EMOTIONAL SUPPORT OF PARENTS AMONG STUDENT YOUTH IN SIAHA COMMUNITY

Submitted in partial fulfillment of Bachelor of Social Work, 2023

Submitted by:

Malsawmzuali Fanchun

V Semester, BSW

Roll no: 2123BSW013

Supervisor

Malsawmdawngkimi

DEPARTMENT OF SOCIAL WORK

HIGHER AND TECHNICAL INSTITUTE, MIZORAM (HATIM)

Kawmzawl, Lunglei - 796691

CERTIFICATE

This is to certify that the research in 'Influences of Parenting Styles on student's academic performances' submitted by Malsawmzuali Fanchun for the partial fulfillment of the Bachelor of Social Work is carried out under my guidance and incorporates the student's 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: 1/11/2023

Place: Lunglei

(R.LALLIANZELA)

Head of Department

Higher And Technical Institute, Mizoram

(MALSAWMDAWNGKIMI)

Supervisor

Department of Social Work

Higher And Technical Institute, Mizoram

ACKNOWLEDGEMENT

CONTENTS

CHAPTER: 1

1.1INTRODUCTION:

The effect of emotional support of parent among student 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 ineducation, such as school or college. The level of emotional support provided by parents has a significant impact on the development of youth.

It is very important that studying the emotional support of parents among student 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

Emotional Support:

Emotional support is showing care and compassion for another person. It can be verbal or nonverbal. It may include actions such as helping a person call a therapist or giving a hug to a crying friend. Emotional support can help a person cope with their emotions and experiences and show them that they are not alone.

Emotional support is an intentional verbal and nonverbal way to show care and affection for one another. By providing emotional support to another person, you offer them reassurance, acceptance, encouragement, and caring, making them feel valued and important.

There are many potential places from where we can get emotional support:

- Family
- Significant other
- Friends
- Colleagues
- Counselors, such as therapists or social workers
- Clergy
- Support groups
- Online groups and social networks

Receiving emotional support helps us cope with daily problems, stress, disappointments, or pain and makes us feel happier and more resourceful to deal with the troubles of life.

Student Youth:

The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other. While the National Youth Policy revised the youth age group from 15 – 29 years.

Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence.It is a period of life in-between childhood and adulthood. It is described as a time of experimenting with roles and identities, still void of the burden of social norms and obligations, yet slowly preparing the youngsters for their lives as full members of the social collective.

Student youth are youth who engage themselves in academy in different levels of standard. Student youth here refers to High School students and above or one who are pursuing Master level degree.

1.3 **STATEMENT OF THE PROBLEM**

Parents are the most important factor in youth's life and development. Emotional Support of parent among student youth is significant for youth to have better self- esteem. The level of involvement of parents in everyday life of youth is essential.Studying the emotional support of parent among student youth is essential to understand the parenting style of Siaha community.

1.4 **OBJECTIVES**

1. To identify emotional support of parents among student youth.
2. To understand parenting style of Siaha Community

1.5 HYPOTHESES

1. There is a difference in parenting styles across educational qualifications.
2. There is a difference in parenting style across age group.
3. There is a difference in parenting style across types of family.
4. There is a difference in parenting style across gender.

CHAPTER: 2

LITERATURE REVIEW

A literature review is a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context. This chapter shows the literature review for the study.

2.1 LITERATURE REVIEW

S Kuppens and Eva Ceulemans (2019) study categorize three parenting style and shows that Authoritative Parenting style coincides most with positive developmental outcomes in children. Children with both positive authoritative parenting styles even showed less conduct problems. Its cold point towards the value of rule setting-in contrast to disciplinary strategies- in preventing behavioral problems. However, as parenting style is reciprocal process with children and parents mutually influencing each other, it is equally likely that parents show less disciplinary strategies simply because their children pose fewer behavior problems as demonstrated by others.

Secondly, previous research has repeatedly linked an authoritarian parenting style with externalizing and internalizing behavior problems in children. The parent findings extend this body of research, although the association was pronounced for externalizing behavior problems which may be due to children's age. In younger children, having authoritarian parents may be more strongly associated with internalizing problems only emerges as children grew older.

Thirdly, the neglectful parenting style has been associated with the poorest developmental outcomes in children. Findings did reveal that prosocial behavior and conduct problems were significantly lower for children having parents who adopted an intrusive parenting style compared to children of (positive) authoritarian parents.

Al-Qudah (2016) study found that students are facing family problems including communication problems between family members, problems on emotional expression, lack of respect and trust in the relationship with the parents or family members. Depression among adolescents may caused by lack of good relationship within their family or the environment, substance abuse, academic performance, problematic behavior and financial problems

Malsawmchhungi "Parenting Style in Ramthar Community" (2016)study reveals that family play a very important role in the society or even in the community. It is very important for the parents or the care taker of the children to understand their problem as it has many impacts for the society. If the children were taken care with careful planning and right approach, it helps them to developed positive life skills which help them to function effectively in a positive way within the society.

Worthman, Tomlinson, et.al (2016) study shows that depression among adolescents may cause by lack of good relationship within their family or the environment, substance abuse, academic performance, problematic behavior and financial problematic behavior and financial problems their parents, the less likely they are to commit acts of substance use and delinquency, specifically violence.

S Sarwar (2016) study revealed that the authoritarian parenting style causes the adolescents to be delinquent, as the extraordinary strictness displayed by their parents makes them rebellious. From this perspective, good parenting is authoritative in which parents keep eyes on their children and try to understand the mindset of their children. Authoritarian parents tend to control and exercise more than enough power for the future development of their children, but juveniles perceive it negatively perceive as their actions are restricted.

Hamid Masud, M.S Ahmad,et.al(2016) study shows that there is no direct relationship between parenting styles and academic performances of adolescent. One reason of such insignificant relationship between parenting styles and academic performances may that there are some other individual variables that meditate or strengthen the relationship of parenting styles and academic performances. Other reason of such insignificant relationship may be due to the fact that once individuals are getting old, the role of parenting and their control decreases drastically and parents have no more influence on the education of adolescents.

The researchers come in their study that parental involvement and parenting practices have a major impact on students' success in Physics. Thus, the parenting style used by the parents and the support given to their children in their academic endeavors have a significant impact on learner success in Physics. In other words, a positive correlation exists between a good parenting style and parental support and a leaner's success in Physics, but a negative correlation exists between a bad parenting style and a lack of parental support.

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CHAPTER 3

METHODOLOGY

In this chapter, the detail will encompass methodology. Methodology is a logical, systematic plan to resolve a research problem.

3.1 Research Design

The universe of the study lies in the parents and students in Siaha Community.
The study is descriptive research design using mixed method.

3.2 Sampling

The respondents are selected from Siaha (New Siaha) Community. Disproportionate stratified random sampling method was used to select respondents. The sample size is 38 respondents. The sampling unit is individual and all the student youth belonging to the age group of 15- 29 years in New Siaha constituted the population.

3.3 Tools of data collection

Pre- testedquestionnaire was used for collection of data for the study. The questionnaire has 4 sections. The major sections are profile of respondents, perception of students and perception of parents.

3.3.1 Data analysis and Interpretation

The quantitative data collected through field survey and interpretation of the data was processed with computer packages of MS Word and SPSS. To analyze the data sample, statistical method of averages and percentages were used.

3.3.2 Field Settings:

Name of the community   : New Siaha, Siaha

No. of Population   : 2564

No. of household   : 417

No. of Section   : 4

CHAPTER: IV

RESULTS AND DICUSSION

In this chapter the detail of results and discussion will fill in.

Structural bases of children respondents

4.1.1 (i) Gender, Age, Educational Qualification and Denomination. The first indicator of demography of the respondents taken is gender, age, educational qualification and denomination (See table No. 4.1.1 (a)

Table 4.1.1 (a): Demographic Profile of the respondents

SL.NO	Particular	No. of Respondents	Percentage
1.	Gender	N=38	
	Female	19	50.0
	Male	19	50.0
2.	Age Group		
	14 - 18	13	34.2
	19 - 22	14	36.8
	23 - 27	10	26.3
	28 - 35	1	2.6
	Total	38	100.0
3.	Educational Qualification		
	HSLC	7	18.4
	HSSLC	16	42.1
	UG	11	28.9
	PG	4	10.5
	Total	38	100.0
4.	Denomination		
	ECM	28	73.7

	LIKBK	5	14.7
	Presbyterian	1	2.9
	UPC (NE)	2	5.9
	BCM	1	2.6
	Total	38	100

Source: Computed

The study has 38 respondents 19 Females (50%) and 19Males (50%). The numbers of female and male respondents are equal in the study.

The second indicator of demography of the respondents taken is Age (See table no 4.1.1(a)). The Age of the respondents are categorized into the age between 14 -18, 19 -22, 23 -27, 28- 35. The Pattern shows that the age group among the youth categorization 19-22 is the largest (38.2%) followed by 23 - 27 which consist of (32.4%). Other age group 14 -19 consist of (29.4%).

4.1.2 Gender

Gender is an important factor in determining any information as males and females most usually have different opinions on most subjects. The present study also included both genders so as to incorporate different opinions held by students of both genders. Both gender male (50%) and female (50%) indicate equal representation in the study.

4.1.3 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, students between ages 14 to 27 years were selected as they are most likely to give reliable information regarding their family functioning. The age group of the respondents of the students is classified into three categories: (i) 14 – 18 (ii) 19 – 22 (iii) 23- 27.It is evident from the table that most of the respondents are from age group between 19 – 22 (38.2%) followed by age group of 23 - 27 (32.4%), and the group of 14 – 18 (29.4%) were the least group of the respondents.

4.1.4 Educational Qualification

This is also another important variable as it shows the intellectual progress of an individual from childhood with reference to education. Students of 14 – 18 years are most likely to be HSLC (Class 9&10) and HSSLC (classes11&12) and 19-22 years are to be UG (Bachelor) the rest of the age group are most likely to be PG (Master degree).

4.1.5 Denomination

A majority (76.5%)of the respondents belongs to Evangelical church of Maraland (ECM) and (14.7%) belongs to LairamIsua Krista Baptist Kohhran (LIKBK), (5.9%) belongs to UPC (NE) and the remaining (2.9%) belongs to Presbyterian Church of India (PCI).

4.2: Emotional Support

SL/NO	PARTICULAR	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1.	Create Conducive environment to voice my opinion	12	22	4	0
2.	Support my decision	13	21	3	1
3	Show interest in my studies	14	20	4	0
1.	Show respect to my study time	18	19	1	0
5.	Acknowledge good academic performance	5	17	15	1
6.	My peers are comfortable near my parents	12	26	0	0
7.	Create Conducive environment to share my problems	1	24	11	2
8.	I am comfortable sharing	2	18	16	2

	my personal life				

Source: computed

4.2.1 Create Conducive environment to voice my opinion

This indicates that majority of the respondents (57.9%) 'Agree' and (31.6%) Strongly agree with the statement that parents create conducive environment to voice their opinion. While minority of the respondents but a notable group of (10.5%) disagree with the statement. This data indicates that majority of the respondents are emotionally supported by their parents and provide favorable environment to express their opinion.

4.2.2 Support my decision

This indicates that a significant majority of the respondents (55.3%) 'Agree' and (34.2%) Strongly agree with the statement that their parents support their decision. Minority of the group (7.9%) Disagree and (2.6%) Strongly disagree with the statement. This data indicates that majority of the respondents are supported by their parents in their decision making.

4.2.3 Show interest in my studies

This indicates that majority of the respondents (50%) Agree and (47.4%) Strongly agree with the statement that their parents showed interest in their studies. Minority of the respondents (2.6%) Disagree with the statement. This data indicates that majority of the respondents believe that their parents showed interest in their studies by support provided.

4.2.4 Acknowledge good academic performance

This indicates that majority of the respondents (44.7%) Agree and (13.2%) Strongly agree with the statement that their parents acknowledged good academic performance. Moderate respondents (39.5%) Disagree and (2.6%) Strongly disagree with the statement. This data indicates that majority of the respondents are encouraged in their studies by parents by acknowledging their good performances.

4.2.5 My peers are comfortable near my parents

This indicates that majority of the respondents (68.4%) Agree and (31.6%) Strongly agree with the statement that their friends/ peers are comfortable around their parents. This data indicates that their parents are familiar with their peer and that their friends are also comfortable with their parents.

4.2.6 Create Conducive environment to share my problems

This indicates that majority of the respondents (63.2%) Agree and (2.6%) strongly agree with the statement that their parents create conducive environment to share their problems. Minority of the respondents (28.9%) Disagree and (5.3%) Strongly disagree with the statement. This data indicates that majority of the respondents believe that their parents provide favorable environment for them to share their problems.

4.2.7 I am comfortable sharing my personal life

This data indicates that majority of the respondents (47.4%) Agree and (5.3%) strongly agree with the statement that they are comfortable sharing their personal life to their parents. Minority of the respondents (42.1%) Disagree and (5.3%) Strongly disagree with the statement. This data reveals that majority of the respondents are comfortable sharing or narrating their personal life to their parents.

4.3.1: Cross Tabulation (Educational Level & Parenting Style)

Crosstab						
				Parentingstyle		
				Authoritative	Authoritarian	Neglectful	Total
Education Level		HSLC	Count	5	2	0	7
			% of Total	13.2%	5.3%	0.0%	18.4%
		HSSLC	Count	7	1	8	16
			% of Total	18.4%	2.6%	21.1%	42.1%
		UG	Count	6	0	5	11
			% of Total	15.8%	0.0%	13.2%	28.9%
		PG	Count	2	0	2	4
			% of Total	5.3%	0.0%	5.3%	10.5%
Total			Count	20	3	15	38
			% of Total	52.6%	7.9%	39.5%	100.0%

Source: Computed

Chi Square:

4.3.1(a)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.177[a]	6	.164

Source: Computed

4.3.1 (b) This data indicates that parenting style in Siaha community differs based on their educational qualification. **Table 4.3.1** reveals that High School students (HSLC) are guided mostly using (13.2%) 'Authoritative' Parenting Style followed by (5.3%) 'Authoritarian parenting style' while majority of higher Students parents apply (21.1%) neglectful Parenting style followed by (18.4%) Authoritative parenting style which indicates that parents treat their children as adult and set no strict boundaries on do's and don'ts and set them free to voice for their opinion. Minority of the respondents (2.6%) believe that their parents practice Authoritarian Parenting Style. Under Graduate Students believe that parents either practice 'Authoritative' (15.8%) or 'Neglectful' (13.2%) parenting style, post graduate students also strongly believe that their parents practices 'Authoritative' (5.3%) and 'Neglectful' (5.3%) parenting style.The data indicates that 'Authoritative'(52.6%) parenting style is the most common practices regarding the categorization of educational level in Siaha community followed by neglectful (39.5%) and (7.9%) Authoritarian parenting style.

The data of Pearson Chi Square indicates that there is no significant difference (.164) Asymptotic significance and with degree of freedom (6) in Educational level and parenting style. (see table 4.3.1 (a))

4.3.2 Cross Tabulation (Age group and Parenting style)

			Crosstab			
			Parentingstyle			
			Authoritative	Authoritarian	Neglectful	Total
Age group	14 - 18	Count	8	2	3	13
		% of Total	21.1%	5.3%	7.9%	34.2%
	19 - 22	Count	7	1	6	14
		% of Total	18.4%	2.6%	15.8%	36.8%
	23 - 27	Count	4	0	6	10
		% of Total	10.5%	0.0%	15.8%	26.3%
	28 - 35	Count	1	0	0	1
		% of Total	2.6%	0.0%	0.0%	2.6%
Total		Count	20	3	15	38

Source: Computed

Chi Square:

4.3.2 (a)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.134[a]	6	.527

Source: Computed

4.3.2 (b) This data indicates that parents practices different types of parenting style based on the different age group of their children. Table 4.3.2 shows that students of age group 14- 18 are guided mostly using 'Authoritative' (21.1%) parenting style followed by (7.9%) 'Neglectful' parenting style the less group is Authoritarian Parenting style which consists of (5.3%).Students in the age group between 19 –22 are usually guided using 'Authoritative' (18.4%) followed by Neglectful (15.8%) and minority of them practices (2.6%) authoritarian. Majority of the students between the age group of 23 – 27 believes that their parents practices 'Neglectful' parenting style followed by (10.5%) authoritativeparenting style. Students between the age group of 28 – 35 are taken care using authoritative (2.6%) parenting style. The most common parenting style practices regarding the categorization of age group in Siaha community is Authoritative (52.6%) parenting style followed by neglectful (39.5%) and finally Authoritarian (7.9%) parenting style.

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According to Pearson's Chi Square tests there is no (.527) Asymptotic Significance difference and the degree of freedom is (6) in Age group and parenting style. (see table 4.3.2(a))

4.3.3 Cross Tabulation (Types of family & Parenting Style)

Crosstab

			Parenting style			
			Authoritative	Authoritarian	Neglectful	Total
Types of family	Nuclear	Count	7	2	12	21
		% of Total	18.4%	5.3%	31.6%	55.3%
	Joint	Count	11	0	2	13
		% of Total	28.9%	0.0%	5.3%	34.2%
	Single Parenting	Count	2	1	1	4
		% of Total	5.3%	2.6%	2.6%	10.5%
Total		Count	20	3	15	38
		% of Total	52.6%	7.9%	39.5%	100.0%

Source: Computed

Chi Square:

4.3.3(a)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.382^a	4	.034

Source: Computed

4.3.3(b) This indicates that the types of parenting style practiced by parents differs based on their types of family whether they are nuclear, joint or single parents. Table 4.3.4 shows that Nuclear family widely practices Neglectful (31.6%) parenting style and Authoritative (18.4%) come behind it, Authoritarian (5.3%) is considered the smallest group. Joint Family generally practices Authoritative (28.9%) parenting style at large, or either practices Neglectful (5.3%) parenting

style. Single parent widely practice (5.3%) authoritative parenting style, followed by (2.6%) Authoritarian and (2.6%) Neglectful parenting style equally. The data indicates that parents of different types of family generally practices Authoritative (52.6%) parenting style followed by (39.5%) Neglectful and (7.9%) Authoritarian parenting style comes behind it.

According to Pearson Chi Square test the data indicates that the asymptotic significance is (.34) and the degree of freedom is (4). There is no significant difference in parenting style across types of family. (See table 4.3.3 (a))

4.3.5 Independent Sample Test

		t	df	Sig. (2-tailed)
Emotional Support compiled		-.262	36	.795

Source: Computed

4.3.5(a) The independent sample test is used to compare two sample means from unrelated group. The study analyze whether there is difference in emotional support provided on the basis of gender using Independent Sample test and proved that there is no (.795) Significant differences. (See table 4.3.5)

CHAPTER – 5

CONCLUSION

The present study attempts to identify the emotional support of parents among student youth at New Siaha.

The study is to perceived Emotional support of parents among student youth in mizo families. To identify the emotional support of parents provided among student youth and to understand the type of parenting style adapted in New Siaha community.

5.1 MAJOR FINDINGS

The data collected revealed that majority of the respondents belong to Evangelical Church of Maraland (ECM) denomination, the largest group regarding educational qualification are Higher Secondary students. The most common age group of the respondents is 19- 22 years. Majority of the sample data are collected from Nuclear family.

Qualitative method like Interview schedule was used. The parenting style of New Siaha community is also identified. The most common parenting style practiced in New Siaha community is Authoritative parenting style followed by 'Neglectful' parenting style and ultimately 'Authoritarian' parenting style.

The data interpret that parents generally initiate convenient environment for their children to articulate and voice their opinion, to share their problems and personal life as well. For instance, a high percentage of the respondents indicated that their parents create conducive environment to voice their opinion, create conducive environment to share their problems and are also comfortable sharing their personal life through the questionnaire. Some respondents also indicated their parents supported their decision and that the feeling of validation exists within them. Education appear to be a significant priority for parents, as indicated by the high number of respondents who reported that parents showed interest in their studies and that they respect their study time by letting them vacant doing house chores and by acknowledging their good performance in academic. A high percentage of the respondents also indicated that their peers are comfortable near their parent that reveals that parents are aware to their children friend circle and the type of peer he is involved with.

The study also reveals that there is no significant difference in parenting style across gender, educational qualification, age groups, and types of family.

5.2 CONCLUSION

The aim of this study is to identify the emotional support of parents among student youth and to understand the parenting style of Siaha community. The study identified that the different level of emotional support provided by parents can have different aspect in the development of student

youth. The level of support and types of parenting style practices by parents differs based on their educational qualification. Students who have higher educational qualification are generally neglected by parents and no strict limits are set for them like the high school student. The study also reveals there is no discrimination in the level of support provided by parents based on gender, which means that the level of support provided to both male and female student youth is equal. The information appears in the study stated that the types of parenting style practices by parents differs in terms of types of family. For instance, most of the nuclear family widely practice 'Neglectful' parenting style while single parents practices 'Authoritative' parenting style. The study shows that the parenting style practices by parents and levels of support provided is different based on their age group. Younger Student Youth are given extra care and 'Authoritarian' parenting style is common among them.

The study indicates that the level of support provided by parents to student youth is essential for the student's development and it is significant for them to have better self- esteem.

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APPENDICES

QUESTIONNAIRE

(MIZO)

EMOTIONAL SUPPORT OF PARENTS AMONG STUDENT YOUTH

Researcher: Research Supervisor:

Malsawmzuali Fanchun   Malsawmdawngkimi

V SEMESTER, BSW   (Asst. Prof, 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.)

PERSONAL INFORMATION

1. Address   :

2. Age   :

3. Denomination   : ECM ☐ BCM ☐ LIKBK ☐ Presbyterian ☐

   UPC (M) ☐ UPC(NEI) ☐ Seventh Day ☐

4. Education level   : HSLC ☐ HSSLC ☐ UG ☐ PG

5. Gender   : Male ☐   Female   ☐

6. Types of Family   : Nuclear ☐   Joint ☐   Single-parenting ☐

7. No. of Family member   : 8. No. of Siblings   :

DIRECTION: choose the degree to which you agree or disagree with each statement by putting a

tick mark on the appropriate column of your choice

SA: strongly Agree, A: Agree, D: Disagree, SA: Strongly agree

Ka nu leh Paten	SA	A	D	SD
1. Ka ngaihdan min ngaihpawimawh sak				
2. Ka institution duh naah min luh tir				
3. Ka subject duh zawng/ interest min lak tir				
4. Ka zirlai min tui pui				
5. Ka study time min ngaihpawimawh sak				
6. Ka zirlai a ka tih that loh in min hrem thin				
7. Ka zirlai a ka tih that in lawman min pe thin				
8. ka thian kawm te min hriatpui				
9. Harsatna ka neih in zep lo in ka hrilh thin				

10. Ka personal life an hre chiang				
11. Ka thuruk ka hrilh thin				
12. Ka nu leh pate thu ka ngaichang hmasa thin				

QUESTIONNAIRE

(ENGLISH)

EMOTIONAL SUPPORT OF PARENTS AMONG STUDENT YOUTH
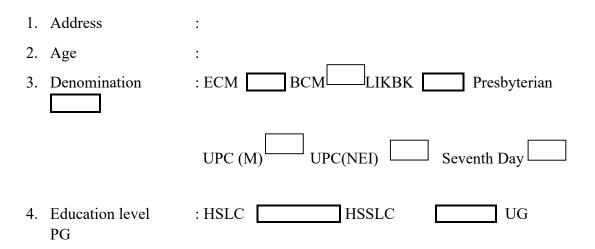
Researcher: Research Supervisor:

Malsawmzuali Fanchun   Malsawmdawngkimi

V SEMESTER, BSW   (Asst. Prof, HATIM)

HATIM

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UPC(M) ☐ UPC(NEI) ☐ Seventh Day ☐

4. Education level : HSLC ☐ HSSLC ☐ UG
   PG

5. Gender : Male ☐ Female ☐

6. Types of Family : Nuclear ☐ Joint ☐ Single-parenting
   ☐

7. No. of Family member : 8. No. of Siblings :

DIRECTION: choose the degree to which you agree or disagree with each statement by putting a

tick mark on the appropriate column of your choice 1.

SA: strongly Agree, A:Agree, D: Disagree, SD: Strongly disagree

SL.NO	PARTICLES	SA	A	D	SD
1.	Create Conducive environment to voice my opinion				
2.	Free will of choosing institution				
3.	They let me choose my subject interest				
4.	Show interest in my studies				
5.	Show respect to my study time				
6.	Layout punishment when I perform poorly in my academic				
7.	Rewarded me in good academic performance				
8.	Aware of my peers				
9.	Generate favorable environment to share my problem				

10.	They are aware of my personal life				
11.	I share my secret with them				
12.	I anticipate my parent's opinion				