

## "A study of the effect of parenting styles on academic achievement and adjustment in relation to adolescent problems"

Dr. Krishan Kumar Malik

*Administrative Officer Academic  
SIRTAR Gandhi Nagar, Rohtak-124001*

Submitted: 05-02-2023

Accepted: 20-02-2023

**ABSTRACT:** A home is a place of acceptance where psychological and physical needs are cared for. Unfavorable home atmosphere imposes a barrier to acceptance and causes a strain in interpersonal relations. On the basis of parent-child relation the children may be broadly classified into two groups i.e. accepted and rejected children. Accepted children are those who are loved either physically or verbally. Physical attention may be shown by hugging, kissing or caring a child. Verbal affection is shown by saying words of encouragements, appreciation and complementing them. All these behavioral patterns are likely to instill in a child, a feeling that he is wanted and accepted. Rejected children are those who are disliked or disapproved of without any valid reason by their parents. Rejection is manifested in two principal ways i.e. parental hostility / aggression and parental indifference. Hostility / aggression are expressed by hitting, kicking, pushing, beating and pinching a child. Indifference is the lack of concern or interest in the child. These behavioral patterns are likely to make a child feel unloved and rejected. Thus parenting style has a great influence on the personality development and their academic achievement. It is also said that parental acceptance is positively related with self-concept, curiosity, cognitive competence and achievement of teenage. Normally, we see that the teenage of affectionate parents were found socially and emotionally stable and energetic. Thus the family provides an atmosphere for the children to grow and shape their personalities, improve potentialities to the optimum level. The adolescent's achievements and success in school education system depends on the social learning and the parenting style he has received in the family. The parenting style may be held responsible for various behavioral profiles among the children like self-esteem, self-confidence, energetic, friendly disposition, self-reliance, curiosity, ability to coping in stress, cooperation with adult, purposiveness, achievement oriented and negative ones are irritable, fearful, unhappy, hostile, vulnerable to stress, easily annoyed,

unfriendly, aggressive, rebellious, domineering, impulsive, low in achievement etc. The different types of parenting styles are certainly bound to have either favorable or adverse influence on the student's habits of studying, interest, motivation and aptitude for the subjects learning and selections of subjects and vocations and their achievement. Moreover a different unhealthy parenting style may create different problems related to physical health and fitness, self and self-image, friendship, marriage and gender, family, social, education, vocational, economic and material facilities, morality, customs and religion for the students.

**Keynotes:** PARENTING STYLES, ACADEMIC ACHIEVEMENT, ADJUSTMENT, TEENAGE"

### I. INTRODUCTION:

The concept of parenting has been described as the most important tool of the socialization process. Veda illustrates it as **MATR-DEVO-BHAVA**, **PITR-DEVO-BHAVA**; **ACHARYA-DEVO BEHAVES** (Let the mother, the father and the teacher be revered as Gods). The first two are as important as the creator of the world namely God as these two create the existence of the child in this creation. Whereas the third, the teacher, creates intellect and **SANSKARA** in the child. It may however be added that environment also acts as a basic factor, as the three mentioned above are also subject to the vagaries or excellence of it. Parenting thus, has been described as the style of child upbringing in relation to a privilege or responsibility of both mother and father together or independently to prepare a child for the society and culture, where the child uses his parents as models for making his social adjustment. Parents at this stage are supposed to play a key role in preparing for them a more congenial, happy, lucid, and warm atmosphere along with careful nurturing for their children (Erickson, 1974) and this relationship between parents and child happens to be a central factor in the social upliftment of the individual. Furthermore, the relationship of the parent with child and of the child with the parents always

remain in a constant state of flux and requires adequate adjustment on the part of both of them. This results in a continuous delicate interplay of psychological forces essential for maintaining a state of well-being in the parent child relationship (Hurlock, 1956). A few studies clearly indicate that the performance of the child depend on the various parenting styles by which they are being brought up. It was found that good relations with parents tend to show better adjustment, emotional adjustment and development of self-esteem. Whereas deprivation of opportunities to be loved and belonged retards the development and affects the patterns of personalities. A healthy parent child relationship leads to the feelings of being loved and accepted with a high degree of self-confidence and non-dependency. Parental acceptance was found to be positively related to achievement and educational competence. Whereas parental rejection makes children fearful, insecure, attention seeking, jealous, aggressive, hostile and emotionally less stable with poor educational achievement and more aggressive tendencies. The carelessness on the part of parents may grow the feeling of unwantedness and may also result in chemical dependence (Bhardwaj, 1995, 1996).

Since large population of parents are either illiterate or have undergone inadequate schooling, such parents fail to provide good schooling to their children. Their children's aptitude, interest for learning and the achievements in different subjects are rarely paid attention and therefore students have to face many such problems related to their educational and vocational interest and needs. Though various significant recommendations have been made for providing vocational education in the school in the new education policy, yet large population of students fail to get admissions in vocational courses suiting to their interest. Increasing needs of parents to lead an ostentatious life leaves them with little income for any other pressing need such as the education of children. Furthermore during the preceding years a trend of commercialization and privatization in education have been encouraged by the government which demand high expenses from parents on the education of their children. Thus students sometimes have to cope up with many economic problems like lack of adequate funds for gaining meaningful entry into high fee charging institutions and joining competitive classes or hiring personal tutorial classes. They also suffer from the fear of not getting admission to the desired courses, lack of adequate space for studies at home, improper

environment and lack of adequate facilities for entertainment. Due to increasing emphasis on imparting education of science subjects in schools right from early primary classes, a scientific reasoning, temperament and educational awareness has been developed among the people. Consequently answers to questions pertaining to religious practices, customs and traditions are explored scientifically by the new generations. But the unquestionable beliefs and unflinching faith of parents in their religious practices and customs prove to be more enduring than their scientific explanations. Thus the modern generations face many such problems and fail to accommodate themselves to the changing perspectives.

#### **Family – The First School for Learning**

Family life is the first school for learning. In this intimate cauldron we learn to feel about ourselves and how others will react to our feelings. Some parents are gifted emotional teachers, others atrocious. A strong foundation of parental love during childhood gives the youngsters an invaluable resource as they embark on an adolescent phase and career and continued assurance of parental love is an invaluable asset during growing up years. The period of teenage has been described as the period of social construction or as a period of awakening and self-discovery with regard to a few essentials viz. physical, social, intellectual and emotional competencies. Adult fail to understand the behavior of teenage, even though they themselves were once teenage. The word teenage comes from the Latin word 'teenage', which means to grow or to mature. Teenage is a period of transition where the individual changes physically and psychologically from a child to an adult. Teenage in human life is the stage where rapid changes take place. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes, during teenage, are more rapid than during infancy or childhood. Due to this growth, human personality develops new dimensions. During teenage, the individual wants to take independent decisions in various situations of his experiences. This is regarded by the elders as an act of indiscipline or of misconduct. Gradually the adolescent starts to control his desires according to the standards set by the society. He also begins to realize his social responsibilities.

### Parenting – The Concept:

Parenting is a complex, dynamic process that affects both parent and child. A parent develops and uses the knowledge and skills required to plan for children, give birth to them, and/or rear and care for them (Morrison, 1978). In general, one or more adults are primarily responsible for a child's basic care, direction, support, protection, and guidance. Most people play a parenting role, either directly or indirectly, in their lifetime. A parent may be a child's biological parent, foster parent, stepparent, aunt, uncle, older siblings, relative, or parent surrogate. Parents are of many ages, single or married, male or female. Fromm's statement about loving applies also to parenting if love is a capacity of the mature, productive character, it follows that the capacity to love an individual living in any given culture depends on the influence this culture has on the character of the average person. Many parents raise their children following the social conventions of their generations. They remain out of touch with their own parents. Effective parents do not view the society as it is, not as it was when they were children, nor as the ideal society do they wish it could be.

### The Art of Parenting:

Parenting is a dynamic process. Parents perpetually adapt their parenting to fit their children's emerging needs and interests, to meet their own needs and reflect new learning, and to respond to the ever-changing influence of society. Parents guide their children's efforts to maintain the often precarious balance between love and hate, acceptance and rejection, work and idleness, kindness and cruelty, constructiveness and destructiveness, honesty and dishonesty, learning and ignorance, openness and prejudice, and self-discipline and self-indulgence. Research has shown certain components of parenting to be responsive to scientific analysis, but helping a child develop and maintain a positive balance is ultimately an art. It requires knowledge, skill, understanding and dedication equal to or exceeding that required of sculptors, composers, painters, poets and other artists. Like artists, parents are self-disciplined in their personal lives and support their children's efforts to attain self-discipline. They concentrate on the art of parenting, devoting time and energy to analyze their functions and responsibilities.

**Teenage in Indian Context:** It is aptly said that a child during babyhood leans to adjust to himself

and also discovers his own personality. In the pre-school period the child simply learns to adjust to his family. When he reaches middle childhood he learns to adjust to the society. This adjustment is considered to be the most difficult one and is usually dependent on the earlier adjustment to self, family and school. From a theoretical standpoint, teenage is best regarded as recapitulation of the period of life. It is a second turn on the spiral of development. In this period, the child again becomes unstable. His physical and mental adjustment is shaken and he at times behaves like an infant to adopt himself to his environment. In an individual's life teenage is that period which begins at the end of childhood. Among girls the beginning of teenage is generally marked by the appearance of menses. Among boys the beginning of teenage not clearly marked. Usually, the criterion employed for the onset puberty is the appearance of pubic hair. We have already referred that there are individual differences in the age at which teenage begins in different individuals. This age also varies with the changes in culture. In our country even now in some village communities a child of fourteen may be considered a fully grown-up man, who may be married and in all probability be father of a child. Till very recently, it was considered a sin if a girl was not married before her first menses. The result of this was that a child usually entered the stage of manhood or womanhood just after childhood. The period of teenage of individual was totally cut short in a large number of communities in our country. The girls and boys, as soon as they were mature enough produce an offspring and were supposed to behave as grown up women or men. But this situation resulted in degenerations of the Indian society and an enlightened public opinion was formed to oppose this system. At present, an Indian child is supposed to have passed into the period of teenage after his childhood is over even though in many cases it may still be quite short. Teenage in human life is the stage when rapid change takes place. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes during teenage are more rapid than during infancy or childhood. Due to this growth, human personality develops new dimensions. During teenage, the individual wants to take independent decisions in various situations of his experiences. This is regarded by the elder as an act of indiscipline or of misconduct. Gradually, the adolescent starts to control his desires according to

the standards set by the society. He also begins to realise his social responsibilities.

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

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

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

#### **OBJECTIVES**

1. To study the impact of parenting styles (caring, non-caring and moderately caring) on teenage' physical and health fitness problems and their academic achievement.
2. To study the impact of parenting styles (caring, non-caring and moderately caring) on teenage' self and self image and their academic achievement.
3. To study the impact of parenting styles (caring, non-caring and moderately caring) on teenage' problems pertaining to economic and material facilities and their academic achievement.

#### **HYPOTHESES:**

1. The teenage with parents whose parenting style is caring towards them would score higher on physical health and fitness problems and low in academic achievement as compared to those whose style is moderately caring.
2. The teenage with parents whose parenting style is caring towards them would score higher on self and self image problems and low in academic achievement as compared to those whose style is moderately caring.
3. The teenage with parents whose parenting style is caring towards them would score higher on economic and material facilities problems and low in academic achievement as compared to those whose style is moderately caring.

#### **DELIMITATIONS:**

It is not easy to maintain a balance between realism and hope. But to accept the world in which we live as the inevitably given, may be to deny the possibility that educational development and social reforms can change the world for the better. The present researcher believes that the wide gap between realism and hope can be minimized by making one-self aware of one's limitation and possibilities in achieving a goal and thereby taking necessary action. The present study is oriented in the same directions with its delimitations and scope.

1. It has been delimited to three parenting styles (Moderately caring, caring, non-caring)
2. The study has been delimited to compare the impact of parenting styles on teenage' academic achievement.
3. The study has been delimited to class XI students studying in Haryana Board Schools and CBSE schools of Rohtak city.
4. 120 teenage (40+40+40) of each parenting styles was selected for the study.
5. The study is conducted by survey method of research.
6. The present study has been delimited to schools located in urban area of Rohtak city.

**SAMPLE:**

After finalizing the variables, consideration was given to whether the entire population is to be made the subject for the data collection or a particular group is to be selected as representative of the whole population. The entire population refers to the XI class students studying in the schools recognized by the HBSE Haryana and CBSE Delhi of Rohtak city (males and females in the age group of 15+) studying in Sr. Sec. Schools (CBSE and Haryana Board). In the present study, multi-stage the random sampling Technique was used to select the subjects from the entire population.

Table 1

Subjects	Moderately Caring	Caring	Non-Caring
Males	40	40	40
Females	40	40	40

**TOOLS:**

1. Family Relationship Inventory (FRI) by Dr. G.P. Sherry
2. The Students Problem Inventory (SPI) by Dr. Herkant D. Badami
3. Academic Achievement

**PROCEDURE OF DATA COLLECTION:**

Data collected at the first and second phases was analysis and interpreted with the help of appropriate statistical tools. First the FRI (**Family Relationship Inventory**) made by Dr. G.P. Sherry was administered on the 120 students selected from different schools as per scheduled prepared. The objective of administering the Inventory was to find out the students out of 300 populations, whose parents are classified into different parenting styles. The FRI was filled in by each student of the population was scored. The FRI's were classified keeping in the scores in descending order. Out of 300 students' whoever got highest score in either kind of parenting styles in FRI. Then 120 students were taken out of 300 which constituted 80 boys and 80 girls. Thus, 120 students became the subject for the study. This process took 15 to 16 days alternately. Then selected students were given SPI (**Students Problems Inventory**) made by Dr. Herkant D. Badami, was scored and administered which gave the scores for the study and to find out mean, standard deviation. Thus, to determine the relationship of parenting styles and teenage problems, consequently, the statistical technique of

analysis of variance (ANOVA) was adopted to measure the relationship between these variables.

**STATISTICAL TECHNIQUES USED**

To fulfill the objectives of study and to test the hypotheses, mean, S.D 2×3 ANOVA. and DRT test were used as statistical measures.

(1) Mean

It is commonly taken as arithmetic average. It is computed by dividing the sum of all the scores by number of scores.

$$M = \frac{\sum x}{N}$$

M = mean

x = Scores in distribution

∑ □ □ □ □ Summation

N = Number of Scores

(2) Standard Deviation

It is used as a measure of the spread of scores in a distribution.

$$S.D. = \sqrt{\frac{\sum x^2}{N}}$$

**Data Analysis and Interpretation**

Objectives

1. To study the impact of parenting styles (Caring, Non-Caring and Moderately Caring) on teenage' Physical health and fitness problems and their academic achievement.



- To study the effect of gender on teenage' problems and their academic achievement due to difference in parenting styles.
- To study the effect of interaction between parenting styles and gender on teenage' academic achievement and their physical health and fitness.

Hypotheses

- The teenage with parents whose parenting style is caring towards them would score higher on physical health and fitness problems

and low in academic achievement as compared to those whose style is moderately caring.

- The teenage with parents whose parenting style is non-caring towards them would score higher on physical health and fitness problems and low in academic achievement as compared to those whose style is moderately caring. To test the validity of hypothesis 1 and 10 mean of the score on PHF was calculated.

Shows the distribution of respondents on the dimension of PHF problem.

Table 2

Subjects	Moderately Caring	Caring	Non-caring	Total
Male	3.7	3.95	4.4	11.67
Female	6.7	6.18	7.35	19.55
Total	10.4	10.13	11.75	32.28

The above table 2 indicates that the total mean of teenage of moderately caring on PHF is 10.4 whereas for caring and non-caring are 10.13 and 11.75 respectively. It is clear that as compared to moderately caring subjects, caring and non-caring subject scored high scores on PHF. Lower score on PHF indicate a better health, so these

result reveals that teenage with the parents whose style was moderately caring had less PHF problems compared to other parenting style (Non-caring and caring) thus hypothesis 1 and hypothesis 10 stands accepted. Likewise table indicates the mean scores on academic achievement.

Means Scores of academic achievement.

Table 3

Subjects	Caring	Moderately Caring	Non-caring	Total
Male	66.59	61.61	50.94	184.14
Female	63.54	59.62	54.93	178.09
Total	130.13	126.23	105.87	362.23

Table 3 indicates that the total mean of moderately caring subject is 130.13, which is higher than caring subject 126.23 and non-caring 105.87. Which means that different parenting styles effect the academic achievement of the teenage? And moderately caring style is the best. However,

statistical test must be executed to test the significance of difference between the obtained means. Since two ways Anova was employed to the obtained mean which has been shown in the table 3. Summary of ANOVA on PHF.

Table 4

Source of variance	Sums of sqs.	Df	Means	F – value
Between pa.att.	30.26	2	15.13	1.32
Between gender	445.53	1	445.53	39.11*
Interaction	7.53	2	3.77	0.33
Within group	2665.17	234	11.39	

Significant at 0.05 levels.

The above table clearly indicates for pa.att. F-value is 1.32 only, which is not relevance at any level. It indicates that the means difference on PHF

regarding the effect of pa.att. Was not found to be significant, in other words the PHF amongst the

children of either kind of parenting does not affect the PHF in any way.

The summary table also indicates that the f-value between genders was 39.11 which is significant at .05 level. Since it is a matter of only two groups, no post-hoc analysis was required. A look at the table 4 shows that the mean on PHF for

moderately caring was 10.4 and for non-caring 11.75. As higher score indicates a poorer health. These results are congruent with many earlier studies, which have clearly established that moderately caring type of parenting to be the best. Non-caring type of parents lead to problematic teenage.

Table 5

Subject	Moderately Caring	Caring	Non-caring	Total
Male	17.3	20.07	26.1	63.47
Female	22.17	22.37	28.77	73.31
Total Mean	39.47	42.44	54.87	136.78

The above table indicates that the total mean of teenage with moderately caring is 39.47 whereas total mean of caring subject and non-caring subject are 42.44 and 54.87 respectively. It is clear that as compared to moderately caring, caring subject and non-caring subject scored higher score on SSI. Higher score on SSI indicate a poorer

image whereas lower score indicate better self and self image. So these result reveals that teenage with the parents whose style was caring or non-caring had more SSI problem as compared to moderately caring style. Thus hypothesis 2 and 11 stands accepted.

Table 6 indicates the mean scores on academic achievement.

Subject	Moderately Caring	Caring	Non-caring	Total
Males	66.59	66.61	50.94	184.14
Female	63.54	59.62	54.93	178.09
Total	130.13	126.23	105.87	362.23

The above tables indicate that the total means on academic achievement of teenage with moderately caring subject was 130.13, which was higher than other two parenting style (caring and non-caring) i.e. 126.23 and 105.87 respectively. Which means that parents affect the teenage'

academic achievement? And moderately caring is the best Parenting style. However, statistical test must be executed to test the relevance of difference between the obtained means. Since two way Anova was employed to the obtained mean, which has been shown in the table 6.

**Summary of ANOVA for SSI.**

Table 7

Source of variance	Sums of sqs.	Df	Means	F – value
Between pa.att.	2669.27	2	1334.6	12.43*
Between gender	646.8	1	646.8	6.02*
Interaction	77.41	2	38.70	0.16
Within group	25118.9	234	107.34	

Significant at 0.05 levels.

From table it is apparent that overall difference between parental attitudes was 12.43 and between gender 6.02 which was significant at 0.05 levels, confirming to the earlier discussion. Edwards (1954) has recommended the use of DRT to find out the significance of the between group, difference, after overall F-test. It was hypothesized

that the teenage with the parents whose style is caring and non-caring would score higher on SSI problem as compared to those whose style is moderately caring. To verify this DRT amongst the scores of subjects representing three parenting style on SSI was employed in table 7.

All means comparisons are significant at 0.05 level in other words the SSI problem was found to be minimum in moderately caring subject and maximum amongst non-caring subjects. Caring subjects rated themselves between moderately caring and non-caring. These results indicate that differences in parental attitude have significant effect upon the self and self image of the child. These results are also in accord with earlier finding of (Baumrind 1971 and Garrison 1959). In which they have said that accepted parents are the best as compared to concentrated and avoidance parents.

Thus parents shouldn't make hard restrictions for a child or let them too loose. Due to which a child faces and lack in SSI. Whereas moderately caring style look after and teach their child time to time by giving them equal value means they never let them very free or make very hard restrictions.

Main finding and conclusions: From the analysis of data, the following conclusions are drawn and these are followed by necessary discussion:

1. The teenage with the parents whose style is caring or non-caring towards them would score higher on physical health and fitness problems and low in academic achievement as compared to those whose style is moderately caring. Studies of Baumrind (1971, 1991), Nagaich (1987) supports this finding that the adolescent with the parents whose style is moderately caring faces less problems related to physical health and fitness as compared to those whose style is caring or non-caring. Parents play a significant role in the lives of their children and they normally take care of their children's health by providing them balance nutritious diets and keep an eye on their physical health and fitness. In a nutshell we can say that present study is accepted.
2. The teenage with the parents whose style is caring or non-caring towards them would score higher on self and self-image problems and low in academic achievement as compared to those whose style is moderately caring. The study conducted by Chauhan and Khokar (1985), Symond L.E. (1974) also supports the finding of the present study that the teenage with the parents whose style is caring or non-caring would have more problems on self and self-image as compared to those whose style is moderately caring. Thus parents should see that they keep friendly relations with their children. They should keep their style accepted (moderately caring) and should teach them in a very positive manner into all activities so that they can have better self and self-image.
3. The teenage with the parents whose style is caring or non-caring would score higher on economic material and facilities and low in academic achievement as compared to those whose style is moderately caring. This hypothesis is accepted and supported by the studied conducted by Steinberg (1966), Baumrind (1991), Ericsson, K. (1974) that the teenage with the parents whose style is caring or non-caring would score higher on economic material and facilities problems as compared to those whose style is moderately caring. Thus parents should keep in mind that too much showering or bestowing of material facilities can boomerang and result into spoiling the children. Hence, a moderate and a balanced path is the need of the hour.
4. The teenage with the parents whose style is caring or non-caring would score higher on friendship, gender and marriage as compared to those whose style is moderately caring. This study is also accepted. It is supported by the studies done by Mishra (1993), Srivastava (1990). They reported that the teenage brought up by avoided and concentrated parents are unable to have good relations with their friends as they are more aggressive or they are quiet and like to sit idle. They have problems like heterogenderual and homogenderual. Thus parents' friendly relationship with the child gives birth to stable and well balanced teenage, whereas too much discipline or lack of discipline by the parents gives birth to the problems related to friendship, gender and marriage.
5. The teenage with the parents whose style is caring or non-caring would score higher on family problems and low in academic achievement as compared to those whose style is moderately caring. Studies done by Martin (1983), Gottman (1996) also supports the finding of the hypothesis that the teenage with the parents whose style is caring or non-caring would score higher on family problems and low in academic achievement as compared to those whose style is moderately caring. They reported that different parental attitude has effect on child's emotional, social, family and intellectual development. They proved that the combination of warm nurturing parenting (accepted) with clear behavioural standards result in the formation of qualities instilled in



children who are component, independent and do not have problems related to family.

6. The teenage with the style is caring or non-caring would score higher on social problems and low in academic achievement as compared to those whose style is moderately caring. The result of the present study proves the hypotheses accepted. This is supported by the studies done by Baumrind (1971), Lewis (1945), Jain (1986) that the child brought up by accepted parents are well set and able to cope up with different social changes. As they are treated equally in rewarding and positive manner. They show better social adjustment as compared to those who are brought up under the parents whose style is avoided or concentrated.
7. The teenage with the parents whose style is caring or non-caring would score higher on customs, morality and religion problems and low in academic achievement as compared to those whose style is moderately caring. The result of present study is supported by the studies conducted by Dinkmeyer (1967), Zytowski (1968). Thus accepted parents take care of the problems which are related to customs, morality and religious as compared to those whose style is concentrated and avoided.

## II. CONCLUSION:

There is no doubt that the problems of teenagers are increasing with a new variant everyday. The results of the present study suggest that both non-care and care i.e. pampering, love or over-protection are harmful for children because adolescents are also an important part of the environment, therefore they also need a natural phenomenon to thrive and face various problems (i.e. physical and health fitness, self and self image, family, educational, vocational, economic and physical). Facilities, friendship and sexual problems etc.). Rejection of the child from the parents proved to be the worst as it creates an extremely high level of mental stress. It would be best if the parents also accept the feelings of the children so that their personality can be developed in a multifaceted manner. Therefore, the problems of teenagers can be overcome by taking normal care of the parents and by understanding the needs and behavior of the children by their parents and teachers. We know that the family provides the environment for the children to grow and develop their potential to the optimum level and it cannot be denied that the family also acts as a hindrance in

the overall personality development of the adolescent. The achievements and success of students in the formal education system depends on the social, moral, religious, cultural education and parenting style received by them in the family. Parenting style can be attributed to various behavioral profiles among children such as self-esteem, confident, energetic, ability to cope with stress, cooperative with others or fearful, unhappy, hostile, sensitive to stress, easily angered unfriendly aggressive behaviour, low in achievement etc. Different types of parenting styles have either a favorable or unfavorable effect on the habits of the students to settle in their studies and social environment. Therefore, considering the impact of parents and their styles on adolescents, this investigation has immense practical utility and societal implications. Thus this study will be very useful for parents and society as well as educational planners, institutional heads and teachers. With the present study, we can inspire the coming generations that they will be able to understand the problems of teenagers and will also be able to solve their problems.

## REFERENCES:

- [1]. 1.Achenbach, T.M., Howell, C.T., Quay, H.C. and Connors, C.K. (1991). National Survey of Problems and Competencies Among Four to Sixteen Year Olds. Monographs for the Society for Research in Child Development, 56 (3, Serial No. 225).
- [2]. 2.Ayuazian, J. (1996). "Parenting Styles in the American Family", Int. Sec. (A). Humanities and Social Science, 57(8-A), 1010.
- [3]. 3.Barber, K.B. (1992). "Family, Personality and Adolescent Problem Behaviour", J. Marr and Fam. 54, 69-79.
- [4]. 4.Buch, M.B., Editor. Third Survey of Research in Education (1978-88). New Delhi : NCERT.
- [5]. 5.Cummings, E.M. and Davies, D. (1994). Children and Marital Conflict : The Impact of Family Dispute and Resolution, New York: Guilford Press.
- [6]. 6.Dwairy, M. (2004), Parenting styles and mental Health or Palestinian-Arab-Teenage in Israel, Transcultural Psychiatry, 41(2), 233-252.
- [7]. 7.Elder, G.H., Jr. (1962). "Structural variations in the child-rearing relationships", Sociometry, 25, 241-262.



- [7]. Feldman, D.C. and Whitcomb, K.M. (2005). The Effects of Training Vocational Choices on Young Adults' sets of Career Options. *Career Development International*. 10, 7-25.
- [8]. Gottman, J. and Declaire, J. (1997). *The heart of parenting: How to raise an emotionally intelligent child*. PLC, London: Blooms Bury Publishing Inc.
- [9]. Hurlock, E. (1956). *Child Development* (3<sup>rd</sup> Ed.) Tokyo: McGraw Hill Book Company INC.
- [10]. Jersild, A.T. (1957). *The Psychology of Teenage*. New York : The McMillan Company.
- [11]. Kulp, J. (1999). *Better Endings New Beginnings*, www.betterendings.org.
- [12]. Lytton H. (1980). *Parent-Child Interaction. The Socialization process Observed in Twin and Singleton Families*. Planun Press : New York and London, pp. 274-275.
- [13]. Madhava, K., Author and Digumarti Bhaskara Rao, Editor (2007). *Personality of Adolescent Students*. New delhi : Discovery Publishing House.
- [14]. Nuttal, E.V. and Nuttal, R.L. (1976). *Parent Child Relationship and Effective Academic Motivation*, *Journal of Psychology*, 94, 127-133.
- [15]. Okazaki, L. and French, P.A. (1998). *Parenting and Children's School Achievement i.e., Multi Ethnic Perspective*, *American Educational Research Journal*. 35, 123-144.
- [16]. Pardeck, J.G. and Pardeck, J.L. (1990). "Family Factors Related to Teenage Autonomy." *Teenage*, 25: 311-19.
- [17]. Prasad babu, B., Author and M.V.R. Raju and Digumarti Bhaskara Rao, Editors (2006). *Behavioural Problems of School Children*. New Delhi : discovery Publishing House. ISBN 81-8356-206-X.