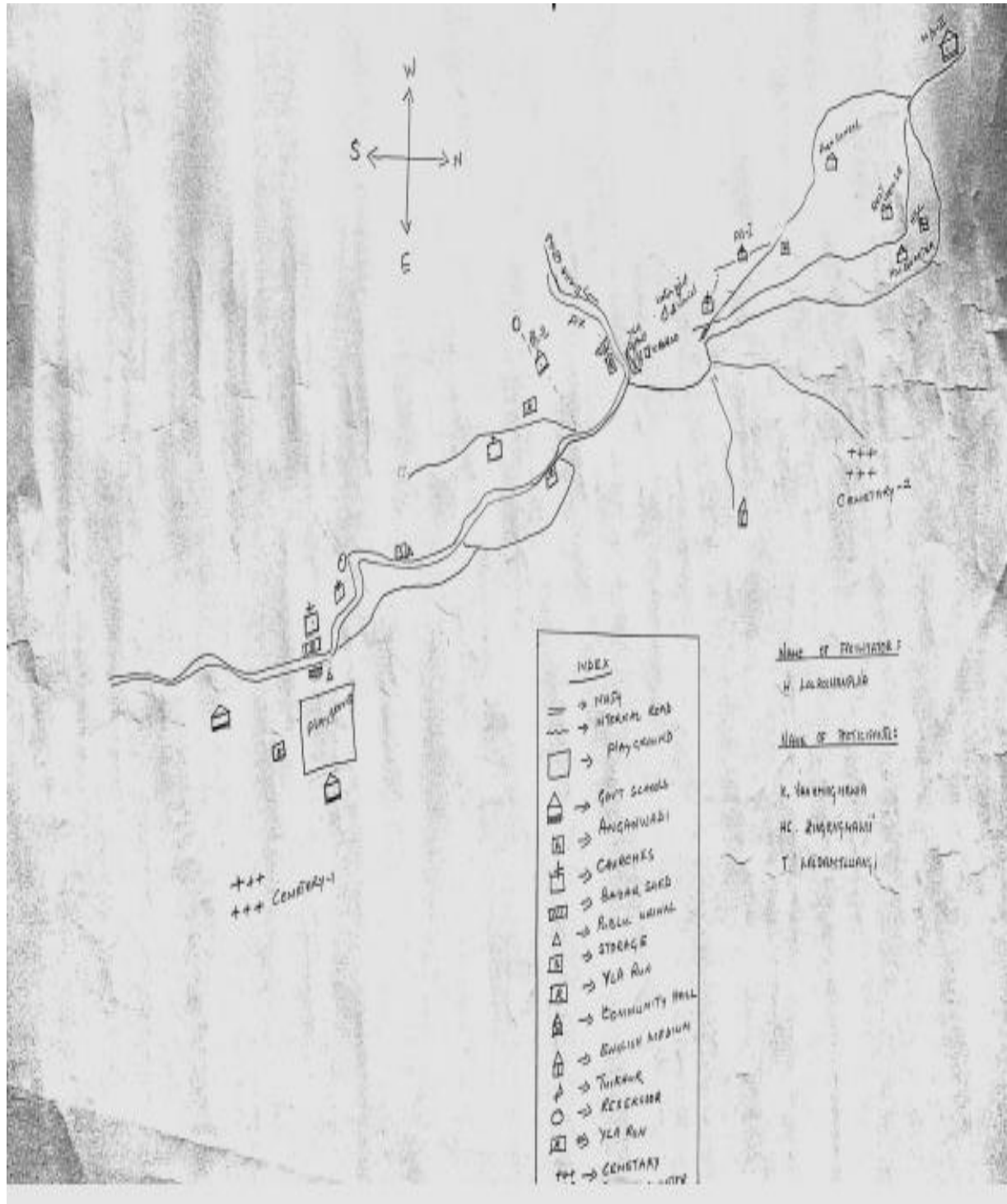
3.3.2 DATA ANALYSIS AND INTERPRETATION

The Quantitative data collected from the respondents is processed using MS Excel and SPSS.

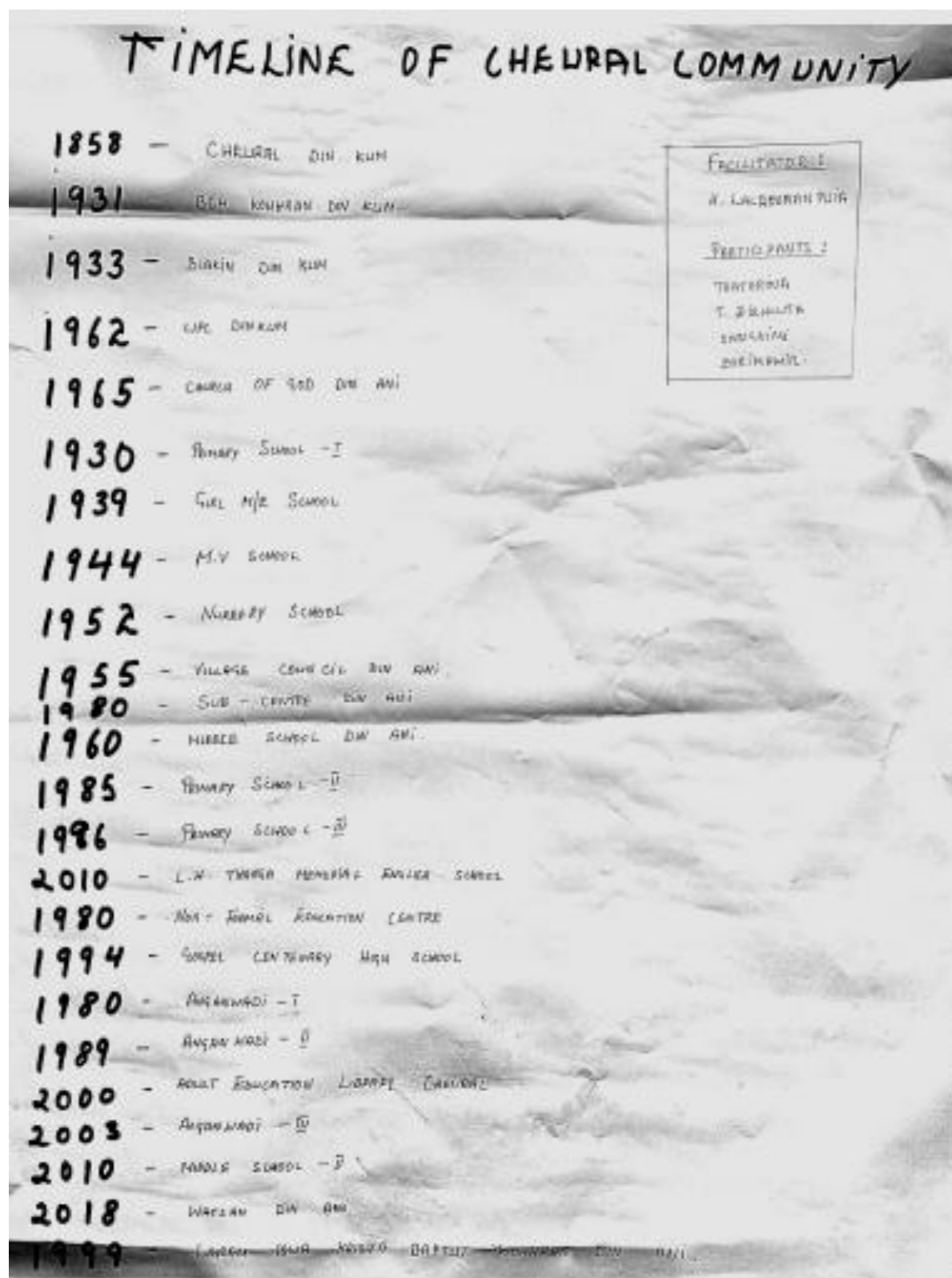
3.3.3 FIELD SETTINGS:

Name of the community	: Cheural
No. of population	: 1,060
No. of section	: 3
No. of household	: 204
No. of youth/student	: 328

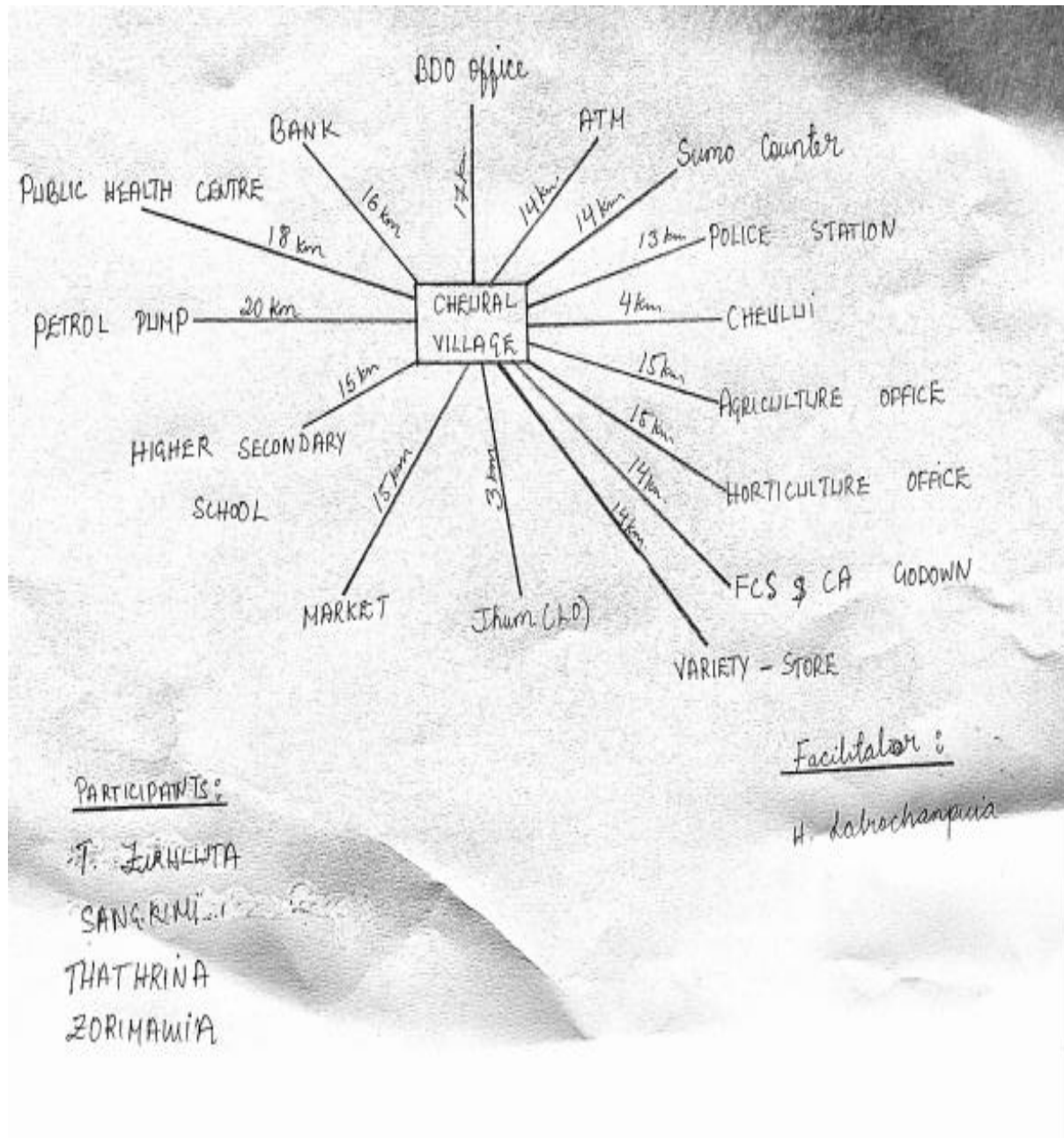
3.3.1(i) Social mapping



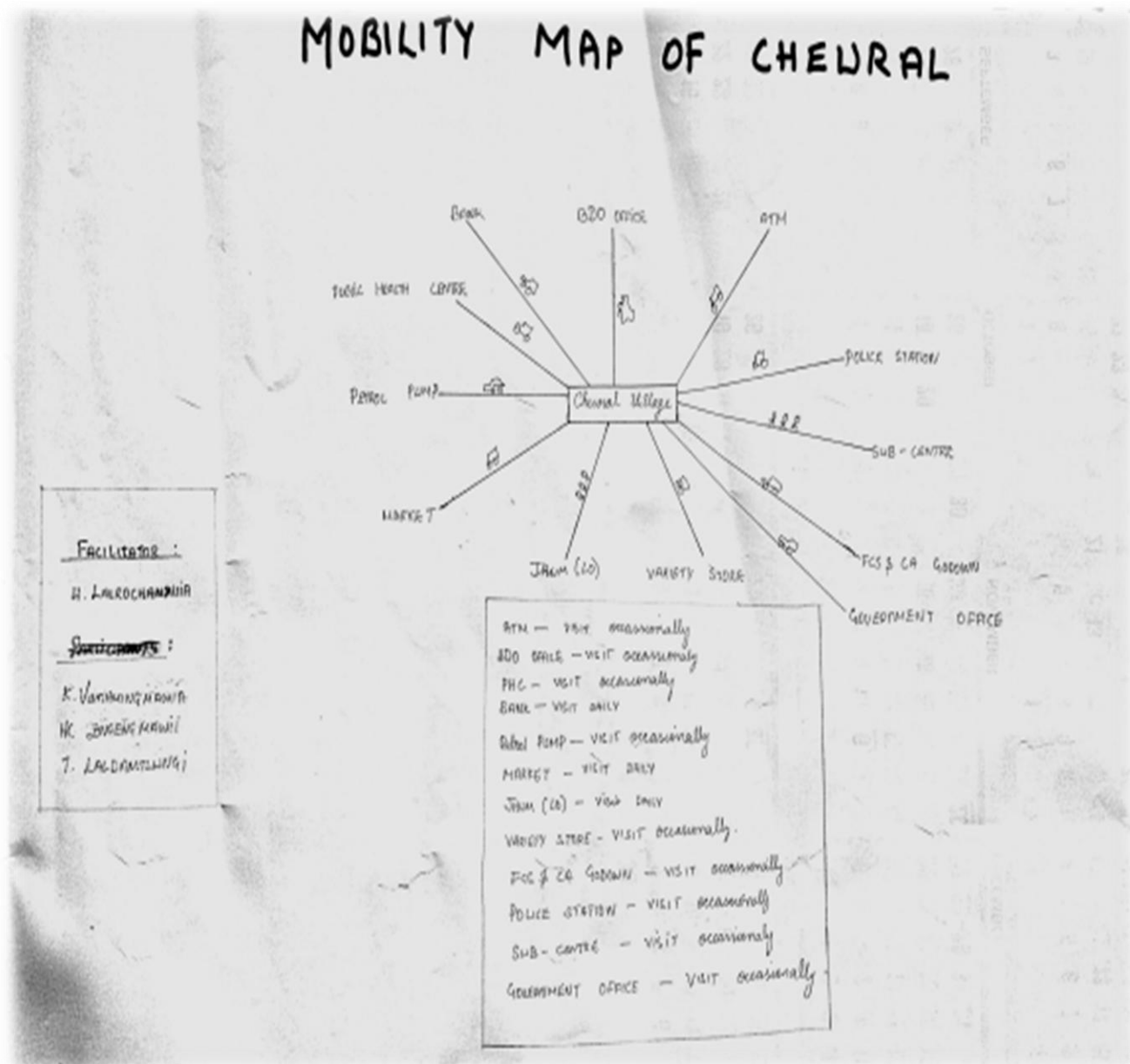
3.3.1(ii) Timeline



3.3.1(iii) Services and opportunity map



3.3.1(iv) Mobility map



3.3.1(v) Pairwise ranking

PAIRWISE RANKING

FACILITATOR :

H. LALBHANDARIA

PARTICIPANTS :

J. ZERHANTA
THATHRINA
SANKHAN
ZERHANTA.

	English MEDIUM	PUBLIC UNRAIL	MARKET SHED	BANK	PUBLIC HEALTH CENTRE
English MEDIUM	X	English MEDIUM	English MEDIUM	BANK	PUBLIC HEALTH CENTRE
PUBLIC UNRAIL		X	MARKET SHED	BANK	PUBLIC HEALTH CENTRE
MARKET SHED			X	BANK	PUBLIC HEALTH CENTRE
BANK				X	BANK
PUBLIC HEALTH CENTRE					X

English MEDIUM - 2

PUBLIC HEALTH CENTRE - 3

BANK - 4

MARKET SHED - 1

* FROM THE ABOVE PAIRWISE RANKING, BANK ARE THE MOST
NEEDED IN CHELWAL COMMUNITY.

CHAPTER-4
RESULTS AND DISCUSSION

CHAPTER-4

RESULTS AND DISCUSSION

Table 4.1.1 DEMOGRAPHIC PROFILE OF THE RESPONDENT

SL.NO	PARTICULAR		NO. OF THE RESPONDETS	PERCENT
I	Head of the family	Male	38	95
		Female	2	5
II	Age	12-16	22	55
		17-21	12	30
		22-26	4	10
		27-31	2	5
III	Gender	Male	20	50
		Female	20	50
IV	Education qualification	Below HSLC	18	45
		HSLC	7	17.5
		HSSLC	10	25
		Graduate	5	12.5
		Post Graduate	0	0
V	Tribe	Mizo	40	100
		Non-Mizo	0	0
VI	Religion	Christian	40	100
		Muslim	0	0
		Hindu	0	0
VII	Denomination	BCM	13	32.5
		Presbyterian	0	0
		Seventh Day	2	5
		UPC(NEI)	2	5
		UPC(M)	2	5
		Church of God	0	0
		LIKBK	21	52.5

4.1.1 Head of the family

The head of the family were classified into two category .i.e., male and female, where the head of the family were Male 95% which was higher and the rest were Female 5%, as Mizo society is a patriarchal family.

4.1.2 Age

Age is an important variable in any study and therefore age group should be carefully selected to provide reliable data. For the present study, adolescents between the ages of 12 to 30 years were selected as they are most likely to give reliable information regarding their family functioning. The age group of the respondents of the children was classified into three categories: (i) 12 to 16 years, (ii) 17 to 21 years, (iii) 22 to 26 years, and (iv) 27 to 31 years. It is evident from the table that more than a third (55%) of the total respondents belongs to the age group of 12 to 16 years and, less than (30 %) belongs to the age group of 17 to 21 years, which is followed by the age group of 22 to 26 (10%) and the age group of 27 to 31 (5%) were the least age group of the respondents.

4.1.3 Gender

Gender is an important factor in determining any information as males and females most usually have different opinions on most subjects. Half of the respondents (50%) in this study are female and the remaining (50%) are male, indicating equal representation.

4.1.4 Education qualification

This is also another important variable as it shows the intellectual progress of an individual from childhood with reference to education. Half (45%) of the respondents are below HSLC, and (17.5%) are in class X and another (25%) are in class XII, and (12.5%) of the respondents were graduate and there are no post –graduate among the respondents which shows that majority of the parents are giving importance up to High- School education.

4.1.5 Tribe

The main tribe in Cheural is the Mizo (100%). The Mizo people are the indigenous inhabitants of the state of Mizoram and make up the majority of the population.

4.1.6 Religion

The majority of the population in Cheural community practices Christianity (100%). As Christianity is the predominant religion in Mizoram.

4.1.7 Denomination

A majority (52.5%) of the respondents were belongs LIKBK and (32.5%) were belongs to Baptist Church of Mizoram and both (5%) belongs to UPC (NEI) and UPC (M) and (5%) belongs to Seventh Day. This is reflective of the representation of denominations in Cheural, since most of the people in Cheural belong to the denomination of LIKBK

Table 4.2.1 FAMILIAL PROFILE OF THE RESPONDENT

SL.NO	PARTICULAR		NO. OF THE RESPONDENTS	PERCENT
I	Socio-Economic Status	APL	20	50
		BPL	19	47.5
		AAY	1	2.5
II	Family occupation	Government job	18	45
		Business	2	5
		Labor	7	17.5
		Jhuming cultivation	6	15
		vendor shop	2	5
		Other	5	12.5
III	No. of family	3-6	18	45
		7-10	20	50
		11-14	2	5

4.2.1 Socio-Economic Status

Socio-economic status is another important variable to identify the status of a family in a society. In the present study, the families are classified as: (i) Above Poverty Line (APL), (1) Below Poverty Line (BPL) and Antyodaya Anna Yojana (AAY). Most of the families belong to Above Poverty Line (APL) and consist of 20 (50%) respondents followed by Below Poverty Line (BPL) consist of 19 (47.5%) respondents and the smallest socio-economic status is the Antyodaya Anna Yojana (AAY) consisting 1 (2.5%). Information on occupation of the respondent's family was collected as it helps in determining the socio-economic status of the family.

4.2.2 Family occupation

Family occupation is the types of jobs that family members are engaged in to earn a living. Family occupation can have an impact on parenting styles and, consequently, on child education. Different occupations can influence factors such as income, work hours, and parental stress levels, which in turn can shape parenting practices. For the present study, a majority (45%) of the respondents were engaged in government jobs, (5%) engaged in business, and (17.5%) of the respondent were labour, (15%) of the respondent depends on jhuming cultivation, and (5) were involved in running vendor shops, and the remaining (12.5%) are engaging themselves in other occupation.

4.2.3 No. of family

The numbers of people in the family vary widely. Families come different sizes and compositions. For the present study, the numbers of the family were classified into three category .i.e. (i) 3-6, (ii) 7-10, and (iii). A majority of the (50%) were belong to the number of family 7 to 10, and which is followed by the number of family 3 to 6(45%), and 11 to 14 (5%) were the least the number of family.

Table4.3.1 PERCEPTION OF THE CHILDRENS:

SL.NO	Particular	Strongly agree	Agree	Disagree	Strongly disagree
1	Free opinion of choosing institution	18	14	7	1
2	Helped in terms of homework	11	18	10	1
3	Parents rewarded for doing well	8	16	16	0
4	Punished for not doing well in studies	4	4	21	11
5	Threatened with punishment if I didn't do well in my studies	5	7	15	13
6	Parents always take notice of children	19	18	2	1
7	Parents urged to focus on education	26	14	0	0
8	Do not take my education seriously because they didn't expect me much	1	2	22	15
9	Compared with other children	14	21	4	1
10	Parents encourages to have the same skills and abilities as other children	23	16	1	0
11	Value opinion of the children	15	17	7	1
12	Never feel hesitate to tell problem without hiding it	9	12	16	3
13	Good cooperation Compared with other children between parents	17	19	3	1
14	Parents know about peers	21	16	3	0
15	Never give chores while studying	11	22	6	1
16	Never push above limits in terms of education	6	21	11	2
17	Provide all desires	2	10	26	2
18	Obeyed parents without hesitation	4	10	23	3
19	Encourage to be self supporting	23	16	1	0
20	Encouragement from parents	24	16	0	0
21	Good rapport with father	12	13	11	4
22	Never encourage to study	0	1	16	23
23	Never envious of others	13	20	4	3

4.3.1 Free opinion of choosing institution

This indicates that a majority of the respondents either strongly agree (45%) or agree (35%) with the statement about having a free choice in selecting an institution. A smaller number of respondents disagreed (17.5%), and only one strongly disagreed (2.5%) with the statement. The data suggests that the majority of respondents are in favor of having the freedom to choose an institution.

4.3.2 Helped in terms of homework

A significant number of respondents either "strongly agree" (27.5%) or "agree" (45%) that they receive help with their homework. This suggests that a majority of the respondents feel positively about receiving assistance with their homework. A smaller but still notable group of respondents "disagree" (25%) and only one respondent "strongly disagrees," (2.5%) which suggests that the vast majority of respondents do not strongly disagree with receiving help with their homework

4.3.3 Parents rewarded for doing well

This indicates that (20.0%) of the respondents strongly agree with the statement, they believe that parents are rewarded when they perform well. The majority of the respondents (40%) agree with the statement, that parents are rewarded for doing well. A significant majority of (40%) of the respondents disagree with the statement, indicating that they do not believe that parents are rewarded for their performance. This data suggests that the majority of respondents either disagree or strongly disagree with the idea that parents are rewarded for doing well. Only minorities of respondents agree or strongly agree with this statement.

4.3.4 Punished for nor doing well in studies

This indicates that small minorities of respondents (10%) strongly agree with the statement, that they are or were punished for not performing well in their studies. Another small percentage of respondents (10%) agree with the statement, that they have been punished for poor academic performance. A majority of respondents (52.5%) disagree with the statement, indicating that they do not believe they have been punished for not doing well in their studies. A significant minority of respondents (27.5%) strongly disagree with the statement, that they have not been punished for poor academic performance. The data suggests that the majority of respondents do not believe they have been punished for not doing well in their studies, with a significant proportion of respondents disagreeing or strongly disagreeing with the statement. However, there is still a minority of respondents who agree or strongly agree that they have experienced such punishments.

4.3.5 Threatened with punishment if I didn't do well in my studies

This indicates that a minority of respondents (12.5%) strongly agree with the statement, suggesting that they have felt threatened with punishment if they didn't perform well in their studies. Another portion of respondents (17.5%) agree with the statement, indicating that they have experienced being threatened with punishment in relation to their academic performance. The majority of respondents (37.5%) disagree with the statement, suggesting that they have not felt threatened with punishment in the context of their studies. A significant minority of respondents (32.5%) strongly disagree with the statement, meaning they strongly believe they have not been threatened with punishment for not doing well in their studies. The data indicates that while a portion of the respondents has experienced or perceived threats of punishment related to their academic performance, the majority disagrees or strongly disagrees with the statement, suggesting they have not felt threatened in this way.

4.3.6 Parents always take notice of children

This indicates that a significant majority of respondents (47.5%) strongly agree with the statement, suggesting that they believe their parents consistently pay attention to them. Another significant portion of respondents (45%) agrees with the statement, indicating that they also believe their parents generally take notice of them. A small minority of respondents (5%) disagree with the statement, implying that they do not feel that their parents always take notice of them. A very small minority of respondents (2.5%) strongly disagree with the statement, suggesting they strongly believe that their parents do not take notice of them. The data indicates that the majority of respondents feel that their parents consistently take notice of them, with a significant proportion strongly agreeing or agreeing with the statement. Only a small minority disagrees or strongly disagrees with this notion.

4.3.7 Parents urged to focus on education

This indicates that a significant majority of respondents (65%) strongly agree with the statement, suggesting that they believe their parents are strongly encouraged to prioritize and emphasize the importance of education. A smaller portion of respondents (35%) agrees with the statement, indicating that they also believe their parents urge a focus on education, although not as strongly as the first group. The data suggests that the majority of respondents feel that their parents place a strong emphasis on education, with a significant proportion strongly agreeing with this statement. A smaller but still notable group of respondents agrees with the statement.

4.3.8 Do not take my education seriously because they didn't expect me much

This indicates that a very small minority of respondents (2.5%) strongly agree with the statement, suggesting that they believe their parents do not take their education seriously because their parents didn't have high expectations for them. Another small minority of respondents (5%) agrees with the statement, indicating they share the belief that their parents didn't have high expectations for their education. A significant majority of respondents (55.5%) disagrees with the statement, implying that they believe their parents do take their education seriously, regardless of their parents' initial expectations. A minority of respondents (37.5%) strongly disagrees with the statement, indicating they strongly believe that their parents do take their education seriously, even if their parents didn't have high expectations for them. The data suggests that the majority of respondents feel that their parents take their education seriously, even if their parents didn't have high expectations for them. There is a significant minority of respondents who strongly disagree with the notion that their parents don't take their education seriously.

4.3.9 Compared with other children

This indicates that a significant portion of respondents (35%) strongly agrees with the statement, suggesting that they see themselves as being different or having unique characteristics compared to other children. A majority of respondents (52.5%) agrees with the statement, implying that they also perceive themselves as somewhat different from or having unique qualities compared to other children. A small minority of respondents (10%) disagrees with the statement, indicating that they don't see themselves as different from other children. A very small minority of respondents (2.5%) strongly disagrees with the statement, suggesting that they strongly believe they are not different from other children. The data suggests that the majority of respondents perceive themselves as somewhat different from or having unique qualities compared to other children, with a significant portion agreeing with this notion. Only a small minority disagrees or strongly disagrees with the statement.

4.3.10 Parents encourages to have the same skills and abilities as other children

This indicates that a significant majority of respondents (57.5%) strongly agree with the statement, suggesting that they believe their parents encourage them to develop the same skills and abilities as other children. A notable portion of respondents (40%) agrees with the statement, implying that they also feel their parents encourage them to have similar skills and abilities to other children, though not as strongly as the first group. A very small minority of respondents (2.5%) disagrees with the statement, indicating that they do not feel encouraged by their parents to have the same skills and abilities as other children. The data suggests that the majority of respondents feel that their parents encourage them to have the same skills and abilities as other children, with a significant proportion strongly agreeing with this statement. Only a small minority disagrees with the notion.

4.3.11 Value opinion of the children

This indicates that a significant portion of respondents (37.5%) strongly agrees with the statement, suggesting that they believe their parents highly value their opinions. A majority of respondents (42.5%) agrees with the statement, implying that they also feel their parent's value their opinions, though not as strongly as the first group. A notable minority of respondents (17.5%) disagrees with the statement, indicating that they do not feel their parents value their opinions to a significant extent. A very small minority of respondents (2.5%) strongly disagrees with the statement, suggesting that they strongly believe their parents do not value their opinions. The data suggests that the majority of respondents feel that their parents value their opinions to some extent, with a significant proportion agreeing with this statement. There is a minority who disagrees, and a very small minority who strongly disagrees with the notion.

4.3.12 Never feel hesitate to tell problem without hiding it

This indicates that a significant minority of respondents (22.5%) strongly agrees with the statement, suggesting that they feel very comfortable discussing their problems without hiding them. A notable portion of respondents (30%) agrees with the statement, implying that they feel comfortable discussing their problems but not as strongly as the first group. A majority of respondents (40%) disagrees with the statement, indicating that they do not feel comfortable discussing their problems without hiding them. A small minority of respondents (7.5%) strongly disagrees with the statement, suggesting that they strongly believe they cannot discuss their problems without hiding them. The data suggests that the majority of respondents do not feel entirely comfortable discussing their problems without hiding them, with a significant portion disagreeing with this statement. There is a minority who agrees with it, and a smaller minority who strongly agrees with it.

4.3.13 Good cooperation Compared with other children between parents

This indicates that a significant portion of respondents (42.5%) strongly agrees with the statement, suggesting that they believe there is strong cooperation between their parents. An equal portion of respondents (47.5%) agrees with the statement, implying that they also believe there is good cooperation between their parents, although not as strongly as the first group. A small minority of respondents (7.5%) disagrees with the statement, indicating that they do not believe there is good cooperation between their parents. A very small minority of respondents (2.5%) strongly disagrees with the statement, suggesting that they strongly believe there is no cooperation between their parents. The data suggests that a significant majority of respondents believe there is good cooperation between their parents, with a considerable portion either strongly agreeing or agreeing with this statement. Only a small minority disagrees with this notion, and a very small minority strongly disagrees with it.

4.3.14 Parents know about peers

This indicates that a significant majority of respondents (52.5%) strongly agrees with the statement, suggesting that they believe their parents have a good understanding of their peers and social circles. Another substantial portion of respondents (40%) agrees with the statement, indicating that they also believe their parents are well-informed about their peers, though not as strongly as the first group. A very small minority of respondents (7.5%) disagrees with the statement, implying that they do not think their parents are knowledgeable about their peers. The data suggests that the majority of respondents believe their parents are aware of their peers and social circles, with a significant proportion either strongly agreeing or agreeing with this statement. Only a small minority disagrees with the notion.

4.3.15 Never gives chores while studying

This indicates that a notable minority of respondents (27.5%) strongly agrees with the statement, suggesting that they strongly believe that they are not given chores while studying. A significant majority of respondents (55.5%) agrees with the statement, indicating that they believe they are not typically assigned chores while studying. A notable minority of respondents (27.5%) disagrees with the statement, implying that they believe they are sometimes given chores while studying. A very small minority of respondents (2.5%) strongly disagrees with the statement, suggesting that they strongly believe they are given chores while studying. The data suggests that a majority of respondents feel that they are not given chores while studying, with a significant proportion agreeing with this statement. There is a minority who disagrees with the statement, and a very small minority strongly disagrees with it.

4.3.16 Never push above limits in terms of education

This indicates that a minority of respondents (15%) strongly agrees with the statement, suggesting that they strongly believe that they are not pushed beyond their limits in terms of education. A significant majority of respondents (52.5%) agrees with the statement, indicating that they believe they are not pushed beyond their limits in terms of education. A notable minority of respondents (27.5%) disagrees with the statement, implying that they believe they are pushed beyond their limits in education to some extent. A small minority of respondents (5%) strongly disagrees with the statement, suggesting that they strongly believe they are pushed beyond their limits in terms of education. The data suggests that the majority of respondents feel that they are not pushed beyond their limits in terms of education, with a significant proportion agreeing with this statement. There is a minority who disagrees with the statement, and a small minority strongly disagrees with it.

4.3.17 Provide all desires

This indicates that a small minority of respondents (6.7%) strongly agrees with the statement, suggesting that they strongly believe that their parents provide all of their desires. A notable portion of respondents (28.9%) agrees with the statement, indicating that they believe their parents provide some of their desires, although not as strongly as the first group. A significant majority of respondents (60.0%) disagrees with the statement, implying that they do not believe their parents provide all of their desires. A very small minority of respondents (4.4%) strongly disagrees with the statement, suggesting that they strongly believe their parents do not provide all of their desires. The data suggests that the majority of respondents do not believe their parents provide all of their desires, with a significant proportion disagreeing with this statement. Only a minority agrees with the notion, and a very small minority strongly agrees with it.

4.3.18 Obeyed parents without hesitation

This indicates that a minority of respondents (5%) strongly agrees with the statement, suggesting that they strongly believe they obey their parents without hesitation. A significant but still a minority of respondents (25%) agrees with the statement, indicating that they believe they obey their parents without hesitation, though not as strongly as the first group. A majority of respondents (57.5%) disagrees with the statement, implying that they do not believe they obey their parents without hesitation. A small minority of respondents (7.5%) strongly disagrees with the statement, suggesting that they strongly believe they do not obey their parents without hesitation. The data suggests that the majority of respondents do not feel that they obey their parents without hesitation, with a significant proportion disagreeing with this statement. Only a minority agrees with the notion, and a smaller minority strongly agrees with it.

4.3.19 Encourage to be self supporting

This indicates that a significant majority of respondents (57.5%) strongly agrees with the statement, suggesting that they feel strongly encouraged to be self-supporting. Another substantial portion of respondents (40%) agrees with the statement, indicating that they also feel encouraged to be self-supporting, although not as strongly as the first group. A very small minority of respondents (2.5%) disagrees with the statement, implying that they do not feel encouraged to be self-supporting. The data suggests that the majority of respondents feel that they are encouraged to be self-supporting, with a significant proportion either strongly agreeing or agreeing with this statement. Only a very small minority disagrees with the notion.

4.3.20 Encouragement from parents

This indicates that a significant majority of respondents (60%) strongly agrees with the statement, suggesting that they strongly believe they receive encouragement from their parents. Another substantial portion of respondents (40%) agrees with the statement, indicating that they feel they receive encouragement from their parents, though not as strongly as the first group. The data suggests that the majority of respondents feel that they receive encouragement from their parents, with a significant proportion either strongly agreeing or agreeing with this statement. Only a very small minority disagrees with the notion.

4.3.21 Good rapport with father

This indicates that a notable minority of respondents (30%) strongly agrees with the statement, suggesting that they feel they have a strong and positive rapport with their father. Another substantial portion of respondents (32.5%) agrees with the statement, indicating that they feel they have a good rapport with their father, although not as strongly as the first group. An equal portion of respondents (27.5%) disagrees with the statement, implying that they do not feel they have a good rapport with their father. A small minority of respondents (10%) strongly disagrees with the statement, suggesting that they strongly believe they do not have a good rapport with their father. The data suggests that there is a mix of responses regarding the quality of rapport with one's father. Approximately half of the respondents either agree or strongly agree that they have a good rapport with their father, while a significant minority either disagrees or strongly disagrees with this statement.

4.3.22 Never encourage to study

This indicates that a very small minority of respondents (2.5%) agrees with the statement, suggesting that they feel they are not encouraged to study. A significant portion of respondents (40%) disagrees with the statement, indicating that they feel they are encouraged to study. A substantial majority of respondents (57.5%) strongly disagrees with the statement, suggesting that they strongly believe they are encouraged to study. The data suggests that the majority of respondents feel that they are encouraged to study, with a significant proportion strongly disagreeing with the notion that they are not encouraged to study. Only a very small minority agrees with the statement.

4.3.23 Never envious of others

This indicates that a notable minority of respondents (32.5%) strongly agrees with the statement, suggesting that they strongly believe they are not envious of others. A significant majority of respondents (50%) agrees with the statement, indicating that they feel they are not envious of others, though not as strongly as the first group. A small minority of respondents (10%) disagrees with the statement, implying that they feel some level of envy towards others. A small minority of respondents (7.5%) strongly disagrees with the statement, suggesting they strongly believe they are envious of others.

The data suggests that the majority of respondents feel that they are not envious of others, with a significant proportion agreeing with this statement. There is a minority who disagrees with the statement, and a smaller minority strongly disagrees with it.

4.4.1(a): Cross Tabulation (Educational level & Parenting style)

			parenting style			Total
			authoritative	authoritarian	neglectful	
Education qualification	below HSLC	Count	8	2	8	18
		% of Total	20.0%	5.0%	20.0%	45.0%
	HSLC	Count	2	3	2	7
		% of Total	5.0%	7.5%	5.0%	17.5%
	HSSLC	Count	5	3	2	10
		% of Total	12.5%	7.5%	5.0%	25.0%
	Graduate	Count	4	1	0	5
		% of Total	10.0%	2.5%	0.0%	12.5%
Total		Count	19	9	12	40
		% of Total	47.5%	22.5%	30.0%	100.0%

4.4.1(a) This data indicates that parents practices different types of parenting style. **Table4.4.1** shows that parents equally practices Authoritative (20%) and Neglectful (20%) among the students below HSLC, and minority of the respondents (5%) practice Authoritarian parenting style. High school students (HSLC) believe that majority of the respondents (7.5%) admit that their parents practice Authoritarian parenting style, Authoritative (5.0%) and Neglectful (5.0%) parenting style are equally practice by parents. Majority of the respondents (12.5%) believe that their parent practice Authoritative parenting style followed by (7.5%) Authoritarian parenting style, while minority of the parents practice (5.0%) Neglectful parenting style among higher students. Graduate students strongly believe that their parent practice Authoritative (10.0%) and followed by (2.5%) Authoritarian parenting style.

CHAPTER- 5
CONCLUSION

CHAPTER-5

CONCLUSION

Major Findings:

The head of the family were dominated by male as Mizo society is a patriarchal family. The age group of the respondents' are mostly between 12 to 16 years. Based on the data collected, there is a balanced gender distribution, with an equal number of males and females. The majority of individuals have education qualifications below HSLC. All the individual respondents in the dataset belong to the "Mizo" tribe. The majority of the population in Cheural community practices Christianity. As Christianity is the predominant religion in Mizoram. A majority of the respondents were belongs to the denomination of LIKBK.

Socio-economic status is another important variable to identify the status of a family in a society. In the present study, most of the families belong to Above Poverty Line (APL). Information on occupation of the respondent's family was collected as it helps in determining the socio-economic status of the family. Family occupation is the types of jobs that family members are engaged in to earn a living. Family occupation can have an impact on parenting styles and, consequently, on child education. Different occupations can influence factors such as income, work hours, and parental stress levels, which in turn can shape parenting practices. For the present study, a majority of the respondents were engaged in government jobs. The numbers of people in the family vary widely. Families come different sizes and compositions. For the present study, A majority of the respondents were belong to the number of family 7 to 10.

The majority of respondents are in favor of having the freedom to choose an institution. The data suggests that a majority of the respondents feel positively about receiving assistance with their homework. The majority of the respondents agree with the statement, that parents are rewarded for doing well. . The data suggests that the majority of respondents do not believe they have been punished for not doing well in their studies. This indicates that a minority of respondents strongly agree with the statement, suggesting that they have felt threatened with punishment if they didn't perform well in their studies. Majority of respondents strongly agree with the statement, suggesting that they believe their parents consistently pay attention to them. A significant majority of respondents strongly agree with the statement, suggesting that they believe their parents are strongly encouraged to prioritize and emphasize the importance of education. A significant majority of respondents disagrees with the statement, implying that they believe their parents do take their education seriously, regardless of their parents' initial expectations. A majority of respondents agrees with the statement, implying that they also perceive themselves as somewhat different from or having unique qualities compared to other children. This indicates that a significant majority of respondents strongly agree with the statement, suggesting that they believe their parents

encourage them to develop the same skills and abilities as other children. This indicates that a significant majority of respondents agrees with the statement, implying that they also feel their parent's value their opinions, though not as strongly as the first group. Most of the respondents disagrees with the statement, indicating that they do not feel comfortable discussing their problems without hiding them. The data suggests that a significant majority of respondents believe there is good cooperation between their parents, with a considerable portion either strongly agreeing or agreeing with this statement. Majority of respondents strongly agrees with the statement, suggesting that they believe their parents have a good understanding of their peers and social circles. A significant majority of respondents agrees with the statement, indicating that they believe they are not typically assigned chores while studying. Most of the respondents agree with the statement, indicating that they believe they are not pushed beyond their limits in terms of education. Majority of the respondents do not believe their parents provide all of their desires and do not feel that they obey their parents without hesitation. The majority of respondents feel that they are encouraged to be self-supporting and feel that they receive encouragement from their parents. There is a mix of responses regarding the quality of rapport with one's father. The majority of respondents feel that they are encouraged to study. The data suggests that the majority of respondents feel that they are not envious of others.

Conclusion:

Authoritative parenting style is the most prevalent parenting style in Cheural community, with nearly half (47.5%) of the individuals exhibiting or perceiving this style. Authoritative parents are typically characterized by being responsive to their children's needs while also setting clear boundaries and expectations. They tend to have a warm and supportive relationship with their children while also maintaining discipline. The Authoritarian parenting style is the second most common, with approximately 22.5% of the individuals falling into this category. Authoritarian parents are known for their strictness, high demand for obedience, and limited responsiveness to their children's emotional needs. They tend to emphasize discipline and control. Neglectful parenting is practiced by 30% of the population. Neglectful parents are characterized by a lack of involvement in their children's lives and a general lack of responsiveness to their needs. This parenting style can lead to emotional and behavioral issues in children due to the lack of support and guidance.

Studying the effects of parenting styles on a child's academic performance is a multidisciplinary field with important implications for child development, education, and society as a whole. It can help us better understand how a different parenting style influences a child's educational journey and contribute to the well-being and success of future generations. The effects of parenting styles on academic performance can be driven by a mix of personal, academic, and societal motivations. The effect of parenting style on the academic performance of youth is a multi-faceted issue. The key learning point is that parenting style can have a significant impact, but it's essential to consider it within a broader context of a child's life and development. Effective parenting often involves finding the right balance of

support, expectations, and individualization to best meet the needs of each child. It depends on the specific parenting style, the child's individual characteristics, and various other factors. Effective parenting involves finding a balance between support and independence, setting appropriate expectations, and fostering a healthy environment for a child to thrive academically and emotionally.

The data interpret that parents are generally involved in their children's lives. For instance, a high percentage of respondents indicated that their parents always take notice of them and that parents urged them to focus on education. Many respondents reported that they receive encouragement and support from their parents. This is reflected in the responses related to being encouraged to have the same skills and abilities as other children, being encouraged to be self-supporting, and having good rapport with their fathers. There are mixed responses regarding parental expectations and limitations. Some respondents mentioned that they are never pushed above their limits in terms of education, while others indicated they are punished or threatened if they don't perform well in their studies. Education seems to be a significant priority for parents, as indicated by the high number of respondents who reported that parents reward them for doing well in their studies. A significant number of respondents reported that they never feel hesitant to tell problems to their parents without hiding them. This suggests open communication and emotional support in their families. Some respondents mentioned that they never receive chores while studying, and others indicated that parents provide all their desires. This may suggest varying levels of material and academic support. Some respondents mentioned that they are never encouraged to study, while others reported that they are encouraged to focus on education. This suggests differences in parenting styles or individual experiences within the group surveyed. Peer Awareness the responses related to parents knowing about peers.

The data reflects a wide range of attitudes and experiences related to parenting and education. It's important to note that the interpretation of these findings would depend on the specific research question and context in which the survey or questionnaire was conducted.

The interpretation of the data suggests that, based on the limited information provided, there are indications of elements of authoritative parenting being practiced in the surveyed population. Authoritative parenting is characterized by parents setting clear rules and expectations while also being emotionally supportive. It appears that elements of authoritative parenting is the most practiced in Cheural community, as indicated by encouragement of skills, valuing children's opinions, cooperation, and positive rapport with the father, followed by authoritarian parenting, which is characterized by strict discipline, high expectations, and a focus on control. Authoritarian parents often use punishment and threats to enforce academic achievement, and they may not encourage their children to explore or exceed the limits set by the parents. Parenting styles are not rigid categories, and there can be variations in how these elements are practiced. Permissive parenting, characterized by a more relaxed and indulgent approach to parenting. Permissive parents tend to be less strict, may use rewards and incentives, fulfill their children's desires, and may not strongly encourage academic effort or self-sufficiency. Parenting style is not always one-dimensional and can vary in practice. (See Table4.3.1).

Authoritative parenting, which is characterized by a balance of rules and support, open communication, encouragement, and limited use of punishment, may positively impact academic performance. This parenting style fosters a supportive environment for children to excel academically while also promoting their overall well-being and independence. It is characterized by a balance of support and boundaries. It encourages independence, fosters a sense of responsibility, and values education. Based on the data provided, it seems that there are positive elements associated with authoritative parenting (e.g., parents taking notice of children, urging to focus on education, valuing children's opinions, good cooperation, encouragement, and a good rapport with parents). The data interpret that, it is reasonable to conclude that there is evidence suggesting the presence of authoritarian parenting practices, such as punishment, lack of encouragement, and lower expectations for academic performance. The relationship between parenting style and academic performance can be complex and multifaceted. Other factors, such as the child's personality, motivation, and external influences, can also play a role in academic outcomes.

Authoritative parents appear to place a higher emphasis on education and individuality, encourage self-sufficiency, and provide more open communication, while Authoritarian parents tend to provide more rewards for good performance, use more threats, and make more comparisons with other children.

The effectiveness of parenting styles can vary depending on the child's personality and needs, and a balanced approach may be the most beneficial for academic and overall child development. Both authoritative and authoritarian parenting styles, with some parents being highly involved and encouraging of their children's education, while others may be more strict and punitive.

Suggestions for social work intervention:

- **Parenting education and support program:** A parenting education and support program for social work intervention should aim to provide parents with knowledge, skills, and support to improve their parenting style and create a more nurturing and effective parenting environment by offering a comprehensive parenting education and support program, social workers can empower parents to develop healthier and more effective parenting styles, ultimately contributing to the well-being of children and families.
- **Advocacy and collaboration with schools:** Effective advocacy and collaboration with schools can lead to improved academic achievement, better mental health outcomes, and stronger support networks for students and their families. Social workers play a critical role in ensuring that the needs of vulnerable populations are met within the education system. Collaboration with schools is a critical aspect of social work interventions aimed at improving parenting styles and supporting the overall well-being of children. When social workers work closely with schools, they can better understand the educational environment and the specific needs of children.

CHAPTER - 6
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APPENDICES: QUESTIONNAIRE
(MIZO)

APPENDICES

EFFECTS OF PARENTING STYLE ON ACADEMIC PERFORMANCE AMONG YOUTH IN CHEURAL COMMUNITY

Name: H.Lalrochanpuia

Malsawmdawngkimi

V Semester

Research Supervisor

Department of social work

Department of social work

HATIM

HATIM

(Dear respondent, Kindly offer your valuable time for this questionnaire; this is purely academic and confidential for research purpose only. Thanking you with anticipation.)

I. PROFILE OF THE RESPONDENT:

Chhungkaw lu ber : Mipa ☐ Hmeichhia ☐

Kum : _____

Gender : Hmeichhia ☐ Mipa ☐

Educational qualification : HLSC hnaulam ☐ HSLC ☐ HSSLC ☐
Graduate ☐ Post Graduate ☐

Tribe : Mizo ☐ Non-Mizo ☐

Hnam hming : _____

Religion : Christian ☐ Muslim ☐ Hindu ☐

Kohhran : BCM ☐ Presbyterian ☐ Seventh day ☐
UPC (NEI) ☐ UPC (M) ☐ Church of God ☐
LIKBK ☐

Chhungkaw member zat : _____

Socio-Economic status : APL ☐ BPL ☐ AAY ☐

Chhungkaw eizawna : Sawrkar hna ☐ Sumdawng ☐ Inhlawhfa ☐
Lo neih ☐ Eichawp dawr ☐ Adang ☐

II. PERCEPTION OF CHILDREN ON PARENTING STYLE					
Sl.No	Ka nu leh pa ten	Pawm lutuk	Pawm	Pawmlo	Pawm lo lutk
1.	Ka school duh naah min luh tir thin.				
2.	Homework min tihpui thin.				
3.	Ka tih thatin ka nu leh pa ten lawmman min pe thin.				
4.	Ka zirlai ka thiam lovin min hrem thin				
5.	Ka zirlai ka tih that loh chuan hremah min vau thin				
6.	ka thusawi an ngaithla thin				
7.	Ka zirna chiah dah pawimawh turin min ti				
8.	Min beisei san vak loh avangin ka zirna an ngai pawimawh vak lo				
9.	Mi fate nen min tehkhin fo thin				
10.	Mi fate angin thiamna leh theihna I nei ve tiin min fuih thin				
11.	Ka ngaihndan min ngaih pawimawh sak				
12.	Harsatna ka neihin zep lovin ka hrilh ngam				
13.	Ka nu leh ka pa an tangrual thin				
14.	Ka thian kawm te min hriatpui				
15.	Lehkha ka zir lai chuan tih tur min pe ngailo				

16.	Zirna lamah ka theih phak bak an beisei ngai lo				
17.	Ka duh apiang min tihsak thin				
18.	Min khuahkhirh avangin an thupek sawi buai lovin ka zawm vek				
19.	Mahni intodelh turin min zirtir thin.				
20.	Nu leh pate hnen atang zirtirna tha ka dawng thin.				
21.	Ka pa nen kan inkawm ngeih hle				
22.	Lehkhazir turin min ti ngailo.				
23.	Rualawt lo tawkin min siam.				

APPENDICES: QUESTIONNAIRE
(ENGLISH)

APPENDICES

EFFECTS OF PARENTING STYLE ON ACADEMIC PERFORMANCE AMONG YOUTH IN CHEURAL COMMUNITY

Name: H.Lalrochanpuia

Malsawmdawngkimi

V Semester

Research Supervisor

Department of social work

Department of social work

HATIM

HATIM

(Dear respondent, Kindly offer your valuable time for this questionnaire; this is purely academic and confidential for research purpose only. Thanking you with anticipation.)

I. PROFILE OF THE RESPONDENT:

Head of the family : Male ☐ Female ☐

Age : _____

Gender : Female ☐ Male ☐

Educational qualification : Under HLSC ☐ HSLC ☐ HSSLC ☐
Graduate ☐ Post Graduate ☐

Tribe : Mizo ☐ Non-Mizo ☐

Clan name : _____

Religion : Christian ☐ Muslim ☐ Hindu ☐

Kohhran : BCM ☐ Presbyterian ☐ Seventh day ☐
UPC (NEI) ☐ UPC (M) ☐ Church of God ☐
LIKBK ☐

No. of family : _____

Socio-Economic status : APL ☐ BPL ☐ AAY ☐

Family occupation : Gov't job ☐ Business ☐ Labour ☐
Agriculture ☐ Vendor shop ☐ Others ☐

II. PERCEPTION OF THE CHILDRENS:

SL.NO	Particular	Strongly agree	Agree	Disagree	Strongly disagree
1	Free opinion of choosing institution				
2	Helped in terms of homework				
3	Parents rewarded for doing well				
4	Punished for not doing well in studies				
5	Threatened with punishment if I didn't do well in my studies				
6	Parents always take notice of children				
7	Parents urged to focus on education				
8	Do not take my education seriously because they didn't expect me much				
9	Compared with other children				
10	Parents encourages to have the same skills and abilities as other children				
11	Value opinion of the children				
12	Never feel hesitate to tell problem without hiding it				
13	Good cooperation Compared with other children between parents				
14	Parents know about peers				
15	Never give chores while studying				
16	Never push above limits in terms of education				
17	Provide all desires				
18	Obedyed parents without hesitation				
19	Encourage to be self supporting				
20	Encouragement from parents				
21	Good rapport with father				
22	Never encourage to study				
23	Never envious of others				

