



**IMPACT OF PERMISSIVE PARENTING STYLE ON CLASS PERFORMANCE OF
ADOLESCENTS IN SITAPUR DISTRICT OF UTTAR PRADESH**

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ABSTRACT

Parenting style and parenting attitude plays a significant role in the emotional maturity and academic performance of adolescents. With this prelude the present study was conducted to assess the impact of permissive parenting style on class performance of adolescents in Sitapur district of Uttar Pradesh. 296 adolescents (176 boys and 120 girls from Senior Secondary schools in Sitapur district) with their respective permissive parents (assessed using Parenting style questionnaire by Robinsons et al., 1995) were included in the study. The socio-demographic profiles of the subjects were elicited using a self-designed questionnaire and their class performance was obtained from teacher records. The result reveals that permissive parenting style was predominant in boys (59.5%) than girls (40.5%) with majority of them being first born (34.8%). About 58% of the students were from rural area and 59.8% belonged to nuclear family system. Students studying in Hindi medium (69.3%) with UP Board (69.3%) in co-education schools (87.2%) were higher in number. Maximum numbers of student (36.8%) were aged about 15 years. The class performance of the adolescents with permissive parents was found to be good and moderate in 40.9% and 38.2% of the students respectively. The present study concludes that permissive parenting style has a positive effect on the class performance of adolescents.

KEYWORDS: Parenting style, permissive parents, adolescents, class performance.

INTRODUCTION

Youth has been recognized as an important resource that is full of energy, zeal, enthusiasm and drive. Adolescence (13-18) is a phase of life characterized by acceleration of physical growth and, psychological and behavioral changes thus bringing about transformation from childhood to adulthood. It is a transitional stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological (i.e. pubertal), social, and psychological changes, though the biological or physiological ones are the easiest to measure objectively. It is a time of discovery of self and one's relationship to the world around him or her. Parents in permissive type highly accept their children and make some demands for the children's behavior. The parents allow their children fundamental self-regulation. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent (Grills, 2002).

Academic success in terms of higher achievement has long been thought to be the path to a stable livelihood and a successful future (Boon, 2007).

Academic success relates to having high academic achievement in childhood (Kang, & Moore 2011). The schools cannot simply provide a continuation to home environment. Home's psychological climate plays an important role on child emotional state and academic performance (Nwagwu, 1995).

Although there are many factors that influence academic success such as peer relationships and school environments, parenting styles has an important influence on academic success. Thus, parenting styles in different cultures may differentially impact children's academic achievement (Nyarko, 2011). Hence the present study was undertaken to assess the impact of permissive parenting style on class performance of adolescents in Sitapur district of Uttar Pradesh.

Scope of the study

The role of parents, child rearing styles and thus the outcomes in the individual personality of the child cannot be ignored researchers have indicated that the home environment and parental involvement greatly contribute towards a child's development and learning. Individuals raised in cohesive family structures, are more

likely to develop feelings of empathy and assume responsibility for their parents.

OPERATIONAL DEFINITION

Adolescents

Adolescence is a phase of development characterized from the process of forming an independent identity and the self-sense (Erikson, 1968).

Parenting style

Parenting style is operationally defined as a constellation of attitudes towards the child that are communicated to the child and that when taken together create an emotional climate in which parent's behaviour are expressed (Darling and Steinberg, 1993).

Permissive parenting style

This parenting style refers to a parenting practice where the parents are non-demanding and non-controlling. They give complete freedom and if they establish rules, they rarely enforce them. (Baumrind, 1967).

Academic performance

Academic performance is the outcome of education—the extent to which a student, teacher or institution has achieved their educational goals (Annie, Howard & Mildred, 1996).

Review of literature

Steinberg et al. (1992) indicated in their study that the impact of authoritative parenting on adolescent school success was as a result of the greater likelihood of

authoritative parents to be involved in the school activities of their adolescent children. According to them authoritative parents influence their children's achievement through their direct engagement in school activities, such as helping with homework or course selection or attending parent-teacher conferences, and through the specific encouragement of school success, both explicitly and implicitly, by setting and maintaining high performance standards.

Objective

To assess the impact of permissive parenting style on class performance of adolescents in Sitapur district of Uttar Pradesh.

METHODOLOGY

The present study was conducted on school going adolescents (13-18 years) of Sitapur district in Uttar Pradesh. Power sampling technique was used to decide on the number of samples. A sample comprising of 296 students from Senior Secondary Schools (176 boys and 120 girls) and their respective parents who followed permissive parenting style were selected by proportionate stratified random sampling technique. A self-designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents. To elicit information on class performance section details were used- (teacher record or students' performance). Parenting style questionnaire by Robinsons et al. (1995) was used to assess their parenting style.

RESULTS AND DISCUSSION

The results of the present study in accordance with the objectives are presented and discussed below:

Table-1: Distribution of the sample according socio-demographic parameters.

Socio-demographic Parameters	Frequency	Percentage	
Location	Urban	123	42
	Rural	173	58
	Grand total	296	100.0
Family Type	Nuclear	177	59.8
	Joint	199	40.2
	Grand Total	296	100.0
Sex	Boys	176	59.5
	Girls	120	40.5
	Grand total	296	100
Ordinal Position	Only Child	14	4.7
	First born	103	34.8
	Middle born	99	33.4
	Last born	80	27.0
Grand total	296	100	
Age	13 year	25	8.4
	14 year	77	26.0
	15 year	109	36.8
	16 year	48	16.2
	17 year	27	9.1
	18 year	10	3.4
	Grand total	296	100
Medium of school	English medium	91	30.7

	Hindi medium	205	69.3
	Grand total	296	100
School board	CBSE Board	91	30.7
	UP Board	205	69.3
	Grand total	296	100
School type	Single sex	38	12.8
	Co-education	258	87.2
	Grand total	296	100
Class	9 th	68	23.0
	10 th	116	39.2
	11 th	64	21.6
	12 th	48	16.2
	Grand total	296	100
Religion	Hindu	233	78
	Muslim	58	19.6
	Sikh	05	1.7
	Grand total	296	100
Caste	SC	71	24
	OBC	114	38
	General	111	37
	Grand total	296	100
Food habits	Vegetarian	204	68.9
	Non-vegetarian	92	31.1
	Grand total	296	100
House ownership	Own	261	88.2
	Rented	35	11.8
	Grand total	296	100

Table 1 depicts the socio-demographic profile of the respondents. The above table reveals that 58% and 42% of the respondents belonged to urban and rural areas respectively. Type of family revealed that 59.8% were in the nuclear family and 40.2% in joint family. Out of the 296 children 59.5% were boys and 40.5% were girls. Majority of the sample were first born (34.8%) followed by middle born (33.4%), last born (27.0%) and only child (4.7%). Most of the respondents (36.8%) were in the age group of 15 years and only very few (3.4%) were aged about 18 years. The medium of instruction of 69.3% and 30.7% of the respondents were found to be

Hindi medium (UP Board) and English medium (CBSE board) respectively. A higher percentage (87.2%) of the respondents studied in co-education schools while the rest (12.8%) studied in single sex schools. The distribution of the sample shows that 78%, 19.6% and 1.7% of the children belonged to Hindu, Muslim and Sikh religion respectively. Children belonging to OBC (38%) and general category (37%) were almost equal with a difference of only 1 % between them. Only 24% belonged to scheduled caste. About 68.9% of them were vegetarians and 88.2% of the children resided in their own house.

Table 2 Distribution of the sample based on permissive parenting style Vs. Class performance.

Parenting Style	Class performance	No.	%
Permissive	Good	121	40.9
	Moderate	113	38.2
	Poor	62	20.9
	Grand total	296	100

The above table reveals that the class performance of 40.9% of the adolescents with permissive parents was found to be good while 40.9% was moderate. Only 20.9% showed poor class performance.

SUMMARY AND CONCLUSION

It is necessary for the parents to provide best possible environment at home because parents are the first teachers of the child, so as to create an encouraging, nurturing and supportive experience for smooth conversion from adolescence into adulthood. The poor

communication between parents and their children and inability to guide them leads to learning and behavioral problems which lead to maladjustments and affect their emotional maturity. Parental attitude towards adolescents' has an important educational association on which academic achievement is dependent. Therefore parents should create helpful home environment so that it would help in their ward's academic achievements and improve their emotional maturity. From the present study, it can be concluded that type of parenting plays a major role in academic performance of adolescents.

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