

**Perceived Parental Rearing Practices, Academic Performance and
Emotional Behavioral Problems among Adolescents**



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Declaration

I, **Sidra Mumtaz**, ID: **15007146011**, student of MS Clinical psychology in the subject of Clinical Psychology, Session 2015-2017, hereby declare that the matter printed in the thesis title **“Perceived Parental Rearing Practices, Academic Performance and Emotional Behavioral Problems among Adolescents”** is my own work and has not been printed, published and submitted as research work thesis or publication in any form in any university, research institution etc. in Pakistan or abroad.

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Abstract

This study aimed to explore the relationship among perceived parental rearing practices, academic performance and emotional behavioral problems of adolescents. There is lack of research that integrates and synthesizes the relationship among these variables in Pakistan. The sample contained 60 students of 6th, 7th and 8th class including boys and girls from government schools of Lahore. The age range was 11-16 ($M= 12.58$, $S.D= 1.37$). The stratified random sampling used to select the sample from the population. Achievements tests (reading, writing, arithmetic and vocabulary tests) were used to assess the academic performance. Paired Associate Learning Test was used to assess the learning ability. School Children Problem Scale was used to determine the emotional behavioral problems and EMBU-C both father and mother forms were used to assess the perception of parental rearing practices of participants. The hypothesis of this study was perceived parental rearing practices have significant impact on the academic performance, emotional behavioral problems and learning ability of adolescents. The findings of this study revealed that perceived parental rearing practices have significant relationship with the academic performance, emotional behavioral problems and learning ability of adolescents. This study proved to be useful for teachers, educationists, school psychologists or counselor to guide parents regarding their rearing practices through conducting seminars and workshops at school level.

Introduction

Parent child relationship is the most important relationship in the development of the child among all the human relationships. It plays central role in the emotional well being, coping, problem solving abilities and future relationships (Rogoff, 2003). One's personality, social and cognitive development depends on the nature of parent child relationship. It boosts the child development and school readiness. It helps the children in their emotional, physical and intellectual development (Tronick & Beeghly, 2011). Parents can develop the lifelong motivation for learning, determination and persistence through engaging in the everyday activities of the child (Dunst, Bruder, Trivette, & Hamby, 2011).