

**PERCEPTIONS RELATED TO PARENTING PRACTICES AND SELF-ESTEEM
IN MIGRANT FAMILIES, AIZAWL DISTRICT**

H.LALRINZUALI

**DEPARTMENT OF SOCIAL WORK
MIZORAM UNIVERSITY**

**PERCEPTIONS RELATED TO PARENTING PRACTICES AND SELF-ESTEEM
IN MIGRANT FAMILIES, AIZAWL DISTRICT**

H.LALRINZUALI

Department Of Social Work

*Submitted in partial fulfillment of the requirement of the Degree of
Master of Philosophy in Social Work of Mizoram University, Aizawl*

MIZORAM UNIVERSITY

JUNE, 2013

DECLARATION

I, H.Lalrinzuali, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form bias of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Social Work Department.

Date:

(H.LALRINZUALI)

Place: Aizawl, Mizoram

Research Scholar

MIZORAM UNIVERSITY

JUNE, 2013

CERTIFICATE

This is to certify that the dissertation “**Perceptions Related to Parenting Practices and Self-Esteem in Migrants Families, Aizawl District**” submitted by H.Lalrinzuali for the award of Master of Philosophy in Social Work is carried out under my guidance and incorporates the student’s bonafide research and this has not been submitted for award of any degree in this or any other university or institute of learning.

Date:

Place: Aizawl, Mizoram

(Dr. KALPANA SARATHY)

Head
Department of Social Work
Mizoram University, Aizawl

(Dr. C.DEVENDIRAN)

Research Supervisor
Associate Professor
Department of Social Work
Mizoram University, Aizawl

Acknowledgement

Firstly, I would like to thank Almighty God for giving me health and strength and also for guiding me to complete my M.Phil Course.

I would like to express my deepest gratitude to my research scholar Dr. C.Devendiran, Associate Professor, Department of Social Work, Mizoram University for his help, encouragement and support throughout my research work.

I also express my sincere thanks to Dr.Kalpana Sarathy, Head of department for her support and guidance during my study.

Also I would like to thank all the respondents from Zemabawk Middle School Veng and Nausel community who spared their valuable time for me.

I would like to express my special thanks to all my classmates for their support, cooperation and for lending me a helping hand.

I am very thankful to my family for their support ,guidance and encouragement throughout my study.

(H.LALRINZUALI)

Department of Social Work

Mizoram University,

Aizawl, 796004

CONTENTS

Chapter	Page No
Declaration	i
Acknowledgement	ii
Contents	iii
List of Tables	iv
List of Figures	v
List of Abbreviations	vi
I Introduction	1
II Review of Literature	8
III Methodology	39
IV Results and Discussions	48
V Conclusions and Suggestions	84
Appendices	
Bibliography	ix
Schedule	xv
Biodata	xxi

LIST OF TABLES

Table	Page No.
4.1 Profile of the Respondents	60
4.2 Household Profile	63
4.3 Family Asset	66
4.4 Parental Involvement	67
4.5 Positive Parenting	73
4.6 Poor Monitoring and Supervision	75
4.7 Adolescents Self-esteem	78
4.8 Adolescents Suggestions for Improvement of Parenting Practices	81
4.9 Adolescence Perception on Parenting Practices, Self esteem by Gender	82
4.10 Correlation of Parenting Practices and Self-esteem.	83

LIST OF FIGURES

Figure	Page No.
3.1 Seasonal Calendar of Zemabawk Middle School Veng	40
3.2 Seasonal Calendar of Nausel	40
3.3 Daily Activities of Zemabawk Middle School Veng	42
3.4 Daily Activities of Nausel	43

ABBREVIATIONS

APQ:	Alabama Parenting Questionnaire
NH:	Native Hawaiian
EMBU:	Egna Minnen av Barndoms Uppfostran, or Own memories of parental rearing.
ECR:	Experiences in Close Relationships Scale
NSFH:	National Survey of Families and Households
SES:	Self- Esteem Scale
UAE:	United Arab Emirates
PRA:	Participatory Rural Appraisal
SPSS:	Statistical Packages for Social Sciences
PPRSQ:	Perceived Parental Rearing Style Questionnaire
S.Q.:	Kellner symptom Questionnaire
SL-ASIA:	Suinn-Lew Asian Self-Identity Acculturation Scale
PAQ:	Parental Authority Questionnaire
RSE:	Rosenberg Self-Esteem Scale
RADS:	Reynolds Adolescent Depression Scale
ZBQAPB:	Zurich Brief Questionnaire for the Assessment of Parental Behaviors
QED:	Questionnaire of Experiences of Dissociation
STAI:	State-Trait-Anxiety Inventory
POPS:	Perceptions of Parents Scale
ASRQ:	Academic Self-Regulation Questionnaire
EATQR:	Early Adolescence Temperament Questionnaire-Revised
PALS:	Patterns of Adaptive Learning Survey

MMPI-2-RF: Minnesota Multiphasic Personality Inventory-2-Restructured Form

APM: Authoritative Parenting Measure

CESSDS: Center for Epidemiologic Studies Short Depression Scale

IYFP: Iowa Youth and Families Project

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

The present study attempt to assess the perceptions related to parenting practices and self esteem in migrant families in Aizawl District.

1.1. Migration

According to International Organisation for Migration,(2011) Migration is, “the movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification.”

India as a nation has seen a high migration rate in recent years. Over 98 million people migrated from one place to another in 1990s, the highest for any decade since independence according to the 2001 census details. When a person is enumerated in census at a different place than his or her place of birth, she or he is considered a migrant. This may be due to marriage, which is the most common reason for migration among females-or for work, what is the case as generally among males, etc. It also happens that many return to their place of birth after staying out. To capture such movements of population census collect information on migration by last helps to understand the current migration scenario better. In India, as per census 2001, about 307 million people have been reported as migration by place of birth. Out of them about 259 million (84.2%), migrated from one part of the state to another, i.e., from one village or town to another village or town. 42 million (2%) from outside the country. The data on migration by last residence in India as per Census 2001 shows that the total number of migrants has been

314 million. Out of these migrants by last residence, 268 million (85%) has been intra-state migrants, those who migrated from one state to another. 41 million (13%) were interstate migrants and 5.1 million (1.6%) migrated from outside of the country.(Census of India 2001) Lack of rural employment, fragmentation of land holdings and declining public investment in agriculture create a crisis for rural Indians. Urban areas and some rural areas with industrial development or high agricultural production offer better prospects for jobs or self-employment.

The state of Mizoram has experienced both in migration as well as out migration. In Mizoram there are 22,599 in-migrants from other states, 31,739 are migrated to outside, 8,436 are from other countries. The growth rate of population from 1991 to 2001 is 28.82. (Census of India 2001)

Children all over the world have been part of the migration process; both across and within countries, and have been affected by it in a variety of ways. Children, who migrate with their parents, either through regular or irregular channels, face different kinds of challenges. Some of these being marginalization and discrimination in the country of destination, barriers to accessing social services, problems relating to rights of citizenship and identity, economic insecurity of parents, and social and cultural dislocation may affect migrant children.

1.2. Parenting Practices

Parenting (or child rearing) is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship. Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for

society and culture which provides ample opportunity to a child to find roots, continuity and a sense of belonging and also serves as an effective agent of socialization

Parenting affects the adolescent's behavior and the adolescent's behaviors and adjustment have long-term effects on young adult outcomes. Parental warmth-support predicted lower levels of depressive symptoms and, at the trend level, lower levels of irritability/hostility among the young adults (William S. Aquilino, Andrew J. Supple, 2001).

Parenting practices and daily routines are important influence on a child social, physical and cognitive development. Having familiar patterns and rituals provide children with the security of knowing what to expect, and help to build their sense of identity and responsibility. The family environment is a key factor in child development and can be a source of both protection and risk. Effective parenting and positive parent-child relationships can lower the risk of child abuse and maltreatment, and protect against behavioral and emotional problems in childhood and adolescence. (Sim, 2011).

Parenting is universally important in shaping child and adolescent well-being. At the same time, immigration and acculturation processes affect parents' childrearing styles and parent-child relationships. The levels of support and warmth that parents show towards their children influence youth emotional well-being; children who feel loved and accepted are happier and more confident.

Parenting practices have different meanings and implications for children depending on the sociocultural context in which these practices occur. Parents who provide a stimulating environment for their children and engage in various forms of dyadic interaction such as playing and joint book reading are likely to support their children's emerging cognitive skills. Parents' experiences in their own childhood, their migration experiences, cultural orientation and specific living conditions may contribute

to these differences in parental involvement. Parental involvement was found to be positively related to children's cognitive performance.

Parental habits, whether positive or negative, can influence the development of those same habits of self-perception in their children. Children are also likely to remember parental responses accordingly to their current emotional state at those certain times. Many parents create their own style from a combination of factors, and these may evolve over time as the children develop their own personalities (Ronald Ferguson, 2007). Parents have a profound influence on whether a home provides intellectual stimulation, physical and psychological safety, an appropriate degree of structure, and supportive relationships.

Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture which provides ample opportunity to a child to find roots, continuity and a sense of belonging and also serves as an effective agent of socialization.

1.3. Self-esteem

Self-esteem is a term in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent", "I am worthy") and emotions such as triumph, despair, pride and shame. "The self-concept is what we think about the self; self-esteem, the positive or negative evaluation of the self, is how we feel about it'.

Self-esteem has been described as the judgments that we make about our own worth and the feeling associated with those judgments. It has been ranked as among the most important aspects of self-development since evaluation of our own competencies affect emotional experiences, future behavior and long term psychological adjustment.(Shipra Nagar, Shubhangna Sharma and Goldy Chopra, 2008)

Self-esteem is a traditional indicator of psychological adjustment in parenting studies (Isabela Martinez et al). Self-esteem does not imply pride, but rather a sense of identity, worthiness, and self-acceptance as a human being. High self-esteem children had clear definitions of each parent's areas of authority and responsibility, whereas for low self-esteem children, authority roles were ambiguous. (Harriet P. Lefley, 1976).

Self esteem can be defined as a sum of beliefs or feelings that a person has for himself or herself, it is a person's evaluation of himself or herself, and his or her affective reactions to that evaluation. The way a person experiences and values herself also influence his or her behavior. It's important to point out that self esteem change through life under the influences of acquired experiences. Recurrent positive information from the environment that a person receives commonly increases her/his self esteem, and negative information decreases it. (Ivana Macuka, Anita Vulic-Prtoric, Izabela Soric, 2004)

Low self-esteem is linked to different problems in school age children because they have the tendency to underestimate themselves and attribute their failures to own incompetence. On the other side children with high self-esteem are sure with their capabilities and they cope with their problems easier. So, self-esteem has a protecting function in development if different problems of child adjustment even in serious disorder like depression and anxiety. (Ivana Macuka, Anita Vulic-Prtoric, Izabela Soric, 2004)

1.4. Adolescent

Adolescence is defined as a period of growth between childhood and adulthood. For most people adolescence is only an intermediate state between being a child and being an adult. The transition from one stage to the other is gradual and uncertain: the beginning and the end is somewhat blurred, and the time span is not the same for every person, but most adolescents eventually become mature adults. Adolescents' self-esteem is important to their mental health, to their competence in social

relationship, and to their progress in school. The majority of the adolescents go through periods of emotional upset.

Adolescence is a concept encompassing physical and emotional stages of transition from childhood to adulthood. With the dramatic physical changes and development, adolescents worldwide find themselves in a situation characterized by an uncertain status and events might affect their concept of their own. (Shipra Nagar, Shubhangna Sharma and Goldy Chopra, 2008).

1.5. Statement of the Problem

Parenting is very important in the development of children. Parenting at any time is a demanding task, however under highly disrupted relocation circumstances, these tasks become even more difficult. Many parents do not understand the importance of child rearing and their parenting style and practices can affect their emotional wellbeing. In general, parental warmth and support are thought to positively influence emotional well-being, whereas moderate levels of parental control are thought to be protective against harmful and delinquent behaviors among children. High levels of parental warmth and support are associated with greater self-esteem and lower depression and anxiety.

Many migrant parents are uneducated and are mainly from the low income family. For them the necessary of parenting practices may not be known. Contextual differences in the lives of families from diverse racial and ethnic backgrounds, however, may explain some differential parenting responses to children. Many parents create their own style from a combination of factors, and these may evolve over time as the children develop their own personalities.

The purpose of the present study is to probe into the perceptions related to parenting practices and self-esteem in migrant families from a social policy and social work perspective. It focuses on the parenting practices in relation to the parental

involvement among the migrant children. This study will make use of Alabama Parenting Questionnaire(APQ) to study the parenting involvement (1991). The study will assess the level of self-esteem among migrant adolescents by using Rosenberg self esteem scale (2008). Further, the study will find out the relationship between parental practices and self-esteem among migrant adolescents.

1.5. Objectives

The following are the objectives of the present study:

1. To profile the migrant Adolescents of Migrant families in Aizawl District.
2. To probe into the adolescents perception of parenting practices in the migrant families.
3. To assess the level of self-esteem among adolescents (14 – 18 yrs.) of migrant families.
4. To study the relationship between perceived parenting practices and self-esteem among the adolescents.

1.6. Chapter Scheme

The present study is organized into the following five chapters:

1. Introduction.
2. Review of Literature.
3. Methodology.
4. Results and Discussion.
5. Conclusion and Suggestions.

CHAPTER II

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

Review of literature is essential and its help the researcher to understand the theoretical background and findings of different scholars in various aspects. Also it gives an idea about the research gaps and helping one to have a systematic study. The present chapter present a critical review of literature on various aspect such as parenting practices, self-esteem of the adolescent and relationships of parenting practices and adolescents self-esteem. The purpose of the current review is to find out the research gap for further research on perception of parenting practices and self-esteem of adolescents in Mizoram.

2.1.Parenting Practices

The study conducted by Barbara D. DeBaryshe, Sylvia Yuen, Lana N. Nakamura, and Ivette Rodriguez Stern, “*The Roles of Family Obligation and Parenting Practices in Explaining the Well-Being of Native Hawaiian Adolescents Living in Poverty*”(2006),examines parenting practices and adolescents' sense of family obligation in promoting resilience in 155 Native Hawaiian youths living in poverty. Participants were 155 low-income Native Hawaiian families living on the island of Oahu. Each family member was interviewed individually, in a session lasting approximately 2 hours. The interviews were highly structured and consisted primarily of orally administered versions of survey instruments with known psychometric properties. More frequent problem behavior was associated with higher levels of family risk history more frequent punishment and higher levels of youth support. Lower levels of problem behavior were associated with being an older teen with having parents who engage in high levels of supportive parenting, and, marginally, with higher levels of youth respect. In this sample

of NH adolescents living in poverty, both parenting practices and youths values relating to family obligation were significant correlates of their behavioral adjustment and physical well-being. In terms of relative influence on problem behavior, parenting practices were most strongly associated with youth problem behavior. NH youths report higher levels of protective family factors, including more parental supervision, greater enjoyment of shared family time, and greater self-disclosure with their parents.

Ruth K. Chao on her study, *'The Parenting of Immigrant Chinese and European American. Mothers: Relations Between Parenting Styles, Socialization Goals, and Parental Practices'*, (2000), attempts to explore the associations between parenting style and parents socialization goals and practices for Chinese American parents as compared with European American parents. Specifically, the relations between the training parenting style and parent's socialization goals and practices are examined to understand Chinese parenting more fully. The sample comprise of 52 European American mothers and 95 immigrant Chinese mothers with children in either the first, second, or third grade children were recruited from the same school district in the Los Angeles areas. All the parents were mailed the parenting survey packet consisting of the measures described below. The Parental Authority Questionnaire by Buri (1989) was used to measure the three parenting styles-authoritative, authoritarian and permissive with 10 items comprising each scale. The questionnaire was designed to assess parental responsiveness and warmth in order to reflect children's perspectives of their parents' behaviors with respect to their parenting style. Seven items was developed to study the parental Socialization goals. Parental practices measures was composed of seven items from a scale developed and used by Steinberg Lamborn, et al.(1992).The findings on parents practices or parental involvement in school were also supported. The European American parents were higher on the managerial parental involvement in school, as predicted; the

Chinese were higher on the structural involvement in school. Additionally, mother's education was related to the goal for self development such that the higher the mother's education the more likely mothers were to endorse self development. Asian-American adolescents raised in authoritarian households do not do worse at school than adolescents raised in authoritative homes.

R.N.Rai on his study, *'Perceived Parental Rearing Style and Drug Addiction among Mizo Adolescents'*(2008), Parenting style has greatest influence on adolescent drug abuse. The present study is designed to examine the effect of perceived parental rearing style on drug use among Mizo adolescent a rare tribe of North East India. The study examines the effects of Perceived Parental Rearing Style on drug addiction amongst Mizo male and female adolescents. The Perceived Parental Rearing Style Questionnaire (PPRSQ) developed by Gerlsma, Arrindel, Van Der Veen, and Emmelkamp was used in this study. 50 drug addicts (25 male and 25 female) and 50 non drug addicts (25 male and 25 female) from the different localities of Aizawl city, the capital town of Mizoram served as the sample for the present study. Age ranged between 14-20 years. The drug addict male with no reliable significant difference on over protection factor from both parents exhibited significantly high rejection from father and mother both as compared to nondrug addicts male. Rejection and favouring subject from parent leads to drug addiction among Mizo adolescents whereas emotional warmth of the parent prevents drug use. The drug addict's female manifested low emotional warmth from both the parents. The drug addicts female showed more favouring subject from father and more over protection from mother.

The study conducted by RN Rai, *'Perceived Parental Rearing Style and Personality among Khasi Adolescents'* (2009) attempts to point out the perceived parental rearing style and personality among Khasi adolescents, a distinct tribe and a matrilineal

society of Meghalaya State from North-Eastern region of India. The study was conducted on a sample of 50 boys and 50 girls. The subjects were assessed with Gerlsma Perceived Parental Rearing Style (PPRSQ), Kellner symptom Questionnaire (S.Q.) and Rosenberg Self-Esteem Scale. The Male Khasi students showed more rejection in comparison to female Khasi students whereas female Khasi students have shown better emotional warmth as compared to the male Khasi students from father. The comparisons of Khasi male and female students on the personality factors reveal significantly higher anxiety, higher anger hostility, and more somatic concern in male Khasi students. The results also indicated significantly high level of self-esteem in female Khasi students.

Anbo Yang in her study, *'The impact of parental self-esteem and parental rearing behavior on adolescent attachment to parents'* (2011), the relationship of parental self-esteem, parental rearing and adolescent adult attachment was investigated. A written advertisement for participants in a study about parental self-esteem, parental rearing behaviors, and adolescent adult attachment was sent to high school teachers in three areas of China (Beijing; Gansu and Shandong province). About 500 students were recruited. The Rosenberg Self-Esteem Scale while students completed the Egnä Minnen av Barndoms Uppfostran, or Own memories of parental rearing (EMBU) and the Experiences in Close Relationships Scale (ECR) scales. Only those who submitted all the parents-child dyad questionnaires were taken into account. Hence, the sample was composed of 448 adolescent participants including 209 males adolescents, 174 females adolescents, 65 with missing gender information; 448 parents participants including 360 fathers, 360 mothers, 88 fathers and 88 mothers with missing gender information. The Experiences in Close Relationships Scale (ECR) - This scale (Brennan et al., 1998) was derived from 323 items by self-report attachment measures which were administered to 1,086 participants. The results of the present study indicated that parental positive rearing

behaviors were negatively associated with avoidance to both parents. That might mean that adolescents felt safe and comfortable with maternal and paternal care and emotional warmth, giving support to them, expressing less avoidance behavior when they stayed with their parents.

However, parental dysfunctional rearing behaviors were positively associated with avoidance and anxiety to mother and father. Paternal denying and rejecting was associated with avoidance to mother and anxiety to father. Furthermore, paternal denying and rejecting influence the adolescent model of self negatively. They felt anxiety when stayed with the father. Similarly, maternal punitiveness also influence the adolescent model of self negatively, these rearing behavior made them feel anxiety. Maternal over involved and overprotective behavior seems to have positive effect which can account for a significant proportion of the variance in the scores of adolescent avoidance to father. These finding are consistent with the notion that family environment factors such as parental rearing contribute to the severity of anxiety and avoidance to parents in adolescents.

Sarah Maiter, Ramona Allaggia, Nico Troeme on their study, '*Perceptions of Child Maltreatment by Parents from the Indian Subcontinent: Challenging Myths About Culturally Based Abusive Parenting Practices*' (2004), consisted of mothers and fathers who had emigrated directly from the South Asian region to Canada within the past 12 years. the sample obtained in the current study captured the broad diversity within the South Asian population, including age, marital status, number of children per family, region of migration, languages spoken, religion, number of years in Canada, education level, employment status, income status, profession, and type of household (extended or nuclear). Of the participants, 62% were mothers and the rest were fathers.

Twenty-nine parent participants completed questionnaires comprising vignettes describing questionable parenting behavior that they were asked to rate on a 6-point Likert-type scale. The questionnaire contained an open-ended section where parents could elaborate on ratings they assigned to each vignette.

Five focus group interviews or discussions were conducted; three with mothers and two with fathers, for a total of 29 parents interviewed. Trocme Studies of immigrant families have found that the immigration process, itself, can significantly disrupt parent-child relations, increase high-risk adolescent behavior and intensify intergenerational conflict. Added to this are the attitudes and belief systems that families bring with them in terms of parenting practices, including beliefs around the use of discipline and corporal punishment. Parents generally tended to agree that use of corporal punishment was harmful to a child's self-esteem, provided inappropriate role modeling for the child, and could potentially result in aggression on the part of the child. It can be said that, in every culture, parenting practices range from appropriate use of discipline to the extreme ends of the spectrum, including neglect and abuse. Moreover, a number of the parental responses indicated that the parents were able to recognize inappropriate parenting within their own cultural Group. Study findings suggest that South Asian parents do not differ significantly from other populations in their judgment of appropriate parenting approaches; that is, persistent and excessive use of physical discipline was considered to be inappropriate, behaviors of parents that may have negative emotional consequences for children were recognized as inappropriate, and lack of proper supervision of children was seen as a concern. Notably, though, participants voiced their reluctance to contact child protective services should they encounter families struggling with abuse.

The study conducted by William s. Aquilino, Andrew J. Supple, *Long-Term Effects of Parenting Practices During Adolescence on Well-Being Outcomes in Young*

Adulthood' (2001), investigated the consequences of parent-child relationships during adolescence for young adults' well-being and substance use. The data for this study were taken from the first and *second* waves of the National Survey of Families and Households (NSFH). The NSFH is a longitudinal data set comprising 13,007 interviews with adults who reside in the United States. Probability sampling was used to select main respondents, and double-sampling was included to attain sufficient numbers of respondents from underrepresented populations (ethnic minority respondents, single parents, stepfamilies). Parental warmth/support is associated with lower levels of child problem behaviors and better grades in school (trend level). The most consistent finding across the set of outcomes is that parents' reports of conflict-coercive control predict lower levels of young adult well-being. Conflict-coercive control was linked to significantly higher levels of irritable-hostile affect and to lower levels of personal efficacy, self-esteem, and life satisfaction among the young adults.

Higher levels of problem behavior during adolescence predicted lower personal efficacy and lower life satisfaction in young adulthood. Higher school performance predicted fewer depressive symptoms, lower irritability/hostility, and higher self-esteem among the young adults. Living in a stepparent family was linked to higher levels of depression and irritability, lower self-esteem, and at the trend level, lower life satisfaction. Parents' educational level was positively related to young adults' personal efficacy and self-esteem. Sons reported less depression and irritability than daughters did. Parental warmth/support and democratic discipline style in adolescence were not related to substance use in young adulthood. Parental support predicted lower levels of depressive symptoms and irritability among the young adults. A democratic parenting style was associated with higher personal efficacy. Adolescents who experience greater parental support, democratic parenting, and lower levels of coercive parenting appear to

be better adjusted as young adults. Parental restrictiveness-supervision during adolescence was associated with lower levels of alcohol consumption and binge drinking in young adulthood.

Janis E.Jacobs, Stephanie Hyatt, Jennifer Tanner and Jacquelynne Eccles in their study, *'Lesson Learned at Home: Relations Between Parents' Child Rearing Practices and Childrens' Achievement Perceptions'*(1998), data collected here are from 324 children and their parents as part of the childhood and beyond study. 7-point Likert type scale was used to measure the parents and students values, personalities, well-being, perception and self concepts. The teens of mother who were more involved in elementary school reported significantly higher level of support and closeness than those whose mothers were not involved. Mother early belief about their child's characteristics are related to differentiated feelings of closeness and differentiated parenting practices related to decision making and academic involvement ,that are, in turn related to adolescents achievement, and their perceptions of the parental closeness, monitoring, and strictness they experiences.

The study conducted by Driscoll, Anne; Russell, Stephen; and Crockett, Lisa, *'Parenting Styles and Youth Well-Being Across Immigrant Generations'* (2008), examines generational patterns of parenting styles, the relationships between parenting styles and adolescent well-being among youth of Mexican origin, and the role of generational parenting style patterns in explaining generational patterns in youth behavior (delinquency and alcohol problems) and psychological well-being (depression and self-esteem). Parenting practices have been repeatedly linked to adolescent wellbeing. This study uses Waves 1 and 2 of Add Health, the most recent comprehensive study of adolescents in the United States. The sampling frame included all high schools in the United States, as well as their largest feeder schools. The study sample consists of

respondents who were 12 to 18 year, who identified themselves as Latino and of Mexican origin or descent. The scale measuring delinquency consists of 14 items ranging from graffiti to stealing. Respondents were asked how often they committed any of the acts in the past 12 months. Depression was measured using a seven-item scale derived from the Center for Epidemiologic Studies Depression Scale (Radloff, 1977).

The self-esteem scale consists of six items based on the Rosenberg Self-Esteem Scale (Rosenberg, 1989). Parenting style is measured using parental control and maternal support; each measure is based on reports by the teen respondents. For each resident mother, adolescents responded to five items indexing the level of maternal warmth and caring. The results indicate that U.S.-born mothers are much more likely to be permissive than immigrant mothers. Higher percentages of immigrant parents, as compared to native parents, exercise firm control over their adolescents, an aspect of parenting related to behavioral outcomes. At the same time, third-generation teens with permissive and disengaged parents—the parenting categories defined by high levels of autonomy granting—have worse outcomes than do their counterparts with immigrant parents. Parental support and warmth are important predictors of young people’s emotional health. Youth with authoritative or permissive mothers had higher self-esteem and lower levels of depressive symptoms than did teens whose mothers fell into one of the non-supportive categories. Teens with permissive mothers were more likely to have experienced alcohol related problems than were those with authoritarian parents. The proportion of supportive mothers (permissive and authoritative) among third-generation teens was higher than it was among their first- and second- generation peers. Within the group with supportive mothers, levels of self- esteem were higher among third-generation teens.

Soh leong kim and Ben K.Lim in their studies, *Parenting Style and Child Outcomes in Chinese and Immigrant Chinese Families—Current Findings and Cross-*

Cultural Considerations in Conceptualization and Research' (2003), examines current research on the associations between the two key parenting dimensions of warmth and control on child outcomes in Chinese and Chinese immigrant families. Current research shows that parenting variables are associated with adolescent psychosocial outcomes in Chinese populations. Research on Chinese and immigrant Chinese populations has shown that most Chinese parenting does not fit into Baumrind's prototypes, and attempts at interpreting research data using such prototypes are confusing. Children, in these contexts, are exposed to western norms in which love is more likely to be expressed overtly and warmly. How adolescents perceive parental warmth is likely to affect the parent-child relationship as well as adolescent psychological well-being? Warmth is associated with positive child outcomes. However, the effect of parental control on child psychosocial outcomes is unclear. Qualitative differences in Chinese parenting call for more research that focuses on conceptualizing and operationalizing dimensions of Chinese parenting that are both culturally specific and culturally sensitive.

Jennifer A. Manongdo and Jorge I. Ramí'ez Garcí'a in their studies, *'Mothers' Parenting Dimensions and Adolescent Externalizing and Internalizing Behaviors in a Low-Income, Urban Mexican American Sample'* (2007), the relation between adolescent-reported parenting behaviors and mother reported youth externalizing and internalizing behaviors was examined among 91 Mexican American mother-adolescent (ages 13–17) dyads recruited from an immigrant enclave in a large Midwestern metropolitan area. The school has more than 1,500 students; approximately 93% Latino and 88% of Mexican descent. One of the major findings was that supportive parenting was related to lower levels of mother reported externalizing problems among girls (but not boys) in our sample of Mexican American adolescent-mother dyads. The link between externalizing behaviors and supportive parenting is applicable to our sample of Mexican American mother–

daughter dyads. The link between harsh parental control and depression symptoms was detected only among boys but not girls, no significant gender differences in externalizing or internalizing behaviors reported by mothers or in youth-reported depression symptoms. From the research it shows that youth-reported harsh parental control was related to youth-reported depression symptoms for boys, harsh parental control included harsh punitive behaviors such as verbal punishment and displays of anger by parents. It also included firm control such as insistence by parents (e.g., frequent reminders) and inconsistent discipline (e.g., changing the rules and or enforcing them without consistency). The differences between mothers' and fathers' parenting behaviors with their children have found significant differences in how they each interact with boys and girls. The findings highlight the importance of supportive parenting and of gender in the study of Mexican American families and youth mental health.

In the study conducted by Ronald Ferguson, *'Parenting practices, teenage lifestyles, and academic achievement among African American children'* (2007), parents have a profound influence on whether a home provides intellectual stimulation, physical and psychological safety, an appropriate degree of structure, and supportive relationships. How homes measure up on these dimensions is often correlated with race and with socioeconomic status?

Peter Viet Nguyen and Monit Cheung in their studies, *'Parenting Styles as Perceived by Vietnamese American Adolescents'* (2009), explored the impact of parenting styles, as perceived by Vietnamese adolescents, on their mental health. Although the aim was to compare the styles between fathers and mothers, the data showed that most adolescents (83%) chose to focus on fathers in their responses when filling out the Parental Authority Questionnaire. The study was on Vietnamese adolescents ages 13–17 years. The survey was comprised of a demographic questionnaire, the Suinn-Lew Asian

Self-Identity Acculturation Scale (SL-ASIA), the Parental Authority Questionnaire (PAQ), the Rosenberg Self-Esteem Scale (RSE), and the Reynolds Adolescent Depression Scale (RADSD). The survey was available in English and Vietnamese, but all of the subjects asked for the English version.

Moreover, birth place of the adolescent had statistically significant relationship with the levels of self-esteem, those who were US born tended to have a higher level of self-esteem than adolescents born in Vietnam. Parenting styles had statistically significant relationships to self-esteem and depression, and age had a statistically significant relationship with depression. Findings reveal that a father's authoritative style tends to relate to low depression in the adolescent. Vietnamese adolescents' perception toward their parents' parenting styles as authoritarian tended to negatively impact the adolescents' mental health lowering self-esteem and increasing the level of depression. The adolescents in the mothers group reported higher self-esteem and lower mean depression scores than those in the fathers group. This difference may be related to the fact that the adolescents tended to be closer to the mother who plays the role of a caretaker, even though the mother may, at the same time, be the disciplinarian.

Maureen Davey, Linda Stone Fish, Julie Askew, Mihaela Robila in their studies, '*Parenting Practices and the Transmission of ethnic Identity*' (2003), the aim of this follow-up study was to develop a descriptive understanding of parenting practices and the transmission of ethnic identity. Semi structured family interviews were conducted and coded using grounded-theory techniques, in particular the constant comparative method of analysis. Four main qualitative categories emerged from this study: The 48 families from the first phase of the study were chosen using snowball sampling from a small Jewish population in the central New York area. Parents who seem to fit into this clear expectation had clear rules or expectations about Jewish practices but were also

responsive to their teenagers' needs. Parents who practice together, as well as many of the parents who do not, believe that this is the best way to ensure the positive transmission of Jewish ethnic identity.

According to Yan Li, Philip R. Costanzo & Martha Putallaz on their studies, *'Maternal Socialization Goals, Parenting Styles, and Social-Emotional Adjustment Among Chinese and European American Young Adults: Testing a Mediation Model'* (2010), extends previous cross-cultural parenting style research by incorporating socialization goals and examines the cross-cultural similarities and differences in the associations among socialization goals, parenting styles, and young adults' social-emotional outcomes. Comparisons are made between two distinct cultural groups, Chinese and European American young adults, living in Mainland China and the United States, respectively. One hundred and thirty seven college students were recruited in two univein China and in the United States; respectively Rosenberg's (1965) 10-item self-esteem scale was used in this study. the perceived maternal self-development socialization goal significantly and positively related to participants' self-esteem and near significantly to academic self-efficacy Similarly, perceived maternal collectivism socialization goal positively predicted participants' self-esteem and near significantly and negatively predicted participants' depression. The European Americans reported higher self-esteem than their Chinese counterparts. Controlling for these group differences in the outcome variables, maternal authoritative parenting style in both cultural groups significantly and positively predicted participants' adjustment, including self-esteem.

Birgit Leyendecker, Julia Jäkel, Sinem Olcay Kademo lu and Bilge Yagmurlu on their studies, *'Parenting practices and pre-schoolers' cognitive skills in Turkish immigrant and German families'* (2010), aims to investigate the association between parenting behaviours, children's daily activities and their cognitive development.

Participants were 52 Turkish-German and 65 German pre-school children and their mothers, who were matched in terms of education level (10–12 years of schooling). Children’s cognitive skills were assessed using a developmental test (ET 6–6). Parenting behaviours were measured with a modified version of the Alabama Parenting Questionnaire (APQ). German parents scored higher on literacy environment, they were more likely to participate in joint activities for parents and children, and the time budget diaries revealed that they were more likely to read to their children and to spend time in dyadic interaction on weekends. Correspondingly, German mothers scored higher on parental involvement when compared to the Turkish immigrant mothers in the APQ. Turkish immigrant parents were engaged in parent–child interaction and in positive parenting yet less invested in the type of parenting behaviours which are particularly important for children’s school readiness. Parental involvement was found to be positively related to children’s cognitive performance. In terms of parenting practices, we found no differences for the subscale positive parenting. In both samples, mothers were equally likely to praise their children or to show that they care about them. Turkish immigrant mothers were less likely to report involvement, and more likely to report inconsistent discipline as well as rigid discipline practices when compared to German mothers. We found similarities in the sense that parents in the two samples were equally likely to engage in positive parenting behaviour and in social play, and girls received higher scores on cognitive performance than boys.

Fred Rothbaum, Gilda Morelli, Marthe Pott and Yvonne Liu-Constant in their Studies, *‘Immigrant-Chinese and Euro-American Parents’ Physical Closeness with Young Children: Themes of Family Relatedness’* (2000), examined cultural differences in the expression and meaning of physical closeness. Euro-American parents and immigrant-Chinese parents of children between the ages of 3 and 7 years old were interviewed. The

findings indicated that immigrant-Chinese parents, as compared with Euro-American parents, sleep in closer proximity with their children, more often view independence as children growing with the family, are more likely to emphasize the family unit, and place greater importance on inhibition of expression adherence to correct values, and hierarchy of relations. Euro-Americans, by contrast, are more accepting of nudity, place more emphasis on psychological benefits of physical closeness and on the child's expression of wants and feelings, more often view independence as celebrating the child distinctiveness, and place greater importance on intimacy, pleasure and spousal exclusiveness.

In the study of Catrin Finkenauer, Rutger C. M. E. Engels, Roy F. Baumeister, *'Parenting behaviour and adolescent behavioural and emotional problems: The role of self-control'* (2005), investigate the links between parenting behaviours, self-control, and emotional and behavioural problems in a large sample of young adolescents. Data were derived from a cross-sectional study among 1359 preadolescents and adolescents aged 10–14 years, conducted in the winter of 2000–2001. Six high schools in the Netherlands participated in the study. The self-report questionnaires were filled out at school, in classes consisting of 17–31 students. Parental acceptance was positively related to self-esteem and psychological control was negatively related to self-esteem, indicating that adolescents who reported having highly supportive parents had high self-esteem, while adolescents who perceived their parents to exert psychological, restrictive control had low self-esteem. Low levels of self-reported self-control were strongly related to both behavioural and emotional problems for early adolescent boys and girls. Young adolescents with low levels of problems (both emotional and behavioural) perceived their parents to be emotionally supportive and low in psychological control.

B.Lalhmimgmawii on her studies, *'Parenting styles, family communication and risk behavior among adolescents in Mizoram'* (2010), it is conducted with 106 adolescents in the age group of 13-18 years and parents from one core and one peripheral area of Aizawl (Dawrpui Community and Tanhril Community). The main objectives of the study is to find out he perceived parenting styles of adolescents in Mizo families, to understand the communication pattern between parents and adolescents, to study the risk behavior of adolescents in Mizoram, to study the relationship between parenting styles, family communication and risk behavior of adolescents and to suggest social work intervention for reduction of risk behavior among adolescents The main findings found out in the study is that the parenting styles of Authoritative, Authoritarian and Permissive were common across both areas. In this findings it shows that parents and children show concurrence in their perception with regard to" authoritative being the most common. In the core area the parents perceived themselves as core oriented but children perceived their parents as socio oriented.

Gustavo carlo, Meredith Mcginley, Rachel Hayes, Candace Batenhorst and Jamie Wilkinson in their studies, *'Parenting Style or Practices? Parenting, Sympathy and Prosocial Behaviours Among Adolescents'* (2007), examined the relations among parenting styles, parenting practices, sympathy, and prosocial behaviours in adolescent. The participants were 233 adolescents from public high schools in the mid western region of the United States. Parenting practices were significantly associated with adolescent's prosocial behavior. The findings showed that associations between parenting practices and prosocial behaviors were mostly through the indirect effect of sympathy. The present findings indicate that parents who provide hands-on experiences and involvement in prosocial activities foster sympathy and prosocial behavior in adolescents.

The study conducted by Ineke Van Der Veen and G. Wim Meijnen, *'The Parents of Successful Secondary school Students of Turkish and Moroccan Background in the Netherlands: Parenting Practices and the Relationship with Parents'* (2002), focus on academically successful 17 year old adolescents of Turkish and Moroccan background in the Netherlands. The parenting practices of their parents are examined along with the students' relationship with their parents. In this study the successful Turkish/Moroccan-background students not only had a poorer relationship with their parents than did the successful Dutch-background students; they also had a poor relationship with their parents than did the less successful Turkish/Moroccan-background students. In the present study, the successful Turkish/Moroccan students parents show more responsiveness to student needs, signals and mood than did the parents of the successful Dutch background student. The students also indicate that they experienced little support from their parents. For both the successful Dutch and Turkish Moroccan-background student, the mothers were more responsive than the fathers. The largest difference between the successful and less successful students concern the relationship with parents. The successful students less satisfactory relationship with their parents is most likely a consequence of academic success. The successful Turkish and Moroccan background students had a less satisfactory relationship with their parents, probably because their success widened the social distance between them and their parents more than was the case for the other groups.

Uwe Wolfradt, Susanne Hempel, Jeremy N.V. Miles on their studies, *'Perceived parenting styles, depersonalisation, anxiety and coping behaviour in adolescents'* (2003), the sample was composed of 276 German high school students from Jena, Germany (150 girls and 126 boys) ranging in age from 14 to 17 years. 'Parents and Children': the Zurich Brief Questionnaire for the Assessment of Parental Behaviors (Reitzle, Winkler Metzke,

& Steinhausen, 2001), the Questionnaire of Experiences of Dissociation (QED, Riley, 1988), the trait version of the State-Trait-Anxiety Inventory (STAI-X2, Spielberger, Gorsuch, & Lushene, 1970), and a coping questionnaire for adolescents (Seiffge-Krenke, 1989) was used. It was found that perceived parental psychological pressure correlated positively with depersonalization and trait anxiety among the adolescents. Perceived parental warmth was positively associated with active coping and negatively correlated with trait anxiety in the adolescents. A cluster analysis revealed four types of parenting styles: authoritarian, authoritative, permissive and indifferent. The group with the authoritarian parenting style showed higher scores on depersonalization and anxiety. The groups with the authoritative and permissive style of both parents showed the highest score on active problem coping..

Maria M. Wong on her studies, *'Perceptions of Parental Involvement and Autonomy Support: Their Relations with Self-Regulation, Academic Performance, Substance Use and Resilience among Adolescents'* (2008), examined the effects of perceived parental involvement and autonomy support on academic performance and substance use among 171 adolescents. Perceived parental involvement and autonomy support were assessed by the *Perceptions of Parents Scale* (POPS; Grolnick et al., 1991). Self-regulation in academic work was measured by the *Academic Self-Regulation Questionnaire* (SRQ-A; Ryan & Connell, 1989). The SRQ-A consists of 32-items about children's reasons for doing schoolwork. Effortful control was measured by the *Early Adolescence Temperament Questionnaire-Revised* (Ellis & Rothbart, 2001). Information about students' academic performance was collected from both the students and the teachers. Classroom disruptive behavior was assessed by 5 items in the *Patterns of Adaptive Learning Survey* (Midgley et al., 2000) Self regulation variables mediated the effects of perceived parental involvement and autonomy support on academic

performance and classroom disruptive behavior in both low and high-risk students. Among high-risk students only, classroom disruptive behavior was significantly related to greater substance use. A higher level of perceived parental involvement and autonomy support and greater self-regulation predicted better outcomes for all students. Effortful control and identified regulation mediated the effects of perceived parental involvement and autonomy support on academic performance and classroom disruptive behavior for all students.

The study conducted by Courtney N. Baker, Michael Hoerger on *'Parental child-rearing strategies influence self-regulation, socio-emotional adjustment, and psychopathology in early adulthood: Evidence from a retrospective cohort study'* (2012), examined the association between recollected parental child-rearing strategies and individual differences in self-regulation, socio-emotional adjustment, and psychopathology in early adulthood. Undergraduate participants (N = 286) completed the Eigna Minnen av Barndoms Uppfostran, or Own memories of parental rearing (EMBU) – a measure of retrospective accounts of their parents' child-rearing behaviors – as well as self-report measures of self-regulation and socio-emotional adjustment across the domains of eating disorder symptoms, physically risky behavior, interpersonal problems, personal financial problems, and academic maladjustment. A subset of participants also completed the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF). Parental warmth was found to be related to overall better self-regulation and improved interpersonal and academic adjustment. In contrast, both parental rejection and over control were found to be related to general deficits in self-regulation as well as adjustment difficulties and psychopathology. Parental rejection was most closely related to internalizing clinical presentations like anxiety, depression, and somatization, whereas over control was most aligned with increased hypomanic activation and psychoticism.

Mediation analyses demonstrated that the relationships between parental child-rearing strategies and socio-emotional adjustment and psychopathology were partially mediated by self-regulation.

In the study of Rinke M. P. Van Zundert, Haske Van Der Vorst, Ad A. Vermulst, and Rutger C. M. E. Engels 'Pathways to Alcohol Use Among Dutch Students in Regular Education and Education for Adolescents With Behavioral Problems: The Role of Parental Alcohol Use, General Parenting Practices, and Alcohol-Specific Parenting Practices' (2006), explored the role of parents' alcohol use, general parenting practices (support and behavioral control), and alcohol-specific parenting practices (alcohol-specific rule enforcement and alcohol availability at home) on adolescent alcohol use. Structural equation analyses were performed on cross-sectional data from adolescents who received special education because of behavioral problems ($n = 411$) and from adolescents who received regular education ($n = 428$). The main findings show that alcohol-specific parenting practices appear to be highly important in regulating adolescent alcohol use. Parental alcohol use was related to alcohol-specific rule enforcement and alcohol availability at home. Behavioral control was also related to alcohol-specific rule enforcement'

2.2. Self Esteem

Vered Slonim-Nevo, and Yana Sharaga on their studies, 'Attitudes and Behavior: A Comparison of Immigrant and Non-Immigrant Adolescents in Israel' (1997), examines the behavioral and emotional experience of sixty non-immigrant and sixty-one immigrant adolescents who resided in the Negev in 1993. The study presented here is based on a sample of 60 Israeli and 61 immigrant adolescents chosen non-randomly from classes in three high schools in Beer-Sheva. Data for this study were collected using questionnaire. questionnaire included three types of items: 1. Sociodemographic, such as

family structure, family socioeconomic status (SES), and type of dwelling; 2. behavioral and emotional functioning, such as number of recent fights with parents, number of recent fights with teachers, number of Israeli friends, number of immigrant friends, frequency of alcohol consumption, smoking pattern, experience of loneliness, and thoughts about suicide; and 3. Standardized measures of self-esteem, relationship with peers, and communication with father and mother. Self-esteem was assessed by the Rosenberg Self-Esteem Scale (Rosenberg, 1979), a 10-item scale designed to measure the self-esteem of high-school students. Index of Peer Relations (Hudson, et al., 1987), a 25-item scale designed to assess problems with peers. Communication with father and mother was assessed using an instrument developed by Barnes and Olson (1985), a 20-item scale used to assess the views of adolescents and their parents about their communication with one other. The immigrants were more engaged in harmful behaviors, such as smoking, drinking and fighting. During the three months prior to the survey, 28% of the immigrants compared to 10% of the non-immigrants used alcohol, and 25% of the immigrants compared to 10% of the non-immigrants had two or more fights with other students in school. The immigrant adolescents reported feeling less happy and more lonely than their non-immigrant counterparts. 95% of the non-immigrant group, but only 65% of the immigrants, agreed with the statement, "Often I feel happy." Similarly, 38% of the nonimmigrant group and 56% of the immigrants agreed with the statement, "Often I feel very lonely." Finally, the standardized measure for self-esteem indicated a significantly higher level of esteem among members of the non-immigrant group when compared to the immigrant group.

Zora Raboteg-Saric., Andreja Brajsa-Zganec and Marija Sakic, in their studies, *'Life Satisfaction in Adolescents: The effect of Perceived Economic Status, Self-Esteem and Quality of Family and Peer Relationships'* (2008), aimed to determine to what extent

socio-demographic variables, subjective material well-being, aspects of social relationships and personal resources predict adolescents' life satisfaction. The study included a representative sample of 2823 Croatian high school students. The participants completed scales measuring their perception of parental child-rearing practices, family cohesion, support from a close friend and global self-worth. The structured questions were used to assess students' global satisfaction with life, perception of economic status of their family and socio-demographic variables. Girls were less satisfied with their lives than boys. Adolescent gender has an indirect effect on their life satisfaction through the self-esteem variable. Parental behavioral may, to a certain degree, affect the development of adolescents' internal resources such as self-esteem and contribute to their life satisfaction. Positive interaction with peers may be reflected in the way adolescents evaluate themselves and may enhance their self-esteem and overall life satisfaction.

Macuka Ivana, Vulic-Prtoric A, Soric Izabela in their studies, *'Positive effects of family interactions on self esteem in early adolescence'* (2004), aim to determine the contribution of the parent-child relationship quality to the level of child's self esteem. The research was conducted on the sample of 127 subjects, 72 boys and 55 girls (enrolled in seventh grade of primary school). The aim was to examine family factors that may influence the development of the child self concept. The research was conducted on the community sample of 127 children enrolled in seventh grades in primary school Zadar, Croatia. The girls and boys differ significantly in terms of family relationship, precisely in the perception of the father's control than the girls do. Children, especially the boys, in the period of early adolescence are under the strong influence of their peer group. This results show no such difference between boys and girls in self-esteem, neither in their school achievements. Different aspects of family relations make significant contribution to global self-esteem of adolescents. In the male sample the most significant

predictors on high self-esteem were school achievement, family cohesion and low fathers' control. The result shows difference between boys and girls in the perception of the level of father's control. The boys perceive their father to be more controlling over them than girls do.

Chana Ullman and Moshe Tatar in their studies, '*Psychological Adjustment Among Israeli Adolescent Immigrants: A Report on Life Satisfaction, Self-Concept, and Self-Esteem*'(2001), examined central issues in the psychological adjustment of adolescents who immigrate: self-concept, self-esteem, and life satisfaction. Questionnaires were administered to newcomers from the former Soviet Union (n = 119) as well as to their Israeli host classmates (n = 135) attending secondary schools. Self esteem was used the 10 items that comprise the Rosenberg Self- Esteem Scale (SES) (Rosenberg, 1979). The Israeli-born students reported greater satisfaction with their lives. Immigrants' length of stay in Israel was found to be positively correlated with. Their life satisfaction, the longer they stayed in the new country the greater their satisfaction from life. Immigrant adolescents expressed less satisfaction with their lives relative to their classmates. Immigrant adolescents in our study express less satisfaction with their lives, seem to experience greater alienation from their social environment, and emphasize more self-reflection in their self-concept. On the other hand, their global self-esteem does not seem to be affected by the stress of immigration. Moreover, the longer they stay in Israel their self-concepts become more similar to those of their veteran classmates, and their life satisfaction increases.

Adolescents who immigrate are at greater risk for problems in psychological adjustment. Immigrant adolescents expressed less satisfaction with their lives relative to their classmates. Adolescent immigrants do not differ from their classmates in global self-esteem and this variable was not related to length of stay in the new country. Global self-

esteem thus seems unaffected by the process of immigration. Age was not related to global self-esteem, and that younger students reported greater satisfaction with their lives. Boys and girls did not differ in global self-esteem. However an interaction effect indicated that Israeli-born girls indeed expressed lower self-esteem than veteran boys as expected, whereas immigrant girls reported higher self-esteem than the immigrant boys. Immigrant adolescents as compared to their counterparts express less satisfaction with their lives and report less congruence between their self-concept and the ways in which in their opinion they are perceived by others. The 2 groups do not differ in global self-esteem. Among the immigrants, the length of stay in Israel was related to the extent of their life satisfaction, and to the degree of similarity between the constituents of their self-concept and those of their classmates. Across the sample, gender and age were also related to self esteem and self-concept.

Negmeldin Abheikh, Gowri Parameswaran, Hala Elhoweris on their studies, *'Parenting Style, Self-Esteem and Student Performance in the United Arab Emirates'* (2010), the impact of parenting styles on 5-8th grade students' performance and self-esteem was analyzed within a sample of the United Arab Emirates (UAE) public school children. A sample of 162 children (50% boys, 50% girls) reported on their parents' child-rearing practices. Parenting styles were classified into one of three groups (autonomy granting, demandingness, or responsiveness). Classes were selected randomly from these schools. A total of 162 United Arab Emirates children who attending the UAE public schools were included in this study. It consisted of 36 items; twelve items for each parenting style dimension, namely, autonomy-granting, demandingness and responsiveness. Rosenberg Self-esteem Scale: The scale was adapted for the purpose of this study. The scale consists of 10 positive and negative self-appraisal statements rated on a 4-point Likert scale format from 1 (strong disagree) to 4 (strong agree). The bivariate

correlations of the parental dimensions of Autonomy, Responsiveness, Demandingness, and mothers' parenting style with children's self-esteem, and their overall academic performance in the classroom. Demandingness was significantly related to overall academic performance. Parents' interactions with children were dependent on both the gender of the child and the age of the child. Parents were more responsive to girls as compared with boys. The results of this study indicated that children of parents who had high expectations from them performed better in school than children whose parents had low expectations from them. Children's performance in school in the UAE is heavily influenced by the obligations that they feel towards their families to make them proud. In families where the child is not allowed to have their own voice, the child may decide that school is not very important to them and may not make much effort to do well. Self-esteem was not significantly related to any of the variables studied.

The study conducted by Harriet P. Lefley, *'Acculturation, Child-Rearing, and Self-Esteem in Two North American Indian Tribes'* (1976), the subjects in this study are descendants of the Florida Semi-nole, a loose confederation of two major ethno linguistic groups (Mikasuki and Muskogee, or Creek). Across tribes and age groups, boys' self-concept was significantly correlated with perceived parental love. Girls' self-concept showed no significant relationship with parental love. The Miccosukees were somewhat less permissive than the Seminoles in reporting no rules. Both tribes indicated that punishment was a more effective method of child-rearing than positive reinforcement. When the latter was used, however, the Miccosukees modally preferred social reinforcement, while the Seminoles preferred tangible rewards. Among the Seminoles, inverse combinations of child-rearing attitudes were related to self-esteem in boys and in girls. Positive self-regard in boys was associated with a non-punitive and protective maternal attitude, with few demands for performance and little mother-child comradeship.

Among girls, positive self-concept appeared to be negatively correlated with protectiveness, and positively correlated with communication, comradeship, equitarianism, and expectations of performance. Regardless of age, girls seem to have a more salutary self-concept than boys.

In the study of Maykel Verkuyten, *'Positive and Negative Self-Esteem Among Ethnic Minority Early Adolescents: Social and Cultural Sources and Threats'* (2003), this uses data from a large-scale study ($N = 1070$) of Turkish and Moroccan early adolescents in the Netherlands. In it, it was found that a distinction between positive and negative self-esteem as 2 relatively independent dimensions of global self-esteem could be made. Other results were that ethnic identification and family integrity as an individual tendency toward collectivism turned out to be positively related to positive self-esteem. On the other hand, peer discrimination and intergenerational discrepancies in attitude toward Dutch cultural practices appeared to be related to lowered positive self-esteem and enhanced negative self-esteem. These relationships were similar for both groups of participants. However, the Moroccans had higher positive self-esteem and lower negative self-esteem. There is a significant difference in positive self-esteem between Turkish and Moroccan participants. The Turkish early adolescents had a lower score. Gender also shows a significant effect: girls report lower positive self-esteem than boys. It is concluded that, in addition to the differential resources and threats, the examination of these 2 dimensions of self-esteem can improve our understanding of the development of self-evaluation by ethnic minority youth.

Shipra Nagar, Shubhangna Sharma and Goldy Chopra on their studies, *'Self Esteem among Rural Adolescent Girls in Kangra District of Himachal Pradesh'* (2008), the study has been conducted with an aim to know the self-esteem of adolescent girls and the factors affecting in Kangra District of Himachal Pradesh. A total sample of

112 school going girls in the age range of 14 to 19 years were selected from five villages of Kangra district. The tools of the study including a modified socio economic status scale which consisted of general information – age, ordinal position, caste, family type and size, ordinal position, caste, family type and size, education and occupation of parents, income, etc. A self esteem scale constructed by Kapadia and Verma in 1989 was used to know the self-esteem of girls. This scale consisted of 41 statements out of which 15 were positive and 26 statements were negative. Results indicated that majority of the girls had average scores of self-esteem with an average of 83.56. Self-esteem scores were found to be positively correlated with the educational status of the girls. The analysis also revealed that the family type of girls affected the scores of self-esteem.

2.3. Relationship between Parenting Practices and Self-esteem.

According to Seetha KP and Vonod Kumar in their study, *“Influence of Parenting on Self-Esteem on Adolescents”* (2011), the main purpose of the study was to identify the effect of various parenting characteristics on adjustment and self esteem of adolescents. Initially rapport is established between individuals and the need and purpose of the study was explained. The aim of the present study was to identify the influence of various modes of mothering as well as fathering on self esteem of adolescents. Parents need to be available to their adolescents, supportive and actively engaged in negotiation of increased autonomy, self-reliance and self esteem. They need to support their adolescent's expression of feelings, beliefs and goals. In psychology, relationships between parenting, self esteem and adjustment are the most important concerns of research especially in the areas related to adolescents. The present study carried out on a representative stratified random sample of 120 students of Class XI and XII between the age group of 15-18 at Kannur district of Kerala State. For the present investigation,

Parenting Scale, Self Esteem Inventory and Personal Information Schedule sheet was used to gather information and scheduled sheet to collect data from adolescents.

The present study also reveals that adolescents develop their self esteem more fast in acceptance mode of mothering than rejection mode of parenting. The accepting mother puts the child in a position of importance in the home and develops a relationship of emotional warmth thus increases their self esteem. Maternal acceptance encourages the child and makes itself apparent in receptive or positive attitude towards the child's idea and judgment, worthiness and capability, love and affection and admiration along with adequate attention towards him. Rejection of fathers adversely affects the self esteem of adolescents. The present study tried to assess self esteem of adolescents in relation to various parenting modes. Adolescents develop their self esteem more fast in acceptance mode of mothering than rejection mode of parenting. The role of the mother or the style of the upbringing especially accepting is largely associated with congenial development of personality thus provide the child an increase in self esteem of adolescents.

Isabel Martinez and Jose Fernando Garcia in their studies *'Parenting Styles and Adolescents Self-Esteem in Brazil'* (2007), examines the impact of parental socialization on Brazilian teenagers' self-esteem and their internalization of values. The relation between parenting styles and adolescent outcomes was analyzed in a sample of 1,198, 15-18-year-old Brazilians. Participants were administered a series of self-report questionnaires in a designated classroom during regular class periods. Adolescents from authoritative and indulgent homes—who did not differ from each other—had higher academic self-esteem than adolescents from authoritarian or neglectful families. Social self-esteem, however, differed only between adolescents from indulgent and authoritarian homes, who had the lowest social self-esteem. The family self-esteem of adolescents from indulgent families was higher than that of adolescents from the other family types,

although family self-esteem in authoritative homes was also higher than in authoritarian and neglectful homes. Adolescents from authoritarian families had the lowest level of family self-esteem.

Avidan Milevsky · Melissa Schlechter · Sarah Netter Danielle Keehn in their study '*Maternal and Paternal Parenting Styles in Adolescents: Associations with Self-Esteem, Depression and Life-Satisfaction*' (2007), indicates that parenting behaviors are related to adolescent adjustment. Participants in the current study included 272 students (145 males and 127 females) in grades 9 and 11, from a public high school in a metropolitan area of the Northeastern U.S. Parenting styles were assessed, for maternal and paternal styles separately, using the acceptance/ involvement and the strictness/supervision sub-scales of the Authoritative Parenting Measure (Steinberg et al., 1994). Self-esteem was assessed with the Rosenberg Self-esteem Scale (1965). Depression was assessed with the Center for Epidemiologic Studies Short Depression Scale (Andresen, Malmgren, Carter, & Patrick, 1994; Radloff, 1977). The results indicate that parenting styles are related to well-being in adolescents. Authoritative parenting was found to relate to higher self-esteem and life-satisfaction and to lower depression. Authoritative mothering was found to relate to higher self-esteem and life-satisfaction and to lower depression. Paternal parenting styles was also related to psychological adjustment. authoritative parents were those scoring above average on both the acceptance/involvement and strictness/supervision scales, authoritarian parents were those scoring below average on the acceptance/involvement sub-scale and above average on the strictness/supervision sub-scale, permissive parents were those scoring above average on the acceptance/involvement sub-scale and below average on the strictness/supervision sub-scale, and neglectful parents were those scoring below average on both the acceptance/ involvement and strictness/supervision scales.

Isabel Martínez and José Fernando García on their studies *'Impact of Parenting Styles on Adolescents' Self-Esteem and Internalization of Values in Spain'* (2007) examine the relation between parenting styles and adolescents' self-esteem. Our sampling frame consisted of a complete list of all public (90%) and private (10%) centers —Spanish private schools financed by the government. Multistage cluster sampling was used to select the respondent. Adolescents' personal adjustment was measured with the Multidimensional Self-Esteem Scale (AF5; García & Musitu, 1999). This 30-item scale assesses self-esteem in five domains: academic, social, emotional, family and physical. Parenting styles had statistically significant main effects for academic and family self-esteem dimensions. Adolescents from indulgent parents had higher academic self-esteem than did adolescents from the other family types, whereas adolescents from authoritarian families had the lowest level of academic self-esteem. The family self-esteem of adolescents who perceived their parents as indulgent was also higher than that of adolescents who were raised in the other family types. adolescents' academic and family self-esteem appears to be negatively influenced by the degree of strictness/imposition utilized by parents. As a result, strictness practices, which involve a hierarchical parent child relationship, do not seem to have a positive influence on the socialization of offspring in Spain, whereas practices such as affection, reasoning, acceptance, and involvement are positively related to adolescents' outcomes.

Rutger C. M. E. Engels, Catrin Finkenauer, Wim Meeus and Maja Dekovic on their studies, *'Parental Attachment and Adolescents' Emotional Adjustment: The Associations With Social Skills and Relational Competence'* (2001), this study used cross-sectional self-report data from 412 12-18- year-olds to examine the effects of parental attachment on the development of social skills, relational competence, and emotional adjustment. Perceived parental attachment was significantly related to

emotional adjustment in both age groups: Adolescents who were strongly attached to their parents reported higher levels of self-esteem. Adolescents with high parental attachment reported less anxiety in performing social skills and performed social skills more frequently.

Su Yeong Kim and Xiaojia Ge in their study, *'Parenting Practices and Adolescent Depressive Symptoms in Chinese American Families'* (2000), examined parenting practices and adolescent depressive symptoms among Chinese Americans. Participants were recruited from four middle schools in a major metropolitan area of northern California. Parenting practices were assessed through a scale adapted from the Iowa Youth and Families Project (Conger, Patterson, & Ge, 1995; Ge et al., 1996). It appeared that for adolescents, as well as for parents, the harsher parents are as disciplinarians, the less likely they are to monitor their adolescent and use inductive reasoning in their parenting practices. Parents who use inductive reasoning in their parenting practices are more likely to monitor their adolescents' behaviors. Immigrant status of mother was significantly related to adolescent depressive symptoms. This finding suggests that factors related to immigration, such as the acculturation process of immigrant mothers, may affect adolescent depressive symptoms.

In this chapter an attempt has been made to present critical review of literature on perceptions related to parenting practices and self esteem in migrant families, Aizawl District .The review points out a few research gaps. There are a few empirical studies on this problem in terms of parenting and self esteem of migrant children. There are also a few studies in the terms of parenting practices in the context of North-east India and Mizoram. The studies are mainly on parenting style and not on practices.

In the light of the review, the next chapter presents the methodological aspects and the settings of the present study.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

In this chapter the profile of the community studied and the methodology are presented. The first section covers the profile of the community-Zemabawk Middle School Veng and Nausel. The second section discusses the methodological aspects of the present study including its objectives, research design, sampling, tools of data collection, data processing, analysis and the limitation of the present study.

3.1. Profile of the community

The present study was conducted in the localities of Zemabawk and Nausel, Aizawl District, Mizoram State.

3.1.1. Zemabawk

Zemabawk Middle School Veng was part of the Zemabawk community which is located in the outskirts of Aizawl city. In 1986, 7 families started residing at Middle School Veng and these families are the persons who do not have private land and they built their house at other people's land. These people are almost all migrants. At present, there are more than 200 households in the community. To understand the adolescents within the community participatory approach was adopted by conducting Seasonal calendar and Daily Activity schedule.

The seasonal calendar (see Fig 3.1) shows that how the adolescents spent their time every month for the whole year. There is no much difference between the boys and girls. In January both had a vacation, in February they started entering the school, and in March both the girls and the boys are having school sports and games. In the Month of April, May, June, July and August both the boys and girls go to school which include test and examination. The girls mentioned that in the month of September they

are having Sunday school conference and the boys mentioned that it is the month of Teachers Day. On October and November both the boys and girls still go to school as usual and in the month of December they have winter vocation and Christmas celebrations.

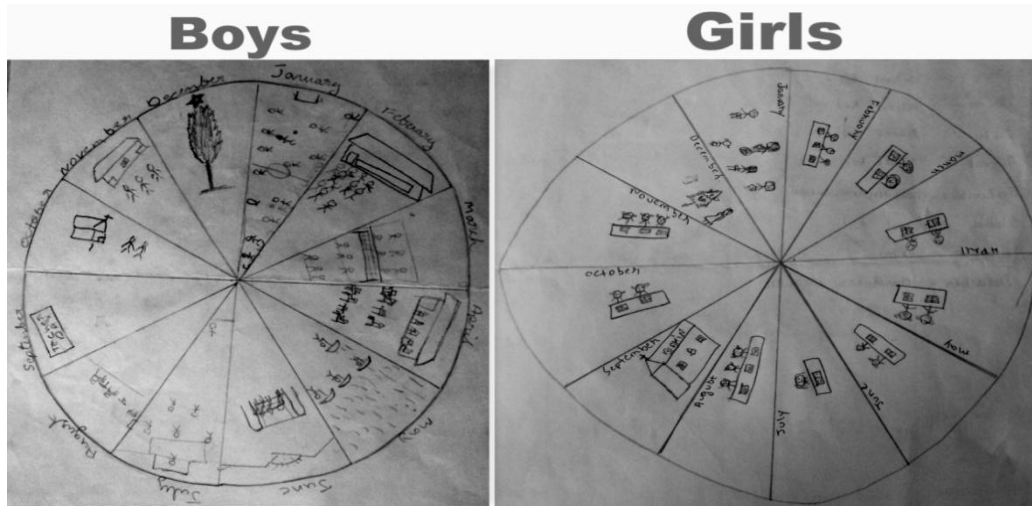


Fig 3.1 Seasonal Calendar of Zemabawk Middle School Veng Adolescent

DAILY ACTIVITIES (BOYS)				DAILY ACTIVITIES (GIRLS)			
TIME	ACTIVITIES	ILLUSTRATION		TIME	ACTIVITIES	ILLUSTRATION	
6:30			Xattho chiah wake up	5:00am			Xing xian tho waking up
8:00			chaw ka ci mi breakfast	7:30am			Xing chaw kan breakfast
8:30			sikul ka wal go to school	8:00am			Sikul kan going to school
12:30			Chun chaw kan lunch break	10:00am			Class ah le hitha school hour
3:15			Xa haw mak go home from school	12:00m			kan hui zhan tai playing hour
4:00			in ah TV ka watching TV	3:15m			School kan bang going home from school
5:30			Thai ah chaw dinner	4:00pm			Thai tam le hitha zhan study hour
7:00			Lekha ka zhan studying	5:00pm			Thai chaw ci kai dinner
9:00			ka nu bed time	8:00			kan mit chai bed time

Fig 3.2 Daily activities of adolescents at Zemabawk Middle School Veng

From daily activities of the adolescents of Zemabawk community (see fig 3.2), it shows clearly how they spent their time daily. In the morning the boys wake up at 6:30 am and girls at 5:00 am, the boys have breakfast at 8:00 am and girls at 7:30 am. The girls go to school at 8:00 am and boys at 8:30 am, the girls mentioned that they start the class at 10:00 am and both the boys and girls have a lunch break at 12:30 pm. The school closes at 3:15 pm for both boys and girls. At 4:00 pm in the evening the boys are watching Television and the girls are studying, and the boys had dinner at 5:30 pm and girls are having at 5:00 pm. At night the boys start studying at 7:00 pm and the bed time for boys is 9:00 pm and for girls it is 8:00 am.

3.1.2.Nausel

Nausel is a village located near Sihphir, which is 11 miles away from Aizawl. Before there was insurgency period in Mizoram, there were about 40 houses in the village. During the insurgency in Mizoram the people who lived in this place were grouped at Durtlang village. The people who lived in this village were migrated from different parts of Mizoram as well as from Manipur. At present, the numbers of household in this community are more than 50.

To understand the conditions of the adolescents at Nausel Community Participatory approach was also conducted by using Seasonal Calendar and Daily Activities.

From the Seasonal calendar (see fig 3.3) it can be seen that all the adolescents that participated are school going children. From the figure it can be known that From January to June the school session is going on which include sports and term exam, on July there is a vacation. From the month of August to November the school time is still going and there is second term exam in October. And on December they are having a winter vacation and Christmas celebrations.



Fig 3.3 Seasonal Calendar of Nausel Adolescents

The daily activities of the adolescents from Nausel were also highlighted in Fig 3.4. The adolescents at Nausel wake up at 5:00 am and had breakfast at 8:00 am. At 8:45 am they went to school and they come home from school at 3:00 pm. At 4:00 pm the girls prepare dinner and they had dinner at 6:00 pm. They started studying at 7:00 pm in the night and go to bed at 9:00 pm.

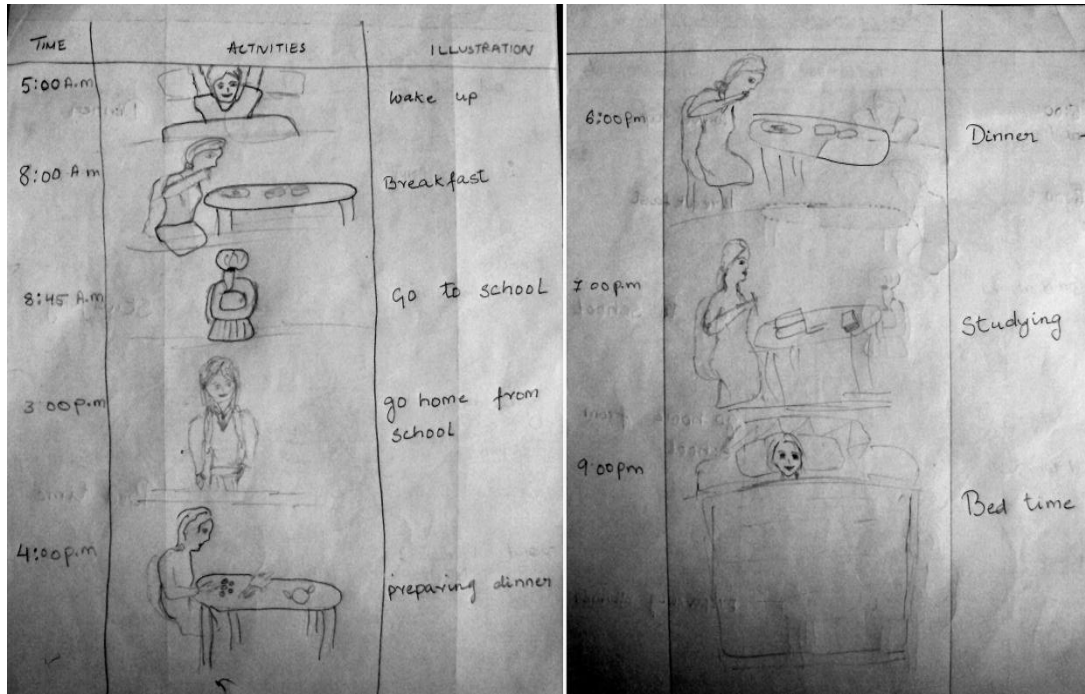


Fig 3.4 Daily Activities of Adolescents at Nausel

3.2. Methodology

3.2.1 Research Design

The present study is cross sectional in nature and descriptive in design. The present study is based on primary data collected through quantitative, quantitative and participatory methods. The secondary data were collected from books, magazines, journal articles etc. Quantitative data were collected from migrant families by using structured interview schedule. Case study method was employed from few respondents in order to cover the qualitative aspects. Participatory methods like daily activity schedule will be used to understand the daily living condition of the migrant families and the causes of migration. Interview schedule was used because some parents and adolescents may not understand the questionnaire.

3.2.2. Sampling

Non probability sampling method has been used because all the families in the communities are not migrants, so the adolescents are selected purposively using this method.

The adolescents from 14-18 years who are migrants are selected from the community. The community Zemabawk and Nausel are the two communities where the migrants are most residing. Zemabawk is in the urban areas and Nausel is part of the rural areas.

3.2.3. Tools of Data Collection

Structured interview schedule was used for collection of data for the present study. The interview schedule contains seven sections with a number of subsections. The major subsections are identification information, profile of the respondents, household profile, family assets, adolescent's perceptions on parenting practices (Alabama parenting questionnaire Scale, Frick P.J., 1991) and Adolescents self-esteem (Rosenberg Self Esteem Scales) and suggestion for improvement of parenting practices. Interview schedule was pre test in the community and after identified that it was good enough and used for the final survey.

Participatory Rural Appraisal (PRA) exercise of Daily Activity Schedule and seasonal calendar was used to understand the daily living conditions of the adolescents in the community.

3.3. Case Study

Case study was conducted to understand more clearly about the conditions of the adolescents in the community.

Case study I

Name : Mr.V
Address : Zemabawk
Age : 14
Sex : Male
Educational standard : Class-8
Parents Occupation : Daily Laborer
Religion : Christianity

Mr. V was the eldest son in the family; he is living with his parents and siblings. They migrated to this place in 2002. His father is an alcoholic. He used to indulge in substance abuse like inhaling dendrite but now he recovered. As conveyed by the other people, their family environment is not healthy for the children to grow up. His parents are also not much interested in their studies. They also faced problem in giving education to their children. They do not have proper income to satisfy all their needs. The parents are often rebuking their children and although they do use corporal punishment, the children remain neglected.

Case Study II

Name : Ms. M
Address :Nausel
Age :15
Sex :Female
Educational standard :Class IX
Family Occupation :Daily labourer
Religion :Christian

Ms. P is the eldest daughter of the family. She lives with her parents and siblings. Her father also used to drink alcohol. As told by her, her parents used to fight in front of her and her siblings and also her father used to beat her when he gets angry. Her parents also lack cleanliness. They also did not care about their education as well; they unable to provide their school needs. They are daily laborer, they need to go to work the whole day and have no time to look after their children. Because of their poverty the parents cannot look after their children and the children are very vulnerable because there are no parents who could look after the children in the daytime.

Case study III

Name : Mr.K
Address :Zemabawk
Age :15
Sex :Male
Educational standard :Class IX
Family Occupation :Private
Religion :Christian

Mr.M was living with his mother and brother. His father already passed away and his mother is taking care of them alone. They are poor but his mother tried her very best to take care of them and does not want to let them down also. Their main occupation is selling vegetables like a small business. His mother earned small amount of money and with that they managed to go to school. Sometimes they cannot afford their school needs as well, but his mother does not want to disappoint them. His mother plays the role of both father and mother, sometimes it difficult for her. But her dedication for upbringing

her children make them respect for their mother and tried their very best to have a very good behavior.

3.4. Data Processing and Analysis

The quantitative data collected through field survey is processed with computer packages of MS excel and SPSS. To analyze data simple statistical methods of averages, percentages, ratios, proportions and correlations are used.

3.7. Limitations

The limitation of the study is that in order to study the parenting practices only the perception of the adolescents were collected, no information from the parent side was collected. The perception of parenting practices by parents is needed to be studied in order to find out the results from both sides. The expected results from the interview cannot be find out because most of the adolescents do not tell the exact situation and also during the interview some of the adolescents parents stay near them and they afraid to give the correct answers as well. Also, the study was conducted only on the migrant families, to find out more the outcome of parenting practices need to be studied on the non migrants as well.

CHAPTER IV

RESULTS AND DISCUSSIONS

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter an attempt has been made to present the results of the analysis of data collected through interview in the community of Zemabawk Middle School Veng and Nausel community. This chapter has been presented in eight sections with subsection.

4.1. Profile of the Respondents

The profile of the respondents is presented in ten subsections viz., age, religion, denomination, sub tribe, socio economic category, type of family, forms of family, size of family, type of house and house lived in.(see table 4.1)

The age group was classified into 14-16 years and 16-18 years. From the findings majority of the respondents (81.43%) belong to 14-16 years and more than one tenth of the respondents (18.57%) belong to the age group of 16-18 years. Overall the mean age is 15.09 years, it means it fall under the age category of 14-16 years.

In respect to gender, more than half of the respondents (58.57%) are female and male constitute more than one third (41.43%).

In reference to religion, all are Christian and it constitutes 100 percent. In religious denomination, Presbyterian was the dominant denomination within the communities studied and more than half of the respondents (50%) belong to this denominations. It was followed by United Penticostal Church (North east) constituting more than one tenth (17.14%) which is then followed by United Pentecostal Church (Mizoram) and Baptist Church which constitute more than one tenth (11.43%). And less than one tenth of the respondents (4%) followed the Salvation Army, Seventh day Adventist constitute 2.8% and EFCI 1.43 percent.

In sub tribe, the respondents belong to Lusei, Hmar, Paite, Gangte, Ralte and other tribe. Lusei is the predominant tribe and more than half of the respondents (51.43 %) belong to this tribe, followed by Hmar constituting one fifth of the respondents (20%). More than one tenth of the respondents (17.14 %) belong to Paite and Ralte constitute less than one tenth (7.14%). Very Few belong to the sub tribe of Gangte i.e. 1.43 percent and the respondent belong to other tribes is 2.86 percent.

In the Socio Economic category, majority of the respondents (97.14%) belong to the Above Poverty Line (APL) and less than one tenth of the respondents (2.86%) belong to the Below Poverty Line (BPL) category. These findings indicate that only few of the respondent are from a poor family, but this does not clearly state that they are really developed.

With reference to the type of family, majority of the respondents (87.1%) belong to nuclear family and joint family only constitute more than one tenth (12.9 %) of the total population in the studied community. This shows that in today world nuclear family have been common and joint family is not much seen.

The forms of family also shows that broken family is less within the community, majority of the respondents (95.71%) are from stable family and less than one third of the respondents (4.19%) are from broken family.

The size of family was classified into Small (1-3), Medium (4-6) and Large (7 & above). The findings indicated that medium size of the family has the highest percentage comprising of more than half (65.71%) in the communities, followed by a large size of the family comprising more than one fourth (31.43%) and the small size of the family constitute one third (2.86%) of the population. The mean size of the family is 6.04.

Regarding the type of house, it was classified into kutchha, pucca and semi-pucca house. Majority of the respondents (82.86%) lived in semi pucca house, more than one

fifth of the respondents (14.29%) lived in kutcha house and less than half of the respondents (2.86 %) lived in pucca house.

The house live in is divided into two- owned and rented. Majority of the respondents (74.29%) resided in their own house and more than one fourth of the respondents (25.17%) lived in a rented house.

4.2. Household Profile

The profile of the household is presented in nine subsections viz., age, marital status, educational qualification, type of clan, relation to head, earner or dependent, occupation, annual income and place of origin (see table 4.2).

The age group was sub divided into 0-14 years, 14-18 years,18-40 years,40-60 years, 60 years and above. More than one third of the respondents (32.2%) belong to the age group of 0-14 years among the overall population, which is followed by the age group of 18-40 years constituting less than one third (31.8 %). Less than one fifth of the population (19%) belong to the age group of 14-18 years, 40-60 years constitute more than one tenth (14.7%), while 60 years and above constitute the lowest age group consisting of less than one tenth (2.4%) of the population. Overall the mean age is 24.93, it falls under the category of 18-40 years.

With regard to Marital Status, it was divided into unmarried, married, divorced, separated, and widow. More than half of the population (59%) was fall under the status of unmarried. This is followed by married comprising more than one third (38.4%) of the population, also divorced constitute less than one third (1.2%) and minority (0.7%) of the respondents are under the same category of widow and separated.

The educational qualification of the respondent was classified into six levels viz., not enter school, illiterate, primary (below 4), middle (5-7), high school (8-10), higher secondary (11-12), graduate. The findings indicated that more than one third (37.4%) of

the respondents family members belong to middle level, followed by the High School level constituting more than one third (37%), there is not much score gap between Middle and high school level. This is again followed by primary level constituting more than one tenth (14.9%), less than one tenth of the family members (4.7%) are attending higher secondary, person who do not enter school constitute less than one tenth (4.5%). Minority of the population (0.7%) is Graduate level and the illiterate which means Graduate and illiterate are very less among the community studied.

With reference to type of clan, about half of the population (48.6%), belong to Lusei, followed by Paite which constitute less than one fifth (16%), less than one tenth (5.7%) of the population belong to Ralte and others tribe also constitute less than one tenth (2.8%) of the population. Minority (0.9%) of the family belong to Gangte tribe, Mara and Non-mizo fall under the same category of minority (0.5%).

The relation to head was sub divided into head, wife, son, daughter, grandchildren and others. More than one fourth (28.9%) of the family members are daughters, this shows that there are more daughter among the household of the community, followed by son constituting more than one fourth (28.2%) of the family member. Less than one fifth (17.1%) of the family member are the head of the family and the wife constitute more than one seventh (15.4%). Less than one tenth (6.4%) of the family member are grandchildren, and others (others indicate their relatives from other region) constitute less than one tenth (3.6%). Minority (0.5%) of the family members belongs to sister-in-law.

Earners and dependents were also studied within the communities. The result shows that dependents are more in number within every household. The dependent category constitute more than three fourth (77.5%) among family members. More than one fifth (22.5%) of the family members are earners, this shows that the head of the family are mostly the earners of the family.

The level of annual households income was also observed, it was divided into unemployed, Rs.10000-50000, Rs.50000-100000, Rs.100000-150000 and Rs.150000 and above. Majority (80.6%) of the household member falls under the category of no income. More than one tenth (12.6%) annual income is Rs.50000-100000, less than one tenth (3.6%) of the household have annual incomes of Rs.100000-150000. Also less than one tenth (1.5%) annual income is Rs.150000 and above.

The Place of origin was also observed because the study was on the migrants. It was classified into the area wise such as Aizawl district, Serchhip district, Champhai district, Lunglei district and Manipur area. More than two third (66.1%) of the family migrated from the areas of Aizawl district, More than one fifth (23%) came from Manipur. Less than one tenth (7.8%) came from Champhai areas and also people who came from Serchhip district constitute less than one tenth (2.4%) and minority (0.7%) are from Lunglei area.

4.3. Family Asset

A family asset was also taken into account as this variable was also important for assessing the socio economic condition of the family (see table 4.3). Majority (97.1%) of the household owned Television and less than one tenth (2.9%) of the household do not owned. All the household owned mobile phone, this shows that the modern technology has reach every household. Majority (94.3%) of the household owned gas connection and less than one tenth (5.7%) do not owned. More than half (64.3%) of the household owned refrigerator and more than one third of the household (35.7%) do not owned. Majority (84.3%) of the household do not owned desktop computer and less than one fifth (15.7%) of the household have owned. More than two third (67.1%) of the household community has owned Washing machine and nearly one third (32.9%) did not have. Radio was owned by less than one third (7.1%) of the household and majority (92.9%) do not

owned. This seems to be clear that more new technology are coming up and people did not pay any attention toward the radio.

4.4. Adolescence Perception on Parenting Practices

With regard to the Alabama Parenting Questionnaire (APQ) adopted by Frick P.J (1991), parenting practices was classified into parental involvement, positive parenting, poor monitoring and supervision. There is a separate question for mother and father in the parental involvement. The questions are with a five point scale - never, almost never, sometimes, often and always.

4.4.1. Parental involvement

In the questions of parental involvement, there is a separate question for mother and father (see table 4.4).

More than half of the respondents (61.4%) sometimes have a friendly talk with their mother, and less than one tenth (5.7%) never talk with their mother. More than half of the respondents (55.7%) sometimes and less than one tenth (5.7%) always had a friendly talk with their father.

More than half (55.7%) of the respondents are sometimes help by their mother and less than one tenth (5.7%) of the respondents are often helped by their mother in some of their activities. More than half (54.3%) of the respondents are often helped by their father as well as less than one tenth (5.7%) are often and never helped by their father in their activities.

With regard to play games or do fun with their parents, less than half (44.3%) of the respondents are sometimes and less than one tenth (4.3%) are never and often play games with their mother. And also less than half of the respondents (45.7%) sometimes and minority of the respondents (2.9%) always play games or do fun with their father.

Here, more than one third (45.7%) of the respondents are sometimes and less than one tenth (5.7%) are often asked by their mother about their day in school. Also less than half (47.7%) are sometimes and 5.7 percent are often asked by their father about their day in school.

Also more than one third (44.3%) are never and 1.4 percent are always helped by their mother in their homework. Among the respondents more than one third (40%) of the respondents are never or sometimes and 1.4 percent are always helped by their father as well in their homework.

More than half of the respondents (57.1%) are never asked and 1.4 percent are often asked by their mother about their plan for the day and also more than half of the respondents (58.6%) are never asked and 1.4 percent are often asked by their father.

More than one third (41.4%) of the respondents are sometimes and less than one tenth (8.6%) are almost never drive to special activity by their mother and also more than one third of the respondents (38.6%) are sometimes and less than one tenth (8.6%) are almost never drive by their father to special activity.

Here, less than half (45.7%) of the respondent mother sometimes and 1.4 percent almost never talk with them about their friends. More than one third (42.9%) of the respondents father sometimes talks about their friend and also 1.4 percent of the respondent father almost never talk about their friend with them.

With regard to help plan family activities, more than one third (44.3%) of the respondent helped plan family activities and also 1.4 percent never helped in planning family activities.

Also, more than two third (67.1%) of the respondents mother always go and less than one tenth (7.1%) of the mother never goes to a parents/teachers meeting/conference.

More than half (62.9%) of the respondents father always and less than one tenth (7.1%) of the respondents father often went to a parents teacher meet or conference.

4.4.2. Positive Parenting. (see table 4.5)

More than half of the respondents (55.7%) are sometimes told by their parents that they are doing a good job and also less than one tenth (7.1%) are almost never told by their parents that they are doing a good job.

And less than half (48.6%) of the respondents are sometimes given a reward or something by their parents for behaving well and 4.3 per cent of the respondents are often given a reward or something by their parents as well.

Here more than half of the respondents (54.3%) are sometimes praise by their parents for behaving well and one tenth (10%) of the respondents are never praised by their parents for behaving well.

More than half of the respondents (55.7%) are also sometimes compliment by their parents for doing something well and also less than one tenth (7.1%) are almost never compliment by their parents as well.

More than half of the respondents (61.4%) are sometimes told by their parents that they like it when helping out around the house and less than one tenth (7.1%) are never told by their parents as well.

4.4.3. Poor Monitoring and Supervision (see table 4.6)

More than one third (48.6%) of the respondents sometimes failed to leave a note or let their parents know where they are going. Less than one tenth (5.7%) of the respondents often failed to leave a note or let their parents know where they go.

Here, more than half of the respondents (60%) sometimes stay out in the evening past the time they are supposed to be home, 2.9 percent always stay in the evening past the time to be home.

More than one fourth (30%) of the respondents parents know the friends they are with and more than one tenth (12.9%) of the respondents parents almost never know the friends they are with. Also one tenth (10%) of the respondents always do not know the friends they are with.

More than half of the respondents (54.3%) sometimes go out without a set time to be home. And also 4.3% of the respondents often go out without a set time to be home and 24.3 percent never go out.

More than half (52%) of the respondents never go out after dark without adult and also 2.9 percent of the respondents always go out after dark without an adult.

Less than half (42.9%) of the respondents parents sometimes get so busy that they forget where they are and what they are doing. And also 1.4 percent of the respondents parents always do not know what they are doing and where they are.

Also less than half (47.1%) of the respondents sometimes stay out late than they supposed to and their parents do not know it. And 1.4 percent of the respondents often stay out late than they supposed to.

Here less than half (48.6%) of the respondents parents sometimes leave the house and do not tell where they are going and also 2.9 percent of the respondents parents often leave the house without noticing their children.

More than one third (42.9%) of the respondents sometimes and never come home from school more than past the time their parents expected them. And also 1.4 percent of the respondents always come home late from school.

More than half of the respondents (61.4%) sometimes stay at home without adult with them. Also less than one tenth (5.7%) of the respondents always stay at home without an adult with them.

4.5. Adolescents Self Esteem

In this table (see table 4.7) Rosenberg Self esteem Scale was used with four point scale type like Strongly agree, Agree, Disagree and strongly disagree to measure the adolescent self esteem.

Majority of the respondents (82.9%) agree that they are satisfied with themselves and 5.7 percent of the respondents disagree that they satisfied with themselves.

More than two third of the respondents (70%) agree that they are not good at all and 2.9 percent strongly agree that they are not good at all.

More than three fourth of the respondents (77.1%) agree that they have a number of good qualities and also one fifth of the respondent (20%) disagree that they have a number of good qualities.

Majority of the respondents (95.7%) agree that they are able to do things as well as most other people can do and 2.9 percent disagree that they cannot do things as others can do.

More than two third of the respondents (70%) agree that they feel useless at times. Also 1.4% strongly agree that they feel useless at times.

Here more than half of the respondents (54.3%) disagree that they are person of worth at least an equal plain with others and 1.4 percent strongly agree that they are a person of worth than others.

More than three fourth of the respondents (78.6%) wish that they could have respect for themselves, and 2.9% strongly agree that they could have respect for themselves as well.

More than three fourth (78.6%) agree that they feel they are a failure and 1.4 percent strongly agree that they are a failure.

Here also majority of the respondents (88.6%) agree that they take a positive attitude toward themselves and less than one tenth (5.7%) of the respondents do not take a positive attitude towards themselves.

4.6. Adolescents Suggestions for Improvement of Parenting practices

In order to improve family functioning parenting practices, several suggestions are given by the adolescents (see table 4.8). Majority of the respondents (77.1%) are satisfied with their present condition. Less than one tenth of the respondents (8.9%) have no suggestions at all. More care from parents and grandparents and help us in doing home work has an equal percentages of 2.9 percent. More care inside the house, help in home work and have better conversation than scolding, I wish that my parent would scream less at me and talk to me instead, let parents stay more at home and do not leave them alone, proper care in the house and wish my parents could be more affectionate and teach us good behavior also has an equal minimum percentage of 1.4 percent.

4.7. Adolescence Perception on Parenting Practices, Self esteem by Gender

This table (see table 4.9) shows the adolescence perception, self esteem by gender. Here, we see the father's involvement, mother's involvement, parental involvement, positive parenting, poor monitoring and supervision and self esteem. On the father's involvement there is no difference between male ($m=29.66$) and female ($m=29.38$), here the total mean is 29.54. On mother's involvement also there is no difference between male ($m=28.24$) and female, mean total is 28.50. On the parental involvement also not much difference was there between male ($m=58.34$) and female ($m=57.62$), the total mean is 58.04. Positive parenting also did not show much difference between male ($m=18.49$) and female($m=17.79$), here the mean total is 18.20. On poor monitoring and supervision, the total mean is 21.33, no difference between male ($m=21.32$) and female ($m=21.34$).

On the self esteem also the mean score for male is 19.71 and female is 20.03 and the total mean score is 19.84. On the self-esteem level also there is no difference between male and female. This table shows that there is no much association between Parenting Practices and self esteem.

The result of t-test shows that there is no significant association with regard to Perceived Parenting Practices and Self-esteem and Gender.

4.8. Correlates of Parenting Practice and Self-esteem

This table shows the result of the correlates of parenting practices and self esteem (see table 4.10). It was found out that there is no association among father's involvement, mother's involvement, parental involvement, positive parenting, poor monitoring and supervision and self esteem with father's involvement, poor monitoring and supervision and self esteem. There is association between Father's Involvement and Mother's involvement at 0.01(0.69) level of significance. At the same time there is also an association between father's involvement and mother's involvement with parental involvement at 0.01(0.92) level of significance. There is also an association between father's involvement, mother's involvement and parental involvement with positive parenting at the 0.01(0.47, 0.40, 0.47) level of significance.

Table 4.1. Profile of the Respondents

Sl.No.	Characteristics	Sex		Total N = 70
		Female n = 41	Male n = 29	
I	Age			
	14-16 yrs	34 (82.93)	23 (79.31)	57 (81.43)
	16 -18 yrs	7 (17.07)	6 (20.69)	13 (18.57)
	Mean age	15.02±1.09	15.17±1.31	15.09±1.23
II	Religion			
	Christian	41 (100)	29 (100)	70 (100)
III	Denomination			
	Baptist	3 (7.32)	5 (17.24)	8 (11.43)
	Presbyterian	22 (53.66)	13 (44.83)	35 (50.00)
	Seventhday	1 (2.44)	1 (3.45)	2 (2.86)
	Salvation	1 (2.44)	3 (10.34)	4 (5.71)
	UPC(Miz)	6 (14.63)	2 (6.90)	8 (11.43)
	UPC(NE)	7 (17.07)	5 (17.24)	12 (17.14)
	EFCI	1 (2.44)	0 0.00	1 (1.43)
IV	Sub Tribe			
	Lusei	18 (43.90)	18 (62.07)	36 (51.43)
	Hmar	11 (26.83)	3 (10.34)	14 (20.00)

	Gangte	1 (2.44)	0 0.00	1 (1.43)
	Paite	7 (17.07)	5 (17.24)	12 (17.14)
	Ralte	2 (4.88)	3 (10.34)	5 (7.14)
	Others	2 (4.88)	0 0.00	2 (2.86)
V	Socio Economic Category			
	APL	39 (95.12)	29 (100.00)	68 (97.14)
	BPL	2 (4.88)	0 0.00	2 (2.86)
VI	Type of Family			
	Nuclear	35 (85.4)	26 (89.7)	61 (87.1)
	Joint	6 (14.6)	3 (10.3)	9 (12.9)
VII	Forms of Family			
	Stable	39 (95.12)	28 (96.55)	67 (95.71)
	Broken	2 (4.88)	1 (3.45)	3 (4.29)
VIII	Size of the Family			
	Small (1- 3)	1 (2.44)	1 (3.45)	2 (2.86)
	Medium (4 - 6)	24 (58.54)	22 (75.86)	46 (65.71)
	Large (7 and above)	16 (39.02)	6 (20.69)	22 (31.43)
	Mean	6.32±1.78	5.66±1.20	6.04±1.59
IX	Type of house			
	Kuchha	5 (12.20)	5 (17.24)	10 (14.29)
	Pucca	2 (4.88)	0 0.00	2 (2.86)

	Semi-Pucca	34 (82.93)	24 (82.76)	58 (82.86)
X	House live in			
	Owned	29 (70.73)	23 (79.31)	52 (74.29)
	Rent	12 (29.27)	6 (20.69)	18 (25.71)

Source: Computed

Figures in Parenthesis are Percentages

Table 4. 2. Household Profile

Sl No	Characteristics	sex		Total N=422
		Female n=219	Male n=203	
I	Age			
	0-14 years	76 (34.7)	60 (29.6)	136 (32.2)
	14-18 years	40 (18.3)	40 (19.7)	80 (19)
	18-40 years	74 (33.8)	60 (29.6)	134 (31.8)
	40-60 years	25 (11.4)	37 (18.2)	62 (14.7)
	60 years & above	4 (1.8)	6 (3)	10 (2.4)
	Mean Age	24.04±15.18	25.90±16.84	24.93±16.01
II	Marital Status			
	Unmarried	133 (60.7)	116 (57.1)	249 (59)
	Married	77 (35.2)	85 (41.9)	162 (38.4)
	Separated	2 (0.9)	1 (0.5)	3 (0.7)
	Divorced	4 (1.8)	1 (0.5)	5 (1.2)
	Widow	3 (1.4)	0 0	3 (0.7)
III	Educational Qualification			
	Illiterate	0 (0)	3 (1.5)	3 (0.7)
	Not enter school	7 (3.2)	12 (5.9)	19 (4.5)
	Primary	45 (20.5)	18 (8.9)	63 (14.9)
	Middle	78 (35.6)	80 (39.4)	158 (37.4)
	High school	74 (33.8)	82 (40.4)	156 (37)
	Higher Secondary	12 (5.5)	8 (3.9)	20 (4.7)
	Graduate	3 (1.4)	0 0	3 (0.7)

IV	Type of Clan			
	Lusei	96 (43.8)	109 (53.7)	205 (48.6)
	Hmar	62 (28.3)	43 (21.2)	105 (24.9)
	Gangte	2 (0.9)	2 (1)	4 (0.9)
	Paite	32 (14.6)	36 (17.7)	68 (16.1)
	Ralte	15 (6.8)	9 (4.4)	24 (5.7)
	Mara	2 (0.9)	0 (0)	2 (0.5)
	Non Mizo	0 (0)	2 (1)	2 (0.5)
	Others	10 (4.6)	2 (1)	12 (2.8)
V	Relation to Head			
	Head	5 (2.3)	67 (33)	72 (17.1)
	Wife	63 (28.8)	2 (1)	65 (15.4)
	Son	2 (0.9)	117 (57.6)	119 (28.2)
	Daughter	120 (54.8)	2 (1)	122 (28.9)
	Grandchildren	14 (6.4)	13 (6.4)	27 (6.4)
	Sister-in-law	0 (0)	2 (1)	2 (0.5)
	Others	15 (6.8)	0 (0)	15 (3.6)
VI	Earners/Dependent			
	Earners	22 (10)	73 (36)	95 (22.5)
	Dependent	197 (90)	130 (64)	327 (77.5)
VII	Occupation			
	Private	10 (4.6)	22 (10.8)	32 (7.6)
	Government	2 (0.9)	17 (8.4)	19 (4.5)
	Agriculture	1 (0.5)	15 (7.4)	16 (3.8)

	Daily Labourer	2 (0.9)	9 (4.4)	11 (2.6)
	Business	0 (0)	6 (3)	6 (1.4)
	No	204 (93.2)	134 (66)	338 (80.1)
VIII	Annual income of the respondent			
	No income	206 (94.1)	134 (66)	340 (80.6)
	Rs.10000-50000	3 (1.4)	6 (3)	9 (2.1)
	Rs.50000-100000	8 (3.7)	45 (22.2)	53 (12.6)
	Rs.100000-150000	0 (0)	15 (7.4)	15 (3.6)
	Rs.150000 & above	2 (0.9)	3 (1.5)	5 (1.2)
IX	Place of origin			
	Aizawl	148 (67.6)	131 (64.5)	279 (66.1)
	Serchhip	6 (2.7)	4 (2)	10 (2.4)
	Manipur	49 (22.4)	48 (23.6)	97 (23)
	Lunglei	0 (0)	3 (1.5)	3 (0.7)
	Champhai	16 (7.3)	17 (8.4)	33 (7.8)

Source: Computed

Figures in Parenthesis are Percentages

Table 4.3. Family Assets

SI No	Characteristics	Locality/Village		Total n=70
		Nausel n=10	Zemabawk n=60	
I	Television			
	Owned	10 (100.0)	58 (96.7)	68 (97.1)
	Not Owned	0 (0)	2 (3.3)	2 (2.9)
II	Mobile Phone			
	Owned	10 (100)	60 (100)	70 (100)
III	LPG			
	Owned	9 (90)	57 (95)	66 (94.3)
	Not owned	1 (10)	3 (5)	4 (5.7)
IV	Refrigerator			
	Owned	5 (50)	40 (66.7)	45 (64.3)
	Not Owned	5 (50)	20 (33.3)	25 (35.7)
V	Desktop computer			
	Owned	0 (0)	11 (18.3)	11 (15.7)
	Not Owned	10 (100)	49 (81.7)	59 (84.3)
VI	Washing Machine			
	Owned	1 (10)	22 (36.7)	23 (32.9)
	Not owned	9 (90)	38 (63.3)	47 (67.1)
VII	Radio			
	Owned	3 (30)	2 (3.3)	5 (7.1)
	Not owned	7 (70)	58 (96.7)	65 (92.9)

Source : Computed

Figures in Parenthesis are Percentages

Table 4.4. Parental involvement

SI No	Characteristics	Sex		Total N=70
		Female n=41	Male n=29	
I	Friendly talk with your mom.			
	Never	3 (7.3)	1 (3.4)	4 (5.7)
	Almost Never	2 (4.9)	3 (10.3)	5 (7.1)
	Sometimes	22 (53.7)	21 (72.4)	43 (61.4)
	Often	10 (24.4)	3 (10.3)	13 (18.6)
	Always	4 (9.8)	1 (3.4)	5 (7.1)
	How about your dad?			
	Never	4 (9.8)	5 (17.2)	9 (12.9)
	Almost Never	4 (9.8)	2 (6.9)	6 (8.6)
	Sometimes	21 (51.2)	18 (62.1)	39 (55.7)
	Often	9 (22)	3 (10.3)	12 (17.1)
	Always	3 (7.3)	1 (3.4)	4 (5.7)
II	Helps with some of your activities (such as sports,boy/girl scouts,church youth groups?)			
	Never	6 (14.6)	5 (17.2)	11 (15.7)
	Almost never	7 (17.1)	3 (10.3)	10 (14.3)
	Sometimes	21 (51.2)	18 (62.1)	39 (55.7)
	Often	2 (4.9)	2 (6.9)	4 (5.7)

	Always	5 0	1 0	6 0
	How about your dad?			
	Never	9 (22)	5 (17.2)	14 (20)
	Almost Never	7 (17.1)	3 (10.3)	10 (14.3)
	Sometimes	20 (48.8)	18 (62.1)	38 (54.3)
	Often	2 (4.9)	2 (6.9)	4 (5.7)
	Always	3	1	4
III	Play games or do fun with your mom.			
	Never	15 (36.6)	6 (20.7)	21 (30)
	Almost Never	4 (9.8)	8 (27.6)	12 (17.1)
	Sometimes	20 (48.8)	11 (37.9)	31 (44.3)
	Often	0 0	3 (10.3)	3 (4.3)
	Always	2 (4.9)	1 (3.4)	3 (4.3)
	How about your dad?			
	Never	16 (39)	9 (31)	25 (35.7)
	Almost Never	3 (7.3)	5 (17.2)	8 (11.4)
	Sometimes	21 (51.2)	11 (37.9)	32 (45.7)
	Often	0 0	3 (10.3)	3 (4.3)
	Always	1 (2.4)	1 (3.4)	2 (2.9)
IV	Your mom asks you about your day in school?			
	Never	9 (22)	11 (37.9)	20 (28.6)
	Almost Never	3 (7.3)	3 (10.3)	6 (8.6)

	Sometimes	19 (46.3)	13 (44.8)	32 (45.7)
	Often	4 (9.8)	0 0	4 (5.7)
	Always	6 (14.6)	2 (6.9)	8 (11.4)
	How about your dad?			
	Never	10 (24.4)	11 (37.9)	21 (30)
	Almost Never	4 (9.8)	3 (10.3)	7 (10)
	Sometimes	19 (46.3)	13 (44.8)	32 (45.7)
	Often	4 (9.8)	0 0	4 (5.7)
	Always	4 (9.8)	2 (6.9)	6 (8.6)
V	Your mom help you with your home work?			
	Never	17 (41.5)	14 (48.3)	31 (44.3)
	Almost Never	5 (12.2)	4 (13.8)	9 (12.9)
	Sometimes	16 (39.0)	10 (34.5)	26 (37.1)
	Often	2 (4.9)	1 (3.4)	3 (4.3)
	Always	1 (2.4)	0 0	1 (1.4)
	How about your dad?			
	Never	16 (39)	12 (41.4)	28 (40)
	Almost Never	5 (12.2)	5 (17.2)	10 (14.3)
	Sometimes	17 (41.5)	11 (37.9)	28 (40)
	Often	2 (4.9)	1 (3.4)	3 (4.3)
	Always	1 (2.4)	0 0	1 (1.4)

VI	Your mom ask you what your plans are for the coming day?			
	Never	22 (53.7)	18 (62.1)	40 (57.1)
	Almost Never	5 (12.2)	2 (6.9)	7 (10.0)
	Sometimes	8 (19.5)	9 (31)	17 (24.3)
	Often	1 (2.4)	0 0	1 (1.4)
	Always	5 (12.2)	0 0	5 (7.1)
	How about your dad?			
	Never	23 (56.1)	18 (62.1)	41 (58.6)
	Almost never	6 (14.6)	3 (10.3)	9 (12.9)
	Sometimes	7 (17.1)	8 (27.6)	15 (21.4)
	Often	1 (2.4)	0 0	1 (1.4)
	Always	4 (9.8)	0 0	4 (5.7)
VII	Your mom drives you to a special activity?			
	Never	9 (22)	8 (27.6)	17 (24.3)
	Almost Never	4 (9.8)	2 (6.9)	6 (8.6)
	Sometimes	15 (36.6)	14 (48.3)	29 (41.4)
	Often	4 (9.8)	4 (13.8)	8 (11.4)
	Always	9 (22.0)	1 (3.4)	10 (14.3)
	How about your dad?			
	Never	11 (26.8)	10 (34.5)	21 (30.0)
	Almost never	4 (9.8)	2 (6.9)	6 (8.6)
	Sometimes	14 (34.1)	13 (44.8)	27 (38.6)

	Often	4 (9.8)	3 (10.3)	7 (10)
	Always	8 (19.5)	1 (3.4)	9 (12.9)
VIII	Your mom talks to you about your friend.			
	Never	2 (4.9)	1 (3.4)	3 (4.3)
	Almost Never	1 (2.4)	0 0	1 (1.4)
	Sometimes	20 (48.8)	12 (41.4)	32 (45.7)
	Often	3 (7.3)	2 (6.9)	5 (7.1)
	Always	15 (36.6)	14 (48.3)	29 (41.4)
	How about your dad?			
	Never	4 (9.8)	3 (10.3)	7 (10)
	Almost Never	1 (2.4)	0 0	1 (1.4)
	Sometimes	19 (46.3)	11 (37.9)	30 (42.9)
	Often	3 (7.3)	2 (6.9)	5 (7.1)
	Always	14 (34.1)	13 (44.8)	27 (38.6)
IX	Help plan family activities?			
	Never	1 (2.4)	0 0	1 (1.4)
	Almost Never	1 (2.4)	0 0	1 (1.4)
	Sometimes	20 (48.8)	11 (37.9)	31 (44.3)
	Often	11 (26.8)	6 (20.7)	17 (24.3)
	Always	8 (19.5)	12 (41.4)	20 (28.6)
X	Goes to a meeting at school, like a PTA Meeting or parent/teacher conference			
	Never	5 (12.2)	0 0	5 (7.1)

	Sometimes	10 (24.4)	3 (10.3)	13 (18.6)
	Often	3 (7.3)	2 (6.9)	5 (7.1)
	Always	23 (56.1)	24 (82.8)	47 (67.1)
	How about your dad?			
	Never	5 (12.2)	3 (10.3)	8 (11.4)
	Sometimes	9 (22)	4 (13.8)	13 (18.6)
	Often	3 (7.3)	2 (6.9)	5 (7.1)
	Always	24 (58.5)	20 (69)	44 (62.9)

Source: Computed

Figures in Parenthesis are Percentages

Table 4.5. Positive parenting

SI No	Characteristics	Sex		Total N=70
		Female n=41	Male n=29	
I	Your parents tell you that you are doing a good job?			
	Never	4 (9.8)	4 (13.8)	8 (11.4)
	Almost Never	4 (9.8)	1 (3.4)	5 (7.1)
	Sometimes	21 (51.2)	18 (62.1)	39 (55.7)
	Often	6 (14.6)	4 (13.8)	10 (14.3)
	Always	6 (14.6)	2 (6.9)	8 (11.4)
II	Your parents reward or give something extra to you for behaving well?			
	Never	9 (22)	3 (10.3)	12 (17.1)
	Almost Never	1 (2.4)	3 (10.3)	4 (5.7)
	Sometimes	19 (46.3)	15 (51.7)	34 (48.6)
	Often	2 (4.9)	1 (3.4)	3 (4.3)
	Always	10 (24.4)	7 (24.1)	17 (24.3)
III	Your parents praise you for behaving well?			
	Never	4 (9.8)	3 (10.3)	7 (10)
	Almost Never	5 (12.2)	3 (10.3)	8 (11.4)
	Sometimes	21 (51.2)	17 (58.6)	38 (54.3)
	Often	5 (12.2)	4 (13.8)	9 (12.9)

	Always	6 (14.6)	2 (6.9)	8 (11.4)
Iv	Your parents compliment you when you have done something well?			
	Never	5 (12.2)	3 (10.3)	8 (11.4)
	Almost Never	4 (9.8)	1 (3.4)	5 (7.1)
	Sometimes	20 (48.8)	19 (65.5)	39 (55.7)
	Often	5 (12.2)	4 (13.8)	9 (12.9)
	Always	7 (17.1)	2 (6.9)	9 (12.9)
V	Your parents tell you that they like it when you help out around the house?			
	Never	3 (7.3)	4 (13.8)	7 (10)
	Almost Never	5 (12.2)	3 (10.3)	8 (11.4)
	Sometimes	25 (61)	18 (62.1)	43 (61.4)
	Often	3 (7.3)	4 (13.8)	7 (10)
	Always	5 (12.2)	0 0	5 (7.1)

Source: Computed

Figures in Parenthesis are Percentages

Table 4.6. Poor Monitoring and Supervision

Sl No	characteristics	Sex		Total n=70
		Female n=41	Male n=29	
I	Fail to leave a note or let your parents know where you are going?			
	Never	8 (19.5)	4 (13.8)	12 (17.1)
	Almost Never	4 (9.8)	4 (13.8)	8 (11.4)
	Sometimes	17 (41.5)	17 (58.6)	34 (48.6)
	Often	4 (9.8)	0 0.0	4 (5.7)
	Always	8 (19.5)	4 (13.8)	12 (17.1)
II	Stay out in the evening past the time you are supposed to be home?			
	Never	11 (26.8)	5 (17.2)	16 (22.9)
	Almost Never	3 (7.3)	4 (13.8)	7 (10.0)
	Sometimes	24 (58.5)	18 (62.1)	42 (60.0)
	Often	2 (4.9)	1 (3.4)	3 (4.3)
	Always	1 (2.4)	1 (3.4)	2 (2.9)
III	Your parents do not know the friends you are with?			
	Never	11 (26.8)	10 (34.5)	21 (30.0)
	Almost Never	4 (9.8)	5 (17.2)	9 (12.9)
	Sometimes	11 (26.8)	6 (20.7)	17 (24.3)
	Often	8 (19.5)	5 (17.2)	13 (18.6)
	Always	7 (17.1)	3 (10.3)	10 (14.3)

IV	You go out without a set time to be home?			
	Never	8 (19.5)	9 (31.0)	17 (24.3)
	Almost Never	3 (7.3)	5 (17.2)	8 (11.4)
	Sometimes	26 (63.4)	12 (41.4)	38 (54.3)
	Often	3 (7.3)	0 0.0	3 (4.3)
	Always	1 (2.4)	3 (10.3)	4 (5.7)
V	You go out after dark without an adult with you?			
	Never	25 (61.0)	12 (41.4)	37 (52.9)
	Almost never	2 (4.9)	0 0.0	2 (2.9)
	Sometimes	12 (29.3)	14 (48.3)	26 (37.1)
	Often	0 0.0	3 (10.3)	3 (4.3)
	Always	2 (4.9)	0 0.0	2 (2.9)
VI	Your parents get so busy that they forget where you are and what you are doing?			
	Never	20 (48.8)	8 (27.6)	28 (40.0)
	Almost Never	4 (9.8)	7 (24.1)	11 (15.7)
	Sometimes	16 (39.0)	14 (48.3)	30 (42.9)
	Always	1 (2.4)	0 0.0	1 (1.4)
VII	You stay out later than you are supposed to and your parents don't know it?			
	Never	19 (46.3)	9 (31.0)	28 (40.0)
	Almost Never	4 (9.8)	4 (13.8)	8 (11.4)
	Sometimes	18 (43.9)	15 (51.7)	33 (47.1)
	Often	0 0.0	1 (3.4)	1 (1.4)

VIII	Your parents leave the house and don't tell you where they are going?			
	Never	9 (22.0)	10 (34.5)	19 (27.1)
	Almost Never	3 (7.3)	3 (10.3)	6 (8.6)
	Sometimes	22 (53.7)	12 (41.4)	34 (48.6)
	Often	0 0.0	2 (6.9)	2 (2.9)
	Always	7 (17.1)	2 (6.9)	9 (12.9)
IX	You come home from school more than an hour past the time your parents expect you to be home?			
	Never	20 (48.8)	10 (34.5)	30 (42.9)
	Almost Never	4 (9.8)	3 (10.3)	7 (10.0)
	Sometimes	15 (36.6)	15 (51.7)	30 (42.9)
	Often	1 (2.4)	1 (3.4)	2 (2.9)
	Always	1 (2.4)	0 0.0	1 (1.4)
X	You are at home without an adult being with you?			
	Never	8 (19.5)	9 (31.0)	17 (24.3)
	Almost Never	4 (9.8)	2 (6.9)	6 (8.6)
	Sometimes	26 (63.4)	17 (58.6)	43 (61.4)
	Always	3 (7.3)	1 (3.4)	4 (5.7)

Source : Computed

Figures in Parenthesis are Percentages

Table 4.7. Adolescence Self - esteem

Sl No	Characteristics	Sex		Total N=70
		Female n=49	Male n=21	
I	On the whole, I am satisfied with myself.			
	Strongly Agree	6 (14.6)	2 (6.9)	8 (11.4)
	Agree	31 (75.6)	27 (93.1)	58 (82.9)
	Disagree	4 (9.8)	0 0	4 (5.7)
	Strongly Disagree	0 0	0 0	0 0
II	At time I think I am not good at all.			
	Strongly Agree	2 (4.9)	0 0	2 (2.9)
	Agree	29 (70.7)	20 (69)	49 (70)
	Disagree	10 (24.4)	9 (31)	19 (27.1)
	Strongly Disagree	0 0	0 0	0 0
III	I feel that I have a number of good qualities.			
	Strongly Agree	1 (2.4)	0 0	1 (1.4)
	Agree	34 (82.9)	20 (69)	54 (77.1)
	Disagree	6 (14.6)	8 (27.6)	14 (20.0)
	Strongly Disagree	0 0	1 (3.4)	1 (1.4)
IV	I am able to do things as well as most other people.			
	Strongly Agree	1 (2.4)	0 0	1 (1.4)
	Agree	38 (92.7)	29 (100)	67 (95.7)
	Disagree	2 (4.9)	0 0	2 (2.9)
	Strongly Disagree	0 0	0 0	0 0
V	I feel I do not have much to be proud of.			

	Strongly Agree	1 (2.4)	0 0	1 (1.4)
	Agree	29 (70.7)	20 (69)	49 (70)
	Disagree	11 (26.8)	9 (31)	20 (28.6)
	Strongly Disagree	0 0	0 0	0 0
VI	I certainly feel useless at times.			
	Strongly Agree	1 (2.4)	0 (0)	1 (1.4)
	Agree	29 (70.7)	20 (69)	49 (70)
	Disagree	10 (24.4)	9 (31)	19 (27.1)
	Strongly Disagree	1 (2.4)	0 (0)	1 (1.4)
VII	I feel that I'm a person of worth, at least on an equal plain with others.			
	Strongly Agree	1 (2.4)	0 (0)	1 (1.4)
	Agree	16 (39)	15 (51.7)	31 (44.3)
	Disagree	24 (58.5)	14 (48.3)	38 (54.3)
	Strongly Disagree	0 0	0 0	0 0
VIII	I wish I could have more respect for myself.			
	Strongly Agree	1 (2.4)	1 (3.4)	2 (2.9)
	Agree	32 (78)	23 (79.3)	55 (78.6)
	Disagree	8 (19.5)	5 (17.2)	13 (18.6)
	Strongly Disagree	0 0	0 0	0 0
IX	All in all I'm inclined to feel that I'm a failure.			
	Strongly Agree	1 (2.4)	0 (0)	1 (1.4)

	Agree	32 (78)	23 (79.3)	55 (78.6)
	Disagree	8 (19.5)	6 (20.7)	14 (20)
	Strongly Disagree	0 (0)	0 (0)	0 (0)
X	I take a positive attitude toward myself.			
	Strongly Agree	4 (9.8)	0 (0)	4 (5.7)
	Agree	34 (82.9)	28 (96.6)	62 (88.6)
	Disagree	3 (7.3)	1 (3.4)	4 (5.7)
	Strongly Disagree	0 0	0 0	0 0

Source : Computed

Figures in Parenthesis are Percentages

4.8. Adolescents Suggestions for Improvement of Parenting Practices

Sl No	Characteristics	Sex		Total N=70
		Female n=41	Male n=29	
1	More care inside the house	1 (2.4)	0 0	1 (1.4)
2	help in home work and have better conversation than scolding	1 (2.4)	0 0	1 (1.4)
3	help us in doing home work	1 (2.4)	1 (3.4)	2 (2.9)
4	I wish that my parent would scream less at me and talk to me instead	1 (2.4)	0 0	1 (1.4)
5	let parents stay more at home and do not leave them alone	1 (2.4)	0 0	1 (1.4)
6	more care from parents and grandparents	2 (4.9)	0 0	2 (2.9)
7	no suggestion	3 (7.3)	3 (10.3)	6 (8.6)
8	proper care in the house	1 (2.4)	0 0	1 (1.4)
9	satisfied	30 (73.2)	24 (82.8)	54 (77.1)
10	wish my parents could be more affectionate and teach us good behavior	0 0	1 (3.4)	1 (1.4)

Source : Computed

Figures in Parenthesis are Percentages

Table 4.9. Adolescence Perception on Parenting Practices, Self-esteem by Gender

Sl.No		Gender						t	Sig. (2-tailed)
		Female		Male		Total			
		Mean	S.D	Mean	S.D	Mean	S.D		
1	Father's Involvement	29.66	6.51	29.38	3.48	29.54	5.43	0.21	0.83
2	Mother's Involvement	28.68	5.99	28.24	5.30	28.50	5.68	0.32	0.75
3	Parental Involvement	58.34	11.54	57.62	8.18	58.04	10.22	0.29	0.77
4	Positive Parenting	18.49	5.09	17.79	4.54	18.20	4.85	0.59	0.56
5	Poor Monitoring and Supervision	21.32	4.19	21.34	4.72	21.33	4.38	-0.03	0.98
6	Self Esteem	19.71	1.65	20.03	1.72	19.84	1.67	-0.80	0.42

Table 4.10. Correlates of parenting practices and self-esteem

	Father's Involvement	Mother's Involvement	Parental Involvement	Positive Parenting	Poor Monitoring and Supervision	Self Esteem
Father's Involvement	1					
Mother's Involvement	0.69	1				
Parental Involvement	0.92	0.92	1			
Positive Parenting	0.47	0.40	0.47	1		
Poor Monitoring and Supervision	0.06	0.03	0.05	0.14	1	
Self Esteem	0.03	0.13	0.09	-0.20	-0.20	1

**

Correlation is significant at the 0.01 level (2-tailed).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, conclusion and suggestions of the present study is to be presented. It has been divided into sections with its subsections.

5.1. Conclusions

The present sections present the conclusion into four subsections which are discussed below:

5.1.1. Profile of the respondents

Demographic profile of the adolescents was collected from Zemabawk Middle School Veng and Nausel and the findings are as follows:

From both the community samples were taken and from Zemabawk 60 samples and from Nausel it was 10 samples, overall it was 70 samples. In both the communities, female constitute more population (58.57%). The age group was classified into 14-16 years and 16-18 years and the age groups of 14 to 16 years are more in number (81.43%). All the respondents belong to Christian religion (100%). Half of the respondents (50%) are Presbyterian, this shows that Presbyterian is the dominant denomination. Lusei is the dominant tribe among the respondents (51.43%).

The socio economic category of the respondents reveals that majority (97.1%) of the respondents belongs to the Above Poverty Line (APL). On the type of family majority (87.1%) of the respondents are from nuclear family, this shows that in today's world nuclear family is more common in every household. The findings also indicated that vast majority (95.71%) of the respondents are from stable family. The findings also reveals that the medium size (4-6) of the family constitute almost two third (65.71%). Majority

(82.86%) of the respondents lived in a semi-pucca house and also almost three fourth (74.29) of the respondents live in their own house.

5.1.2. Household Profile

In this study the profile of the respondent's family member was also collected and the findings are as follows:

The finding reveals that almost one third (32.2%) of the family members are in the age group of 0-14 years. With regard to marital status, more than half (59%) of the population is unmarried. The educational qualification of the family members reveals that more than one third (37.4%) belong to middle school and this indicates that the educational qualification of the family members is not very high. Also among the household Lusei is the dominant tribe which constitute almost half (48.8%) of the population. With regard to relations to head, the study reveals that more than one fourth (28.9%) of the population are daughters, this shows that female are more in number than male.

The findings of the presents study also reveals that majority (77.5%) of the population are dependent. The income of the household shows that majority (80.6%) of the population do not have income and the annual income of Rs.50,000-1,00,000 constitute more than one tenth (12.6%) among the household. The study also reveals that the person who migrated from the rural areas of Aizawl District constitute more than two third (66.1%).

5.1.3. Family Asset

The findings of the present study indicates that majority (97.1%) of the household owned television, also all the respondents (100%) has owned mobile phone. Majority (94.3%) of the household has owned gas connection. Also the findings reveals that almost two third (64.3%) of the household has owned refrigerator, majority (84.3%) of the

household do not own desktop computer. Also more than two third (67.1%) of the respondents has owned washing machine and majority (92.9%) do not own radio.

5.1.2. Adolescents Perception on Parenting Practices

In this study, parental involvement, positive parenting and poor monitoring or supervision was studied with Alabama Parenting Questionnaire having a five point scale like never, almost never, sometimes, often and always. The findings are divided on the basis of the study:

Parental involvement: In this study there is a separate question for mother and father. Majority (61.4%) of respondent sometimes used to have a friendly talk with their mother and more than half (55.7%) of sometimes with their father. More than half of (55.7%) of the respondents are sometimes help by their mother in activities (sports/church youth group) and more than half (54.3%) are sometimes help by their father. Here also the findings indicate that almost half (44.3%) of the respondent sometimes used to play games or do fun with their mother and also less than half (45.7%) also sometimes with their father.

The findings of the study reveals that almost half (45.7%) of the respondents are sometimes asked by their mother about their day in school and also almost half (47.7%) of the respondents are sometimes asked by their father. More than one third (44.3%) of the respondents are never helped in homework by their mother and also more than half (40%) are never helped by their father as well.

The findings also indicate that majority (57.1%) are never asked by their mother about their plan for the day and majority (58.6%) are never asked by their father. More than one third (41.4%) of the respondents are sometimes drive to special activity by their mother and more than one third (38.6%) of the respondents are sometimes driven by their

father. Almost Half (45.7%) of the respondent mother sometimes talk with them about their friends and more than one third (42.9%) sometimes by their father. The findings reveals that almost half (44.3%) of the respondent helped plan family activities. And also More than two third (67.1%) of the respondent mother and more than half (62.9%) of the father always goes to PTA meetings/ parent-teacher conference.

From the study it has been clear that the parenting practices were not very much effective among the adolescents. The parents does not paid much attention to the adolescent, parental involvement is less among the adolescents. There is less connection between the father and the children, parenting practices fall much under the hands of the mother. Parents also show less support in their child activities and also do not paid much attention on what they are doing.

Positive Parenting: The finding of the study reveals that Majority (55.7%) of the respondents are sometimes told by their parents that they are doing a good job. Almost half of (48.6%) the respondents are sometimes given a reward or something by their parents for behaving well. The results also indicate that majority (54.3%) respondents are sometimes praise by their parents for behaving well. Majority (55.7%) are also sometimes compliment by their parents for doing something well. Majority (61.4%) of the respondents are sometimes told by their parents that they like it when helping out around the house.

There is a good positive parenting within the household. The adolescents received a reward and other compliments from their parents. If the parents practices this kind of thing it will boosts the adolescent's self-esteem and confidence and will do more to encourage good behavior over the long run.

Poor Monitoring or supervision: In this study, the findings reveal that almost half (48.6%) sometimes failed to leave a note or let their parents know where they are going.

More than half (60%) of the respondents sometimes stay out in the evening past the time they are supposed to be home. More than one fourth (30%) of the respondents parents know the friends they are with and more than half of the respondents (54.3%) sometimes go out without a set time to be home. The study also indicates that more than half (52.9%) of the respondents never go out after dark without an adult with them. Also more than one third (42.9%) say that, sometimes their parents get so busy that they forget where they are and what they are doing.

From the findings of the study, almost half (47.1%) of the respondents stay out late than they supposed to and their parents do not know. Also less than half (48.6%) of the respondents says that, sometimes their parents leave the house without telling them where they are going. More than one third (42.9%) of the respondents sometimes and never come home from school past the time when their parents expect them to. More than half of the respondents (61.4%) sometimes stay at home without an adult with them.

There are very low levels of monitoring and supervision among the parents; the parents do not know what their children are doing as well as the friends they are with. They do not care much when they come home late as well. The parents also not used to give information about what they are doing or where they are going.

5.1.3. Adolescents Self-esteem

The finding in the study of the adolescents self-esteem reveals that vast majority (82.9%) of the respondents are satisfied with themselves. More than two third (70%) of the respondents thought that they are not good at all. More the three fourth (77.1%) of the

respondents felt that they have a number of good qualities. Vast majority (95.7%) of the respondents agreed that they are able to do things as well as most other people. Majority (70%) feel that they do not have much to be proud of. Majority (70%) of the respondents certainly felt useless at times. More than half (54.3%) of the respondents do not feel that they are person of worth on an equal plain with others. More than three fourth (78.6%) of the respondents wished that they could have more respect for themselves. Majority (78.6%) of the respondents felt that they are a failure and also vast majority (88.6%) of the respondents take a positive attitude toward themselves.

The result of the study shows that self esteem of the adolescents is not very high. The girls are less satisfied with their life than boys. Majority of the respondents felt that they are a failure and does not have worth in themselves.

5.1.4. Adolescence perception on parenting practices, Self-esteem by Gender

The study results have shown that there are no difference between gender in the adolescent's perception on parenting practices and self esteem. In the father's involvement as well as mother's involvement there is no gender difference among the adolescence. There is also no difference in gender in the parental involvement, positive parenting, poor monitoring and supervision. In the self esteem as well there are no much gender differences. Boys are expected to have higher self esteem than girls but there is no difference within the gender.

5.1.5. Correlates of Parenting Practice and Self-esteem

It was found out that there is no association among father's involvement, mother's involvement, parental involvement, positive parenting, poor monitoring and supervision and self esteem with father's involvement, poor monitoring and supervision and self esteem. There is association between Father's Involvement and Mother's involvement at

0.01(0.69) level of significance. At the same time there is also an association between father's involvement and mother's involvement with parental involvement at 0.01(0.92) level of significance. There is also an association between father's involvement, mother's involvement and parental involvement with positive parenting at the 0.01(0.47, 0.40, 0.47) level of significance.

5.2. Suggestions

From the present study some suggestions have been made. In the adolescents perception on parenting practices there is less involvement of the father within the family. It is necessary to educate the parents about the importance of father's involvement as well as their role in upbringing the children. Father has played an important role in carrying discipline as well as controlling the children in their behavior as well. Mothers also play an important role, mothers can also be given more knowledge about the importance of their role in upbringing their children because they are the one who take care of their children the most.

As there is poor monitoring and supervision within the household, the parents do not care much of what their children are doing and whom they are with. This suggests that the adolescents are being raised in a household environment where there are no proper household rules and guidelines. Good monitoring and supervision can prevent the children from risk behaviour and the children can have self control.

The result of the present study shows that self esteem is not high among the adolescents. In order to develop a high self esteem, life skills education and personality development programmes can be done for the adolescents.

Educating the parents about the importance of parenting is necessary through awareness and education. Training programme can be conducted on parenting practices to

the parents. Also parents can learn skills that can be helpful to have more interactions with their children.

The adolescents also give suggestions for the improvement of parenting practices like:

- More care inside the house.
- Help in home work and have better conversation than scolding.
- I wish that my parent would scream less at me and talk to me instead.
- Let parents stay more at home and do not leave them alone.
- More care from parents and grandparents.
- Wish my parents could be more affectionate and teach us good behavior.

The professional social workers interested in parenting practices can conduct training programmes for the parents of the adolescents in order to educate the importance of parenting practices for upbringing of their children. They create awareness on the parenting practices in the Parent Teachers association in the schools. They also conduct personality development programmes in order to develop the self esteem among the adolescents by using the group work method.

APPENDICES

BIBLIOGRAPHY

- A.Manongdo,Jennifer and I. Ramí' rez Garcí'a,Jorge.(2007). Mothers' Parenting Dimensions and Adolescent Externalizing and Internalizing Behaviors in a Low-Income, Urban Mexican American Sample.*Journal of Clinical Child and Adolescent Psychology*, Vol. 36, No. 4, 593–604.
- Alsheikh,Negmeldin., Parameswaran,Gowri., Elhoweris,Hala.(2010).Parenting Style, Self-Esteem and Student Performance in the United Arab Emirates.*Current Issues in Education* Vol. 13 No. 1.
- Brotman, Laurie Miller., Gouley, Kathleen Kiely., Chesir-Teran,Daniel., Dennis,Tracy., G. Klein, Rachel and Shrouf, Patrick .(2005).Prevention for Preschoolers at High Risk for Conduct Problems: Immediate Outcomes on Parenting Practices and Child Social Competence. *Journal of Clinical Child and Adolescent Psychology* Vol. 34, No. 4, 724–734.
- C.M.E. Engels, Rutger., Finkenauer, Catrin., Meeus, Wim and Dekovic, Maja. (2001).Parental Attachment and Adolescents' Emotional Adjustment: The Associations With Social Skills and Relational Competence. *Journal of Counseling Psychology*, Vol. 48, No. 4. 428-439 DOI: 10.1037//0022-0167.48.4.428
- Carlo, Gustavo., McGinley, Meredith., Hayes, Rachel., Batenhorst, Candice., Wilkinson, Jamie. (2007). Parenting Style or Practices? Parenting, Sympathy, and Prosocial Behaviours Among Adolescents. *The journal of Genetic Psychology*, 168(2), 147-176.
- D. DeBaryshe, Barbara., Yuen, Sylvia., N. Nakamura, Lana and Rodriguez Stern, Ivette.(2006). The Roles of Family Obligation and Parenting Practices in Explaining the Well-Being of Native Hawaiian Adolescents Living in Poverty.Hulili: *Multidisciplinary Research on Hawaiian Well-Being* Vol.3 No.1.

- Davey, Maureen., Fish, Linda Stone., Askew, Julie and Robila, Mihaela. (2003). Parenting Practice and The Transmission of ethnic Identity. *Journal of Marital and Family Therapy*, Vol. 29, No. 2, 195-208.
- Driscoll, Anne., Russell, Stephen and Crockett, Lisa (2008) Parenting Styles and Youth Well-Being Across Immigrant Generations Published in *Journal of Family Issues* 29: 2, pp. 185-209; doi 10.1177/0192 513X07307843.
- E. Jacobs, Janis., Hyatt, Stephanie., Tanner, Jennifer and Eccles, Jacquelynne. (1998). Lesson Learned at Home: Relations Between Parents' Child-rearing Practices and children's Achievement Perceptions. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- E. Schmidt, Susan., A. Liddle, Howard and A. Dakof, Gayle. (1996). Changes in Parenting Practices and Adolescent Drug Abuse During Multidimensional Family Therapy. *Journal of Family Psychology*, Vol. 10, No. 1, 12-27.
- Ferguson, Ronald. (2007). Parenting practices, teenage lifestyles, and academic achievement among African American children., *Focus*, Vol. 25, No. 1.
- Finkenauer, Catrin., C.M.E. Engels, Rutger and F. Baumeister Roy. (2005) Parenting behaviour and adolescent behavioural and emotional problems: The role of self-control. *International Journal of Behavioral Development* 29 (1), 58–69 DOI: 10.1080/01650250444000333.
- K. Chao, Ruth. (2000). The Parenting of Immigrant Chinese and European American Mothers: Relations Between Parenting Styles, Socialization Goals, and Parental Practices. *Journal of Applied Developmental Psychology* 21(2); 233-248.
- Kim, Su Yeong and GE, Xiaojia. (2000). Parenting Practices and Adolescent Depressive Symptoms in Chinese American Families. *Journal of Family Psychology*, Vol. 14, No. 3, 420-435 DOI: 10.1037//0893-3200.14.3.420.

- Leyendeckera,Birgit., Jäkela,Julia.,Kademo Lub,Sinem Olcay and Yagmurlub,Bilge. (2011). Parenting practices and pre-schoolers' cognitive skills in Turkish immigrant and German families. *Early Child Development and Care*, Vol. 181, No. 8, 1095–1110.
- Li,Yan., R. Costanzo,Phillip., Putallaz,Martha.(2010).Maternal Socialization Goals, Parenting Styles, and Social-Emotional Adjustment Among Chinese and European American Young Adults: Testing a Mediation Model.*The Journal of Genetic Psychology*, 171(4), 330–362.
- LI,YAN and WU,SHUFANG.(2010)Social networks and health among rural–urban migrants in China: a channel or a constraint?,*Health Promotion International*, Vol. 25 No. 3 doi:10.1093/heapro/daq020.
- Lim,Soh-Leong, K. Lim,Ben.(2003) .Parenting Style and Child Outcomes in Chinese and Immigrant Chinese Families– Current Findings and Cross-Cultural Considerations in Conceptualization and Research. *Marriage and Family Review*, 35:3-4, 21-43.
- M. Wong,Maria.(2008).Perceptions of Parental Involvement and Support: Their Relations with Self-Regulation, Academic Performance, Substance Use and Resilience among Adolescents. *North American Journal of Psychology*, Vol. 10, No. 3, 497-518.
- M.P.Van Zundert, Rinka.,Van Der Vorst, Haske., A.Vermulst,Ad.,andC.M.E. Engels,Rutger.(2006).Pathways to Alcohol Use Among Dutch Students in Regular Education and Education for Adolescents With Behavioral Problems: The Role of Parental Alcohol Use, General Parenting Practices, and Alcohol-Specific Parenting Practices. *Journal of Family Psychology* , Vol. 20, No. 3, 456–467, DOI: 10.1037/0893-3200.20.3.456.

- Macuka,Ivana., Vulic-Prtoric,Anita and Soric,Izabela.(2004).Positive effects of Family Interactions on Self-Esteem in Early Adolescence.2nd *European Conference on Positive Psychology*,5-8 July 2004,Italy.
- Maiter, Sarah., Alaggia,Ramona and Trocme, Nico.(2004).Perceptions of Child Maltreatment by Parents from the Indian Subcontinent: Challenging Myths About Culturally Based Abusive Parenting Practices *Child Maltreatment* Vol. 9, No. 3, 309-324 DOI: 10.1177/1077559504266800.
- Martínez,Isabel and García,José Fernando.(2007). Impact of Parenting Styles on Adolescents' Self-Esteem and Internalization of Values in Spain. *The Spanish Journal of Psychology*, Vol. 10, No. 2, 338-348.
- Martinez,Isabel and Garcia, Jose Fernando.(2007).Parenting Styles and Adolescents Self-Esteem In Brazil. *Psychological Reports*, 2007, 100, 731-745.
- Martinez,Isabel and Garcia,Jose Fernando.(2008). Internalization of Values and Self-esteem Among Brazilian Teenagers from Authoritative, Indulgent, Authoritarian, and Neglectful Homes. *Adolescence*, Vol. 43, No. 169.
- Masselot ,Annick.(2011). Highly Skilled Migrants and Transnational Care practices: Balancing Work, Life And Crisis Over Large Geographical Distances. *Canterbury Law Review* ,Vol 17, 2.
- Milevsky,Avidan., Schlechter,Melissa., Netter,Sarah and Keehn,Danielle .(2007). Maternal and Paternal Parenting Styles in Adolescents: Associations with Self-Esteem, Depression and Life-Satisfaction.*Journal of Child and Family Studies* 16:39-47 DOI 10.1007/s10826-006-9066-5.
- N.Baker, Courtney and Hoerger,Michael.(2012).Parental child-rearing strategies influence self-regulation, socio-emotional adjustment, and psychopathology in early adulthood: Evidence from a retrospective cohort study. *Personality and Individual Differences* 52 800–805.

- Nagar, Shipra., Sharma, Shubhangna and Chopra,Goldy.(2008).Self Esteem among Rural Adolescent Girls in Kangra District of Himachal Pradesh.*Anthropologist*, 10(2): 151-154.
- Nguyen,Peter Viet and Cheung, Monit.(2009).Parenting Styles as Perceived by Vietnamese American. *Adolescents Child Adolescence Social Work Journal* 26:505–518 DOI 10.1007/s10560-009-0182-0.
- P. Lefley,Harriet.(1976). Acculturation, Child-Rearing, and Self-Esteem in Two North American Indian Tribes. *Ethos*, Vol. 4, No. 3, pp. 385-401.
- Raboteg-Saric,Zora.,Brajsa-Zganec, Andreja and Sakic,Marija.(2009). Life Satisfaction in Adolescents: The Effects of Perceived Family Economic Status, Self-Esteem and Quality of Family and Peer Relationships. *Drus.Istraz Zagreb God*, 18,BR 3(101),STR. 547-564.
- Rai, R.N., Pandey,R.C., and Kumar,Kishore. (2009). Perceived Parental Rearing Style and Personality among Khasi Adolescents. *Journal of the Indian Academy of Applied Psychology* October 2009, Vol. 35, Special Issue, 57-60.
- Rai, R.N. (2008).Perceived Parental Rearing Style and Drug Addiction among Mizo Adolescents.*Journal of the Indian Academy of Applied Psychology*, Vol. 34, No.1, 69-72.
- Rothbaum, Fred., Morelli,Gilda., Pott, Martha and Liu-Constant,Yvonne.Immigrant-Chinese nad Euro-American Parents' Physical closeness with Young Children: Themes of Family Relatedness. *Journal of Family Psychology*, Vol. 14, No.3, 334-348 DOI: 10.1037//0893-3200.14.3.334.
- S.Aquilino,William and J.Supple, Andrew .(2001).Long-Term Effects of Parenting Practices During Adolescence on Well-Being Outcomes in Young Adulthood *Journal of Family Issues*, 22, 289-308.

- Seetha, K.P and S.Kumar, Vinod.(2011). Influence of Parenting on Self Esteem Of Adolescents. *International Journal of Current Research*. Vol. 33, Issue, 2, pp.124-130.
- Slonim-Nevo,Vered and Sharaga,Yana.(1997).Attitudes and Behavior: A Comparison of Immigrant and Non-Immigrant Adolescents in Israel. *Child and Adolescent Social Work Journal*, Volume 14, Number 4.
- Ullman,Chana and Tatar,Moshe.(2001).Psychological Adjustment Among Israeli Adolescent Immigrants: A Report on Life Satisfaction, Self-Concept, and Self-Esteem. *Journal of Youth and Adolescence*, Vol. 30, No. 4.
- Van Der Veen, Ineke and Meijnen G.Wim.(2002).The Parents of Successful Secondary School Students of Turkish and Moroccan Background in the Netherlands: Parenting Practices and the Relationship with Parents.*Social Behaviour and Personality*,30(3),303-316.
- Verkuyten,Maykel .(2003). Positive and Negative Self-Esteem Among Ethnic Minority Early Adolescents: Social and Cultural Sources and Threats. *Journal of Youth and Adolescence*, Vol. 32, No. 4, pp. 267–277.
- Wolfradt,Uwe., Hempel, Susanne and N.V. Miles,Jeremy.(2003) Perceived parenting styles, depersonalisation, anxiety and coping behaviour in adolescents. *Personality and Individual Differences* 34, 521–532
- Yang,Anbo.(2011)The impact of parental self-esteem and parental rearing behavior on adolescent attachment to parents. *Interpersona: An International Journal on Personal Relationships*, Vol. 5, 62-74

**PERCEPTION RELATED TO PARENTING PRACTICES AND SELF-ESTEEM IN
MIGRANT FAMILIES AIZAWL DISTRICT
INTERVIEW SCHEDULE
(Confidential and for research purpose only)**

Research Scholar
H.Lalrinzuali
M.Phil Scholar
Department of Social work
Mizoram University

Faculty Supervisor
Dr. C. Devendiran
Associate Professor
Department of Social Work
Mizoram University

I. Identification Information.

Scheduled No:

Date:

Locality/Village: **0** Nausel **1** Zemabawk M/S Veng

II. Profile of the Respondents.

Name	:
Age	
Sex	0 Female, 1 Male
Religion	0 Christian, 1 Hindu, 2 Muslim, 3 Budhhist, 4 Others
Denomination	0 Baptist, 1 Presbyterian, 2 Roman Catholic, 3 Seventhday, 4 Salvation, 5 IKK 6 UPC(Miz), 7 UPC(NE), 8 EFCl, 9 Others
Sub tribe	0 Lusei, 1 Hmar, 2 Gangte, 3 Paite, 4 Ralte, 5 Lai, 6 Mara, 7 Non Mizo, 8 Others
Socio economic Category	0 APL, 1 BPL, 2 AAY, 3 Annapurna
Type of family	0 Nuclear, 1 Joint
Forms of of Family	0 Stable, 1 Broken, 2 Reconstituted
Size of family	
Type of House	0 Kuccha, 1 Pucca, 2 Semi-pucca
House Live In	0 Owned, 1 Rent

6	Washing Machine		
8.	Radio		

V. Adolescence Perception On Parenting Practices.

SI No	Item	1 Never	2 Almost Never	3 Sometimes	4 Often	5 Always
1	a. You have a friendly talk with your mom.					
	b. How about your dad?					
2	a. Your mom helps with some of your activities (such as sports, boy/girl scouts, church youth groups)					
	b. How about your dad?					
3	a. You play games or do fun with your mom.					
	b. How about your dad?					
4	a. Your mom ask you about your day in school.					
	b. How about your dad?					
5	a. Your mom help you with your home work					
	b. How about your dad?					
6	a. Your mom ask you what your plans are for the coming day.					
	b. How about your dad?					
7	a. Your mom drives you to a special activity					
	b. How about your dad?					
8	a. Your mom talks to you about your friend.					
	b. How about your dad?					

9	You help plan family activities.					
10	a. Your mom goes to a meeting at school, like a PTA meeting or parent/teacher conference.					
	b. How about your dad.					
11	Your parents tell you that you are doing a good job.					
12	Your parents reward or give something extra to you for behaving well					
13	Your parents compliment you when you have done something well.					
14	Your parents praise you for behaving well.					
16	Your parents tell you that they like it when you help out around the house.					
17	You fail to leave a note or let your parents know where you are going.					
18	You stay out in the evening past the time you are supposed to be home.					
19	Your parents do not know the friends you are with.					
20	You go out without a set time to be home.					
21	You go out after dark without an adult with you.					
22	Your parents get so busy that they forget where you are and what you are doing.					
23	You stay out later than you are supposed to and your parents don't know it.					
24	Your parents leave the house and don't tell you where they are going.					
25	You come home from school more than an hour past the time your parents expect you to					

	be home.					
26	You are at home without an adult being with you.					

*** **Parental involvement 1-10**
Positive parenting 11-16
Poor monitoring or supervision 17-26

VI. Adolescent Self Esteem.

SI No	Item	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree
1.	On the whole, I am satisfied with myself.				
2.	At times I think I am not good at all.				
3.	I feel that I have a number of good qualities.				
4.	I am able to do things as well as most other people.				
5.	I feel I do not have much to be proud of.				
6.	I certainly feel useless at times.				
7.	I feel that I'm a person of worth, at least on an equal plane with others.				
8.	I wish I could have more respect for myself.				
9.	All in all I'm inclined to feel that I am a failure.				
10.	I take a positive attitude toward myself.				

*** **Rosenberg Self-esteem Scale**

VII. Suggestion for Improvement of Parenting Practice

[Empty rectangular box for suggestions]

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : H. Lalrinzuali

DEGREE : M.Phil

DEPARTMENT : Social Work

TITLE OF DISSERTATION : Perceptions Related to Parenting Practices
and Self-Esteem in Migrant Families,
Aizawl District.

DATE OF PAYMENT OF ADMISSION : 22nd November 2011

COMMENCEMENT OF SECOND SEM/
DISSERTATION : 18th February 2012

APPROVAL OF RESEARCH PROPOSAL

1. BPGS : 27th May 2012
2. SCHOOL BOARD : 2nd May 2012
3. REGISTRATION NO. & DATE : MZU/ M.Phil/70 of 02.05.2012
4. DUE DATE OF SUBMISSION : 30th June 2013
5. EXTENSION (IF ANY) : 1 Semester

Head
(KALPANA SARATHY)
Department of Social Work

BIO-DATA

Name : H.Lalrinzuali
Sex : Female
Date of Birth : 08.10.1989
Age : 24
Educational Qualification : Master of Social Work
Marital Status : Unmarried
Contact No : 09863229061
E-mail id : rinzuali.hmar@gmail.com
Address : A-48, Durtlang North,
Durtlang, Aizawl
Mizoram-796025

Details of Educational Qualification:

Class	Subject	Board/University	Percentage	Division
H.S.L.C.	-	Mizoram Board of School Education	50.4	Second
H.S.S.L.C.	Arts	Mizoram Board of School Education	48.8	Third
Bachelor of Arts	Sociology	Mizoram University	51.5	Second
Master of Social Work	Social Work	Mizoram University	61.94	First

Fieldwork Experience

CODNERC

CODNERC is a Non-governmental organization. During my first semester fieldwork in this organization I work in the field of Self-help Group and used to visit different groups within the community. I also work with the adopted family and conduct case work and home visits as well.

ICDS

During the second semester I was placed at Integrated Child Development Scheme (ICDS). ICDS is a centrally sponsored scheme for children, adolescence girls and pregnant women. During my fieldwork in this institution I have home visit, conduct case study and formed mothers club. Also different anganwadi centre were visited to understand their functions and benefits received by the beneficiaries.

IMPULSE NGO

During my block placement in fourth semester in this institution which is located in Shillong, I have worked with the workers in whatever way is necessary, doing office work and also visited one of the mental hospital in Shillong and visit a young girl who is having a mental problem.

COMMUNITY BASED FIELDWORK

My community based fieldwork was placed at Zemabawk Community during third and fourth semester, and the concentration area was Zemabawk Middle School veng. During my fieldwork, I conducted field survey, Participatory Rural Appraisal and case study was conducted. Children club was formed, free clinic was held, awareness campaign on human rights and solid waste management was conducted. And from the same community I had taken up 'Psychosocial conditions of children' as my project work.