Summary
SUMMARY

INTRODUCTION

Children are the greatest resource of the nation. A child needs proper care and guidance in every developmental stage of life. The child's interaction with parents provides the beginning of life long development processes. Parents seem to be psychologically important for child not only in infancy but in later years of life also. They are consistently given the responsibility for nurturance and physical care.

As the child is influenced by rearing techniques of the parents and his attitude development, social as well as personal adjustment depends upon the environment given by the parents. The relationship which parents establish with their children have a powerful influence upon the development of personality of the child. Generally speaking, if parents are relaxed, affectionate, mature and understanding, children will grow normally and become a happy, socially useful adults.

Researchers and educators generally agree that the parents are the efficacious force in students development. In general productive collaboration between school and family has been associated with higher students achievement and lower drop out rates. The experience that parents are concerned about children’s support and encouragement boost up their morale and consequently promote their intellectual development and achievement. The realization has stuck hard that schools alone cannot educate the children but need the support and active participation of the parents. Moreover, since the child spends a major portion of his/her time at home, parents contribute significantly to the child’s learning.

The parent child relationship is unique among human ties. Although it embodies many of the features of any close relationship, companionship, affection, interdependence of action sequences, some degree of mesking of
goals and the potential for considerable, conflict are several features that
distinguish it. The degree of obligation of parent to child is maximal and in
some societies, this is balanced later, at least to some degree, by a reciprocal
obligation of child to parent in the parents old age. The tie is an enduring one
"If a child lives with criticism he learns to condemn. If he lives with hostility,
he learns to fight. If he lives with encouragement, he learns to be confident. If
he lives with acceptance, he learns to love. If he lives with approval, he learns
to like himself."

PARENTING TECHNIQUES

Parenting techniques are psychological construct representing standard
strategies used by parents in raising their children.

"It includes the process of raising and educating a child from birth until
childhood."

The term parenting is a derivative of word parents taken as a verb. When
people say “to parent” a child it means “to be a parent” or to fulfill
parental duties. Generally, the majority of parents admit that those duties are
to provide for the basic needs of a child, the child’s need for security and
development. This implies security and development of a child’s body, mind
and soul. In order words, it is physical, intellectual, emotional security and
development.

EFFECTIVE PARENTING TECHNIQUES:-

(a) Effective parenting techniques are proactive.
(b) Promotes positive behaviour and self control.
(c) Encourages self responsibility.
(d) Responds to unacceptable behaviour and lack of self control.
(e) Protects and strengthens the child’s self esteem.
(f) Strengthens the parent child relationship.
(g) Advances development.
One of the best known theories of parenting styles was developed by Diana Baumrind. In her research she identified four main parenting styles in early child development.

1. **Authoritarian Parenting:**

   Authoritarian parents have high demands for self-control but low levels of sensitivity. They often are insensitive to the child’s developmental needs, providing minimal emotional support and are viewed as strict disciplinarians. The authoritarian parenting style has been associated with poor outcomes among children, such as lower academic grades, compared with the authoritative style. However, these results are not consistent across different ethnic groups.

2. **Permissive Parenting**

   Permissive parenting is characterized by low expressions for self-control and discipline in the setting of high sensitivity and warmth. Children from these families may be more self-confident but often show lower levels of self-control (e.g., higher rates of drug use and school misconduct) than do children from authoritative or authoritarian homes.

   Permissive parents, at the other extreme, are nonrestrictive, imposing few maturity demands and applying high levels of responsiveness. They either indulge or neglect their children’s needs.

3. **Authoritative Parenting**

   Authoritative parents have high demands for maturity and self-control from their children but also display high levels of sensitivity, emotional warmth and involvement. There is often a give and take between the parent and child in which the parent acknowledges the child’s worth and opinions but maintains certain limits.

   Authoritative parenting is an optimal balance of responsiveness and demandingness. Authoritative parents direct children in a rational, issue oriented manner by explaining the reasoning behind rules.
4. **Neglectful Parenting**

Neglectful parenting is defined by low levels of both demands for self-control and sensitivity. Neglectful parenting is associated typically with unfavourable child outcomes, as such as high rates of depression, smoking, poor school achievement and psychological development.

Non conformist parenting is similar to permissive parenting but is a parent centered approach characterized by cold effect. It is less passive and more controlling than permissive. These parents usually pay no attention to their children’s actions.

**EMOTIONAL STABILITY**

Emotional stability refers to one’s ability to understand and influence one’s own and other’s emotions and to control the emotional content embedded in various situations.

Emotional stability may be defined as “the ability to perceive emotions to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge to reflect and regulate emotions so as to promote emotional and intellectual growth.

Emotional stability is eight dimensions (Singh, 1978). To have control over one’s emotion, to reply boldly to a question in a group, to consider elements in their proper perspectives and talk confidently with others.

Emotional stability provides freedom from common phobic reactions, to face personal comments and criticisms realistically, freedom from doubts over other’s actions and reactions, to have correct account of one’s merits and demerits.

The parental influences on the emotional development of children is an extremely important factor. Socio-economic status of parents, education, other such variables like child rearing behaviour, relationship between parents themselves and with the child are the major determining factors of normal emotional development of the child.
The parents who understand the background of emotional behaviour are often able to adopt a more rational, beneficent and a balanced scientific parenting technique towards the emotional response of children. Emotional relationship between parent and the child forms the context in which socialization occurs within the family. Parental love and affection facilitate socialization while parental rejection and hostility facilitate the development of antisocial behaviour (Haffman and Patternsen, 1970).

**SELF-CONFIDENCE**

According to Pandit (1969) "Self confidence is the nucleus around which the entire personality structure revolves in its homeostatic process of maintaining consistency and stability within the individual personality.

Rogers (1947) presented a theory of organization of personality in terms of self confidence. The self confidence or phenomenal self, as it is sometimes called incontemporary psychology refers to individual's perception of himself.

Self confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term self confidence is used to refer individual's judgment about themselves. Children with over all high self concepts are confident about their abilities to accomplish their goals and academic competence. Relationship with parents and peers children with low self confidence tend to be apprehensive about voicing unpopular or unusual ideas and avoid attracting attention (Mussen et al., 1979).

Self confidence is an essential factor for the achievement which is obtained mainly from parental techniques. It acts as a foundation for the development of human beings. Success in any field largely depends on degree of self confidence of a person. People having high self confidence face the difficulties firmly and perform their work in positive manner.
Parents use to protect, punish, reject, reward, love, neglect, demand and indifference with their children, which depends on a lot of factors such as number of siblings, economical status of parents, educational status of parents and family, work culture of parents and many more. The above parental factors according to their intensities may affect the self confidence of students.

ACHIEVEMENT

Achievement according to Murray-“To accomplish something difficult, to master, manipulate or organize physical objects, human beings or ideas. To do this as rapidly and as independently as possible, to overcome obstacles and attain a high standard, to excel oneself; to rival and surpass others, to increase self regard by the successful exercise of talent.”

Achievement is the core of educational growth. It makes the students more confident and self-reliant in the field of education. Higher achievement in education facilitates better adjustment of the individual.

In general achievement is expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education in particular it stands for the pursuits of excellence. Hence achievement relates with the determinants of the direction, magnitude and persistence of the behaviour. Thus it is very important domain of human activities. It applies only when his performance will be evaluated in terms of some standard of accomplishment.

Parenting Techniques are highly associated with academic achievement. Young children have inadequate information about the realities of the educational attainment progress and accept their parents as model. In addition, researchers on learning styles in relation to academic achievement offers greater prospect for instructional utility and application and revealed that learning style with appropriate instruction makes learning better or greater or both. Research findings provided evidences to conclude that more
congenial home environment, less parental domination and sympathetic parental encouragement have been found to be responsible for the achievement of the children (De Baryshe, Patteson and Capadi, 1993), Taylor (Clayton and Rowley, 2004).

Several studies have established a positive impact of parental support on academic achievement in school (Bempechat, 1990, 1992; Berger, 1991).

**SIGNIFICANCE OF THE STUDY**

The result of present study will be greatly helpful to educationalist policy makers, planners extension workers, social workers and social scientists or other people who are engaged in child concerned scientists regarding scientific bases of the existing parenting techniques. Findings of the present investigation will provide a base which may help strengthening or improving the achievements of the secondary school students. The findings will also act as a linkage of parenting techniques with emotional stability and self-confidence, which in turn imparts a significant role in the development and achievements of secondary school students.

The study provides the clear information on the main contributing factors in gain of knowledge on parenting techniques and the factors which hinder improvement of knowledge. Their co-relational factors of emotional stability and self-confidence which improves the achievement standards can be taken into consideration in future.

This study correlates the parenting techniques with self-confidence and emotional stability which may lead to greater achievements for prosperous and bright future of secondary school students. It will also give information to create favourable environment for greater development which may also help in development of child educational programme.

The investigation has also quoted some empirical evidence regarding the influence the way the child is brought up at home, his socio-cultural background and his emotional stability in development of values. This study
will help in evaluating the efficiency of secondary school students. Thus the impact of parenting techniques in relation to the achievements offers greater prospect for instructional utility which makes learning better or greater or both for secondary school students.

After review of literature and researches done earlier related to this proposed study, the investigator found that there are a number of research on child rearing at infant and pre-school stage. But the number of researches specially on effect of parenting techniques on secondary school students are very less. Therefore, the researcher undertook this study of impact of parenting techniques on emotional stability, self confidence and achievement of secondary school students.

STATEMENT OF THE PROBLEM

"IMPACT OF PARENTING TECHNIQUES ON EMOTIONAL STABILITY, SELF CONFIDENCE AND ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS"

OPERATIONAL DEFINITIONS

Some of the important terms frequently used in this study are chosen to be defined as follows:-

1. Parenting Techniques

Parenting techniques are the processes of interaction of individual characteristics and perception of parents with behaviour and development of child.

Parenting techniques determine the behavioural adjustment of child in family as well as in other areas.

Parenting techniques includes

1. Protection
2. Symbolic Punishment
3. Rejection
4. Object Punishment
5. Demanding
6. Indifference
7. Symbolic Reward
8. Loving
9. Object Reward
10. Negligence

1.1 Protection (Pro)

The defending attitude overtly expressed in the acts of guarding, sheltering and shielding the child from situations or experiences perceived to be hostile, oppressing and harmful.

1.2 Symbolic-Punishment (SP)

Symbolic and physical means by which parents show their temporary annoyance with the child.

1.3 Rejection

It refers to “Behaviour evident in renouncing the child in aversion.” Parental rejection may be shown in various ways-by physical neglect, denial of love and affection, inconsistent punishment and lack of respect for the child’s rights and feelings as a person.

1.4 Object Punishment (OP)

Physical means by which parents show their temporary annoyance with the child.

1.5 Demanding (Dem)

Expression of authority and claim with imperious command over the child, executed in the exercise of over all control.

1.6 Indifferent (Ind.)

The expression of unconcerned apathetic, passive behaviour and functioning without either importance or interest in the child.
1.7 **Symbolic Rewards (SR)**
Symbolic expression of appreciation for emotional, psychological security of the child as against concrete action of warmth. It indicates parents acceptance of the child.

1.8 **Loving (Lov.)**
Expression of fondness, devoted attachment and amiableness shown to the child.

1.9 **Object – Reward (OR)**
Psychological security of the child as against physical, tangible, concrete action of warmth. It indicates parents acceptance of the child which is a precursor for the child to achieve, aspire and advance.

1.10 **Negligence (Neg.)**
A careless slighting treatment indicated in accustomed omission and deliberate disregard towards the child which might leave the child to devalue himself.

2. **Emotional Stability**
It may be defined as the ability to control emotions adequately and express them appropriately. It also affects the learning of pupils.

3. **Self Confidence**
It may be defined as the key stone of personality which describes what individuals see when they look themselves in terms of their self-perceived physical characteristics, personality traits, roles and social status. It is an one’s self concept.

4. **Achievement**
Achievement means the school performance or academic performance of students at different intellectual levels perceived by the students.
OBJECTIVES OF THE STUDY

1. To study the effect of parenting techniques on the emotional stability of secondary school students.
   (i) To study the effect of ‘protection’ by parents on emotional stability of secondary school students.
   (ii) To study the effect of ‘symbolic punishment’ by parents on emotional stability of secondary school students.
   (iii) To study the effect of ‘rejection’ by parents on emotional stability of secondary school students.
   (iv) To study the effect of ‘object punishment’ by parents on emotional stability of secondary school students.
   (v) To study the effect of ‘demanding’ by parents on emotional stability of secondary school students.
   (vi) To study the effect of ‘indifference’ by parents on emotional stability of secondary school students.
   (vii) To study the effect of ‘symbolic reward’ by parents on emotional stability of secondary school students.
   (viii) To study the effect of ‘loving’ by parents on emotional stability of secondary school students.
   (ix) To study the effect of ‘object reward’ by parents on emotional stability of secondary school students.
   (x) To study the effect of ‘negligence’ by parents on emotional stability of secondary school students.

2. To study the effect of parenting techniques on self confidence of secondary school students.
   (i) To study the effect of ‘protection’ by parents on self-confidence of secondary school students.
   (ii) To study the effect of ‘symbolic punishment’ by parents on self-confidence of secondary school students.
(iii) To study the effect of ‘rejection’ by parents on self-confidence of secondary school students.
(iv) To study the effect of ‘object punishment’ by parents on self-confidence of secondary school students.
(v) To study the effect of ‘demanding’ by parents on self-confidence of secondary school students.
(vi) To study the effect of ‘indifference’ by parents on self-confidence of secondary school students.
(vii) To study the effect of ‘symbolic reward’ by parents on self-confidence of secondary school students.
(viii) To study the effect of ‘loving’ by parents on self-confidence of secondary school students.
(ix) To study the effect of ‘object reward’ by parents on self-confidence of secondary school students.
(x) To study the effect of ‘negligence’ by parents on self-confidence of secondary school students.

3. **To study the effect of parenting techniques on the achievement of secondary school students.**
(i) To study the effect of ‘protection’ by parents on achievement of secondary school students.
(ii) To study the effect of ‘symbolic punishment’ by parents on achievement of secondary school students.
(iii) To study the effect of ‘rejection’ by parents on achievement of secondary school students.
(iv) To study the effect of ‘object punishment’ by parents on achievement of secondary school students.
(v) To study the effect of ‘demanding’ by parents on achievement of secondary school students.
To study the effect of 'indifference' by parents on achievement of secondary school students.

To study the effect of 'symbolic reward' by parents on achievement of secondary school students.

To study the effect of 'loving' by parents on achievement of secondary school students.

To study the effect of 'object reward' by parents on achievement of secondary school students.

To study the effect of 'negligence' by parents on achievement of secondary school students.

4. To study the relationship between Self Confidence and Emotional Stability of secondary schools students.

5. To study the relationship between Emotional Stability and Achievement of secondary schools students.

6. To study the relationship between Achievement and Self Confidence of secondary schools students.

7. To predict the emotional stability of secondary school students on the basis of dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).

8. To predict the self confidence of secondary school students on the basis of dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).

9. To predict the achievement of secondary school students on the basis of dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).
HYPOTHESES OF THE STUDY

1. There exists no significant effect of parenting techniques on the emotional stability of secondary school students.

   (i) There exists no significant effect of 'protection' by parents on the emotional stability of secondary school students.

   (ii) There exists no significant effect of 'symbolic punishment' by parents on the emotional stability of secondary school students.

   (iii) There exists no significant effect of 'rejection' by parents on the emotional stability of secondary school students.

   (iv) There exists no significant effect of 'object punishment' by parents on the emotional stability of secondary school students.

   (v) There exists no significant effect of 'demanding' by parents on the emotional stability of secondary school students.

   (vi) There exists no significant effect of 'indifference' by parents on the emotional stability of secondary school students.

   (vii) There exists no significant effect of 'symbolic reward' by parents on the emotional stability of secondary school students.

   (viii) There exists no significant effect of 'loving' by parents on the emotional stability of secondary school students.

   (ix) There exists no significant effect of 'object reward' by parents on the emotional stability of secondary school students.

   (x) There exists no significant effect of 'negligence' by parents on the emotional stability of secondary school students.

2. There exists no significant effect of parenting techniques on the self confidence of secondary school students.

   (i) There exists no significant effect of 'protection' by parents on the self confidence of secondary school students.

   (ii) There exists no significant effect of 'symbolic punishment' by parents on the self confidence of secondary school students.
(iii) There exists no significant effect of ‘rejection’ by parents on the self confidence of secondary school students.
(iv) There exists no significant effect of ‘object punishment’ by parents on the self confidence of secondary school students.
(v) There exists no significant effect of ‘demanding’ by parents on the self confidence of secondary school students.
(vi) There exists no significant effect of ‘indifference’ by parents on the self confidence of secondary school students.
(vii) There exists no significant effect of ‘symbolic reward’ by parents on the self confidence of secondary school students.
(viii) There exists no significant effect of ‘loving’ by parents on the self confidence of secondary school students.
(ix) There exists no significant effect of ‘object reward’ by parents on the self confidence of secondary school students.
(x) There exists no significant effect of ‘negligence’ by parents on the self confidence of secondary school students.

3. There exists no significant effect of parenting techniques on the achievement of secondary school students.
(i) There exists no significant effect of ‘protection’ by parents on the achievement of secondary school students.
(ii) There exists no significant effect of ‘symbolic punishment’ by parents on the achievement of secondary school students.
(iii) There exists no significant effect of ‘rejection’ by parents on the achievement of secondary school students.
(iv) There exists no significant effect of ‘object punishment’ by parents on the achievement of secondary school students.
(v) There exists no significant effect of ‘demanding’ by parents on the achievement of secondary school students.
(vi) There exists no significant effect of 'indifference' by parents on the achievement of secondary school students.

(vii) There exists no significant effect of 'symbolic reward' by parents on the achievement of secondary school students.

(viii) There exists no significant effect of 'loving' by parents on the achievement of secondary school students.

(ix) There exists no significant effect of 'object reward' by parents on the achievement of secondary school students.

(x) There exists no significant effect of 'negligence' by parents on the achievement of secondary school students.

4. There exists no significant relationship between Self Confidence and Emotional Stability of secondary school students.

5. There exists no significant relationship between Emotional Stability and Achievement of secondary school students.

6. There exists no significant relationship between Achievement and Self Confidence of secondary school students.

7. There exists no significant multiple correlation among emotional stability and dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).

8. There exists no significant multiple correlation among self confidence and dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).

9. There exists no significant multiple correlation among achievement and dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).
DELIMITATIONS OF THE STUDY

The parents study being exploratory in nature has following delimitations:-

1. The geographical area of the study was delimited to the Senior Secondary Schools/Higher Secondary Schools of Haryana State.
2. Adolescents have been selected on stratified random basis.
3. Sample for the study was delimited to the adolescents of class IX-X in the age-range of 15 and above.
4. The present study is delimited to three variables only.
5. Home itself is a complex unit. The assessment of its psychological environment is not an easy matter. Researcher has decided to take limited dimensions for assessing parental disciplinary practices like dominance, love, hate, negligence, acceptance, rejection and punishment.
6. Adolescent age is the time of stress and strain, these emotional strains may be transformed in the form of creative product.
7. Students during this period face problems of the stage of adolescence. During this period many physiological, psychological and intellectual changes occur. These changes make productive thinking a different enterprises for many boys and girls.

DESIGN AND METHODOLOGY

Design of the study is an essential part of a research project, because design provides a picture of what and how to do the work. Before starting it has been determined from time to time that a suitable research design guards against the collection of irrelevant data. So in any research project, design provides the researcher a blueprint of research which dictates the boundaries of project and helps in controlling the experimental, extraneous error, variances of the problem under investigation etc. Normative survey method
was used to find out the impact of parenting technique on Emotional Stability, Self Confidence and Achievement of Secondary school students.

VARIABLES USED IN THE STUDY

There is one main independent variable and three dependent variables in this study which are as under:-

(A) INDEPENDENT VARIABLES

1. Parenting Techniques
   It has been measured under major ten dimensions.
   (I) Protection (II) Symbolic Punishment
   (III) Rejection (IV) Object Punishment
   (V) Demanding (VI) Indifferences
   (VII) Symbolic Reward (VIII) Loving
   (IX) Object Reward (X) Negligence

(B) DEPENDENT VARIABLE

2. Self Confidence
3. Emotional Stability
4. Achievement

SAMPLE

The sample for this study consisted of 800 male and female of secondary school students from four districts of Haryana (Rohtak, Bhiwani, Hisar and Ambala). For sample selection stratified random sampling technique was used. Firstly selection of schools was made on the basis of locale i.e. urban and rural scales. Students studying in IX class were taken from the above mentioned districts randomly constitute the population of this study.
TOOLS

The following tools were used for collecting the data for the study

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Tools</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parent child relationship scale by Dr. Nalini Rao</td>
<td>Parenting Techniques</td>
</tr>
<tr>
<td>2.</td>
<td>Self Confidence Inventory Scale by D.D Pandey</td>
<td>Self Confidence</td>
</tr>
<tr>
<td>4.</td>
<td>Achievement scores of the students will be taken from their eight class annual results.</td>
<td>Achievement</td>
</tr>
</tbody>
</table>

After collection of the data in this way, scoring was done strictly according to the instructions given in the respective manuals of the various tools. The data so collected was subjected to statistical processing and the results were obtained.

COLLECTION OF DATA

The data regarding Parenting Techniques, Emotional Stability and Self Confidence was collected with the help of tools mentioned above by getting the schedules filled in by the students themselves. The data regarding achievement was taken from the school result register. The achievement of students were accessed on the basis of their percentages.

STATISTICAL TECHNIQUES USED

To arrive at certain conclusions, various statistical techniques have been employed according to the design of the study. The main techniques that have been employed in the present study are Pearson’s Product Moment Correlation and Regression Analysis.
FINDINGS, CONCLUSION, DISCUSSION AND SUGGESTIONS

The basis purpose of scientific research activity is to relate the observed facts (i.e. immediate discovery) to some organization of a system. It amounts to what Arieti (1976) names: individualizing some underlying communality or connection between things that were deemed dissimilar or unrelated before. If, however, some of the observed facts do not seem to fit in a system, such apparent contradictions should be explainable with valid reasons. When observed facts are related to a system. "The ego-strength immediate discovery may lead to additional properties hidden in the class or system" (Arieti, 1976). Then it becomes an innovation.

This humble piece of research, does not attain that lofty ideal of innovation. It merely tends to relate some of the observed facts of affective human domain to its creative potentiality. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigations. In such cases, attempts have been made to fathom plausible reasons for these disagreements. After processing the data, obtaining and interpreting the results in the preceding chapter, the present chapter proposes to present findings, discussion of the results and conclusions which have been obtained in the study. Efforts have been made in this chapter, to throw light on the educational implications of the study in the present context. Investigator has indicated some of the potential areas for further research in the field related to this study. The statistical data of the present study is related to the following findings in order of the objectives and hypotheses.
Major Findings

Findings of the study are presented below in relation to each objective.

Objective 1: To study the effect of parenting techniques on emotional stability of secondary school students.

1. As our calculated ‘r’ value 0.012 is less than the critical value at 5% (0.062) level of significance for N-2 degree of freedom.

Conclusion

So it can be concluded that parenting techniques are not significantly correlated with emotional stability but there is positive correlation of parenting techniques on emotional stability of students.

Objective 1(i): To study the effect of ‘protection’ by parents on Emotional Stability of secondary school students.

Findings

1. Our calculated ‘r’ value 0.110 is greater than the critical ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that emotional stability is significantly correlated with protection at 1% level of significance. It means that emotional stability increases with protection.

1. Our calculated ‘r’ value is 0.110 which can vary for the whole population in the range of 0.020 to 0.20. Only 1% cases may lie beyond this interval.

Objective 1(ii): To study the effect of ‘symbolic punishment’ by parents on Emotional Stability of secondary school students.

Finding.

1. Our calculated ‘r’ value (0.133) is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.
Conclusion

It can be concluded that emotional stability is significantly correlated with symbolic punishment at 1% level of significance. Emotional stability increases with symbolic punishment given by the parents.

1. Our calculated ‘r’ value is 0.133 which can vary for the whole population in the range of 0.043 to 0.223. Only 1% cases may lie beyond this interval.

Objective 1(iii): To study the effect of ‘rejection’ by parents on Emotional Stability of secondary school students.

Findings

1. Our calculated ‘r’ value (-0.111) is greater than the tabled ‘r’ value (.081) at 1% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that emotional stability is significantly correlated with rejection at 1% level of significance. But there is negative correlation between emotional stability and rejection. Emotional stability decreases with rejection.

1. Our calculated ‘r’ value is -0.111 which can vary for the whole population in the range of -0.48 to -0.228. Only 1% cases may lie beyond this interval.

Objective 1(iv): To study the effect of ‘object punishment’ by parents on Emotional Stability of secondary school students.

Findings

1. Our calculated ‘r’ value 0.098 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that emotional stability is significantly correlated with object punishment at 1% level of significance. Emotional Stability increases with object punishment.
1. Our calculated ‘r’ value is 0.098 which can vary for the whole population in the range of 0.008 to 0.188. Only 1% cases may lie beyond this interval.

**Objective 1(v) :** To study the effect of ‘demanding’ by parents on Emotional Stability of secondary school students.

**Findings**

1. Our calculated ‘r’ value 0.145 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

**Conclusion**

It can be concluded that emotional stability is significantly correlated with demanding at 1% level of significance. Emotional Stability increases with demanding by parents.

1. Our calculated ‘r’ value is 0.145 which can vary for the whole population in the range of 0.055 to 0.235. Only 1% cases may lie beyond this interval.

**Objective 1(vi) :** To study the effect of ‘indifference’ by parents on Emotional Stability of secondary school students.

**Findings**

1. Our calculated ‘r’ value 0.161 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

**Conclusion**

It can be concluded that emotional stability is significantly correlated with indifference at 1% level of significance. Emotional Stability increases with indifference.

1. Our calculated ‘r’ value is 0.161 which can vary for the whole population in the range of 0.071 to 0.251. Only 1% cases may lie beyond this interval.

**Objective 1(vii) :** To study the effect of ‘symbolic reward’ by parents on Emotional Stability of secondary school students.
Findings
1. Our calculated ‘r’ value 0.092 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that emotional stability is significantly correlated with symbolic reward at 1% level of significance. It means that emotional stability increases with increase in symbolic reward.

1. Our calculated ‘r’ value is 0.092 which can vary for the whole population in the range of 0.002 to 0.182. Only 1% cases may lie beyond this interval.

Objective 1(viii): To study the effect of ‘loving’ by parents on Emotional Stability of secondary school students.

Findings
1. Our calculated ‘r’ value 0.121 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that emotional stability is significantly correlated with loving at 1% level of significance. It means that emotional stability increases with increase in loving.

1. Our calculated ‘r’ value is 0.121 which can vary for the whole population in the range of 0.037 to 0.211. Only 1% cases may lie beyond this interval.

Objective 1(ix): To study the effect of ‘object reward’ by parents on Emotional Stability of secondary school students.

Findings
1. Our calculated ‘r’ value 0.109 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.
Conclusion

It can be concluded that emotional stability is significantly correlated with object reward at 1% level of significance. It means that emotional stability increases with increase in object reward.

1. Our computed ‘r’ value is 0.109 which can vary for the whole population in the range of 0.019 to 0.199. Only 1% cases may lie beyond this interval.

Objective 1(x) : To study the effect of ‘negligence’ by parents on emotional stability of secondary school students.

Findings

1. Value of correlation coefficient is -0.077. Our computed ‘r’ value is greater than the tabled ‘r’ value (0.062) at 5% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that emotional stability is significantly correlated with negligence at 5% level of significance. But there is negative correlation between emotional stability and negligence. Emotional Stability decreases with negligence.

1. Our calculated ‘r’ value is -0.077 which can vary for the whole population in the range of 0.008 to 0.146. Only 5% cases may lie beyond this interval.

Objective 2 : To study the effect of parenting techniques on self confidence of secondary school students.

Findings

1. Our calculated ‘r’ value (0.095) is greater than the critical ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion

So it can be concluded that parenting techniques are significantly correlated with self confidence at 1% level of significance.
1. Our calculated ‘r’ value 0.095 which can vary for the population in the range of 0.005 to 0.185. Only 1% cases may lie beyond this interval.

Objective 2(i): To study the effect of ‘protection’ by parents on Self Confidence of secondary school students.

Findings
1. Our computed ‘r’ value -0.083 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that self-confidence is significantly correlated with protection at 1% level of significance. But correlation is negative. It means self-confidence decreases with protection.

1. Our calculated ‘r’ value is -0.083 which can vary for the whole population in the range of -0.173 to -0.0073. Only 1% cases may lie beyond this interval.

Objective 2(ii): To study the effect of ‘symbolic punishment’ by parents on Self Confidence of secondary school students.

Findings
1. Our calculated ‘r’ value (-0.094) is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that self-confidence is significantly correlated with punishment at 1% level of significance. But correlation is negative. It means self-confidence decreases with symbolic-punishment.

1. Our calculated ‘r’ value is -0.094 which can vary for the whole population in the range of -0.184 to -0.004. Only 1% cases may lie beyond this interval.

Objective 2(iii): To study the effect of ‘rejection’ by parents on Self Confidence of secondary school students.
Findings
1. Our calculated 'r' value (-0.102) is greater than the tabled 'r' value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that self confidence is significantly correlated with rejection at 1% level of significance. But correlation is negative. It means that self-confidence decreases with rejection.

1. Our calculated 'r' value is -0.102 which can vary for the whole population in the range of -0.192 to -0.012. Only 1% cases may lie beyond this interval.

Objective 2(iv) : To study the effect of 'object punishment' by parents on Self Confidence of secondary school students.

Findings
1. Value of correlation coefficient is -0.073. Our computed 'r' value is greater than the tabled 'r' value (0.062) at 5% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that self confidence is significantly correlated with object punishment at 5% level of significance. But correlation is negative. It means that self confidence decreases with object punishment.

1. Our calculated 'r' value is -0.073 which can vary for the whole population in the range of -0.142 to -0.004. Only 5% cases may lie beyond this interval.

Objective 2(v) : To study the effect of 'demanding' by parents on Self Confidence of secondary school students.

Findings
1. Our calculated 'r' value (-0.167) is greater than the tabled 'r' value (0.081) at 1% level of significance for N-2 degree of freedom.
Conclusion

It can be concluded that self confidence is significantly correlated with demanding at 1% level of significance. But correlation is negative. It means that self confidence decreases by demanding by parents.

1. Our calculated ‘r’ value is -0.167 which can vary for the whole population in the range of -0.255 to -0.079. Only 1% cases may lie beyond this interval.

Objective 2(vi) : To study the effect of ‘indifference’ by parents on Self Confidence of secondary school students.

Findings

1. Our calculated ‘r’ value (-0.139) is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that self confidence is significantly correlated with indifference at 1% level of significance. But correlation is negative. It means that self confidence decreases by indifference from parents.

1. Our calculated ‘r’ value is -0.139 which can vary for the whole population in the range of -0.229 to -0.049. Only 1% cases may lie beyond this interval.

Objective 2(vii) : To study the effect of ‘symbolic reward’ by parents on Self Confidence of secondary school students.

Findings

1. Our calculated ‘r’ value 0.164 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that self confidence is significantly correlated with ‘symbolic reward’ at 1% level of significance. Self confidence increases with symbolic reward given by parents.
1. Our calculated ‘r’ value is 0.164 which can vary for the whole population in the range of 0.252 to 0.076. Only 1% cases may lie beyond this interval.

Objective 2(viii) : To study the effect of ‘loving’ by parents on Self Confidence of secondary school students.

Findings
1. Our calculated ‘r’ value 0.158 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that self confidence is significantly correlated with ‘loving’ at 1% level of significance.

1. Our calculated ‘r’ value is 0.158 which can vary for the whole population in the range of 0.248 to 0.068. Only 1% cases may lie beyond this interval.

Objective 2(ix) : To study the effect of ‘object reward’ by parents on Self Confidence of secondary school students.

Findings
1. Our calculated ‘r’ value (0.137) is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that self confidence is significantly correlated with ‘object reward’ at 1% level of significance. Self confidence increases by increasing object reward.

1. Our calculated ‘r’ value is 0.137 which can vary for the whole population in the range of 0.227 to 0.047. Only 1% cases may lie beyond this interval.

Objective 2(x) : To study the effect of ‘negligence’ by parents on Self Confidence of secondary school students.
Findings
1. Our computed ‘r’ value -0.087 is greater than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that self confidence is significantly correlated with ‘negligence’ at 1% level of significance. But there is negative correlation. It means that self confidence decreases with negligence from parents.

1. Our calculated ‘r’ value is -0.087 which can vary for the whole population in the range of -0.177 to -0.003. Only 1% cases may lie beyond this interval.

Objective 3: To study the effect of parenting techniques on achievement of secondary school students.

1. Our calculated ‘r’ value (0.02) is less than the critical value at 5% (0.062) level of significance for N-2 degree of freedom.

Conclusion
So it can be concluded that parenting techniques are not significantly correlated with achievement but there is positive correlation of parenting techniques on achievement of students.

Objective 3(i): To study the effect of ‘protection’ by parents on Achievement of secondary school students.

Findings
1. Value of correlation coefficient is 0.030. Our computed ‘r’ value is less than the tabled ‘r’ value (0.062) at 5% level of significance for N-2 degree of freedom.

Conclusion
It can be concluded that achievement is not significantly correlated with protection. But there is positive correlation of protection on achievement. It means that achievement increases with protection.
Objective 3 (ii) : To study the effect of 'symbolic punishment' by parents on Achievement of secondary school students.

Findings
1. Value of correlation coefficient is -0.014. Our computed 'r' value is less than the tabled 'r' value (0.062) at 5% level of significance for N-2 degree of freedom. So it is not significant at 5% level of significance.

Conclusion
It can be concluded that achievement is negatively correlated with symbolic punishment. It means that achievement decreases with symbolic punishment given by parents. But it is not significant.

Objective 3(iii) : To study the effect of 'rejection' by parents on Achievement of secondary school students.

Findings
1. Value of correlation coefficient is -0.005. Our computed 'r' value is less than the tabled 'r' value (0.062) at 5% level of significance for N-2 degree of freedom. So it is not significant even at 5% level for N-2 degree of freedom.

Conclusion
It can be concluded that achievement is negatively correlated with rejection. It means that achievement decreases by increase in rejection shown by parents. But it is not significant.

Objective 3(iv) : To study the effect of 'object punishment' by parents on Achievement of secondary school students.

Findings
1. Value of correlation coefficient is -0.085. Our computed 'r' value is greater than the tabled 'r' value (0.081) at 1% level of significance for N-2 degree of freedom.
Conclusion

It can be concluded that achievement is significantly correlated with object punishment at 1% level of significance. But correlation is negative. It means that achievement decreases with increase in object punishment.

1. Our computed ‘r’ value is -0.085 which can vary for the whole population in the range of -0.175 to 0.005. Only 1% cases may lie beyond this interval.

Objective 3(v): To study the effect of ‘demanding’ by parents on Achievement of secondary school students.

Findings

1. Value of correlation coefficient is -0.065. Our computed ‘r’ value is greater than the tabled ‘r’ value (0.062) at 5% level of significance for N-2 degree of freedom.

2. Our computed ‘r’ value (-0.065) is less than the tabled ‘r’ value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that achievement is significantly and negatively correlated with demanding at 5% level of significance. It means that achievement decreases upon demanding by parents.

1. Our calculated ‘r’ value is -0.065 which can vary for the whole population in the range of -0.134 to 0.004. Only 5% cases may lie beyond this interval.

Objective 3(vi): To study the effect of ‘indifference’ by parents on Achievement of secondary school students.

Findings

1. Value of correlation coefficient is -0.061. Our computed ‘r’ value is less than the tabled ‘r’ value (0.062) at 5% level of significance for N-2 degree of freedom.
Conclusion

It can be concluded that achievement is negatively correlated with indifference. It means that achievement decreases with indifference. But it is not significant.

Objective 3(vii): To study the effect of 'symbolic reward' by parents on Achievement of secondary school students.

Findings
1. Value of correlation coefficient is 0.003. Our computed 'r' value is less than the tabled 'r' value (0.062) at 5% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that achievement is positively correlated with symbolic reward given by parents. It means that achievement increases with symbolic reward given by parents. But it is not significant.

Objective 3(viii): To study the effect of 'loving' by parents on achievement of secondary school students.

Findings
1. Value of correlation coefficient is 0.046. Our computed 'r' value is less than the tabled 'r' value (0.062) at 5% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that achievement is not significantly correlated with loving. But there is positive correlation between achievement and loving. It means achievement increases by love and affection given by the parents.

Objective 3(ix): To study the effect of 'object reward' by parents on Achievement of secondary school students.

Findings
1. Our computed 'r' value (0.095) is greater than the tabled 'r' value (0.081) at 1% level of significance for N-2 degree of freedom.
Conclusion

It can be concluded that achievement is significantly and positively correlated with object reward. But there is positive and significant correlation between achievement and object reward.

1. Our computed ‘r’ value is 0.095 which can vary for the whole population in the range of 0.005 to 0.185. Only 1% cases may lie beyond this interval.

Objective 3(x): To study the effect of ‘negligence’ by parents on Achievement of secondary school students.

Findings

1. Value of correlation coefficient is -0.070. Our computed ‘r’ value is greater than the tabled ‘r’ value (0.062) at 5% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that achievement is significantly correlated with negligence at 5% level of significance. But correlation is negative. It means that achievement decreases by negligence shown by parents.

Objective 4: To study the relationship between Emotional Stability and Achievement of secondary school students.

Findings

1. Value of correlation coefficient is -0.016. Our computed ‘r’ value is less than the tabled ‘r’ value (0.062) at 5% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that Emotional Stability is not significantly correlated to Achievement. But there is negative correlation between emotional stability and achievement.
Objective 5: To study the relationship between Self Confidence and Achievement of secondary school students.

Findings

1. Value of correlation coefficient is 0.006. Our computed ‘r’ value is less than the tabled ‘r’ value (0.062) at 5% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that self confidence is not significantly correlated to achievement of students.

Objective 6: To study the relationship between emotional stability and self confidence of secondary school students.

Findings

1. Our calculated ‘r’ value 0.204 is greater than tabled r- value (0.081) at 1% level of significance for N-2 degree of freedom.

Conclusion

It can be concluded that emotional stability is significantly correlated with self confidence at 1% level of significance. Emotional Stability increases with Self Confidence.

1. Our computed ‘r’ value is 0.204 which can vary for the whole population in the range of 0.274 to 0.134. Only 1% cases may lie beyond this interval.

Objective 7: To predict the emotional stability of secondary school students on the basis of dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).

Conclusion

Value of multiple correlation is 0.224 which indicates a significant and positive correlation between emotional stability and parenting technique
dimensions — protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence of secondary school students.

Objective 8: To predict the self confidence of secondary school students on the basis of dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).

Conclusion

Value of multiple correlation is 0.261 which indicates a significant and positive correlation between self confidence and parenting technique dimensions — protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence of secondary school students.

Objective 9: To predict the achievement of secondary school students on the basis of dimensions of parenting techniques (protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence).

Conclusion

Value of multiple correlation is 0.136 which indicates a significant and positive correlation between achievement and parenting technique dimensions — protection, symbolic punishment, rejection, object punishment, demanding, indifference, symbolic reward, loving, object reward, negligence of secondary school students.

At last it is concluded that

1. Emotional stability is positively and significantly correlated with ‘protection’ at 1% level of significance.

2. Emotional stability is positively and significantly correlated with ‘symbolic punishment’ at 1% level of significance.
3. Emotional stability is negatively and significantly correlated with 'rejection' at 1% level of significance.

4. Emotional stability is positively and significantly correlated with 'object punishment' at 1% level of significance.

5. Emotional stability is positively and significantly correlated with 'demanding' at 1% level of significance.

6. Emotional stability is positively and significantly correlated with 'indifference' at 1% level of significance.

7. Emotional stability is positively and significantly correlated with 'symbolic reward' at 1% level of significance.

8. Emotional stability is positively and significantly correlated with 'loving' at 1% level of significance.

9. Emotional stability is positively and significantly correlated with 'object reward' at 1% level of significance.

10. Emotional stability is negatively and significantly correlated with 'negligence' at 5% level of significance.

II.

1. Parenting techniques are positively and significantly correlated with 'self confidence' at 1% level of significance.

2. Self Confidence is negatively and significantly correlated with 'protection' at 1% level of significance.

3. Self Confidence is negatively and significantly correlated with 'symbolic punishment' at 1% level of significance.

4. Self Confidence is negatively and significantly correlated with 'rejection' at 1% level of significance.

5. Self Confidence is negatively and significantly correlated with 'object punishment' at 5% level of significance.

6. Self Confidence is negatively and significantly correlated with 'demanding' at 1% level of significance.
7. Self Confidence is negatively and significantly correlated with 'indifference' at 1% level of significance.
8. Self Confidence is positively and significantly correlated with 'symbolic reward' at 1% level of significance.
9. Self Confidence is positively and significantly correlated with 'loving' at 1% level of significance.
10. Self Confidence is positively and significantly correlated with 'object reward' at 1% level of significance.
11. Self Confidence is negatively and significantly correlated with 'negligence' at 1% level of significance.

3. Achievement is negatively and significantly correlated with 'object punishment' at 1% level of significance.
4. Achievement is negatively and significantly correlated with 'demanding' at 5% level of significance.
5. Achievement is negatively and significantly correlated with 'negligence' at 5% level of significance.
6. Achievement is positively and significantly correlated with 'object reward' at 1% level of significance.
7. There is positive and significant relation between 'emotional stability' and 'self confidence'.
8. Parenting technique dimensions - loving, indifference and object reward are significant and positive predictor of emotional stability of secondary school students.
9. Parenting techniques dimensions - rejection, loving, demanding, object reward and indifference are significant and positive predictor of self confidence of secondary school students.
10. Parenting techniques dimensions - rejection, loving and object reward are significant and positive predictor of achievement of secondary school students.
DISCUSSION

Kaushik Nirmala and Rani Sunita (2005) conducted a study “A comparative study of achievement motivation, home environment and parent child relationship of adolescents. They concluded that achievement motivation is higher when children perceive their home environment and parents as loving, demanding, nurturing and permissing and lower when home environment and parents are perceived as controlling, punishing, depriving rejecting, neglecting and indifferent. This present research also shows positive correlation between achievement and parenting techniques like protection and loving whereas negative correlation with punishment, rejection, negligence and indifferent with achievement which is in agreement with the above mentioned research.

Kaur Amandeep and Kaur Sweepandeep (2007) studied the impact of parent child relationship on emotional stability of adolescents. For this study 200 children were taken. Parent child relationship scale by Dr. Nalini Rao (1971) and emotional stability scale by R. Bhardwaj and H. Sharma (1998) were used to collect data. The results signify that the parent child relationship had positive and significant effect on emotional competence of adolescents. On the score of emotional competence adolescents (both boys and girls) of Punjab and Haryana no difference was observed.

This present research also shows significant and positive correlation between parenting techniques and emotional stability which is in agreement with the above mentioned research.

Relationship between parenting techniques with emotional stability, self confidence and achievement was determined by using Pearson's product moment correlation. It is found that parenting techniques have great influence upon emotional stability, self confidence and achievement of students. There is significant and positive correlation between loving, demanding, protection, object reward and emotional stability of students. We can say that if the
students get affectionate and incentive behaviour from their parents, emotional stability increases. Protection and loving by parents provides mental support and children become emotionally stable. If the child gets protection and control then he feels himself safe and secure. Loving imparts positive and significant relation on emotional stability of students because both loving and emotional stability are inter dependent and are complimentary to each other. Affection always increases emotional stability.

Object reward and symbolic reward are significantly and positively correlated to the emotional stability of students. This might be due to the incentive behaviour and support provided by the parents. Parents are the first and most consistent available teachers that nourish exploratory curiosity and provide emotional stability.

Negligence and Rejection shown by the parents imparts adverse effect on the emotional stability of children. If the child gets ignored and neglected behaviour from parents then he loses his mental support and becomes emotionally unstable and insecure.

Our study shows positive and significant behaviour between emotional stability and self confidence. Better self confidence increases the emotional stability of students. Because self confidence increases mental power of students. Definitely a mentally strong student will be emotional stable. There is negative and insignificant correlation between emotional stability and achievement. Emotionally less stable students does more labour due to fear of failure which results in improvement of their achievement. Moreover, achievement not only depends upon emotional stability but there are some other factors like self confidence, hard work and educational qualification of parents improves the achievement.

There is positive and significant effect of parenting techniques on self confidence of students. This might be because of the reason that children feel secure and defensive because of continuous checking of their parents, which
further increases the self-confidence of students. It is found that self-confidence is significantly and positively correlated to loving object reward and symbolic reward. Self confidence increases if the student gets loving and motivational behavior of parents because personality development of child is influenced by attitudes and behaviour of parents which the child perceives rather than other environmental factors. Moreover, parenting techniques and self confidence influence the mental health of students.

Self confidence is significantly but negatively correlated with protection, demanding, rejection, negligence, object punishment and symbolic punishment. All these factors lower down the self confidence of students. Because high parental control of parents imparts negative effect on the children. If the children gets punishment from his parents then he will loses the mental support which lowers down the self confidence. The child getting rejection and negligence will have low self confidence because he is not getting the parental involvement and support from his parents.

There is positive correlation between protection, loving, object and symbolic reward upon achievement of students. If the students get incentive and loving behaviour from their parents, their achievement increases. They will do better in their academics. Instead of placing too much demand on children to perform in school, if concern and support is shown, children may feel at ease in approaching the parents for help regarding their educational pursuits and which could pave the way for a better educational adjustment.

Achievement is also positively correlated to self confidence of students suggested that self confidence reinforces the achievement of students. Self confident students' performance better in academic achievement. It is found that demanding, negligence, symbolic punishment, object punishment, rejection and indifference lowers down achievement of students. Demanding behaviour adopted by the parents decreases the achievement of students because they feel stressed and insecure from their parents. Rejection and
negligence shown by parents decreases the achievement because they lack parental support and guidance. Because identification with parents and parent substitutes by and large led to higher academic goals.

It is concluded at last that effective parenting techniques are proactive. It promotes positive behaviour and self control. It encourages self responsibility. It protects and strengthens child's self esteem. If parents want to provide optimal facilitative environment conducive to the cognitive development of their children, they should play an important role in the progress of their child. Parenting techniques are effective determinant of emotional stability, self confidence and achievement. Children whose parents encourage them display impulse control and achieve academically. Parental influence appears to operate in a number of ways, ranging from the role model, potential of positive and negative behaviours. The evidence suggested that the ways in which parents contribute to the construction of their children's understanding are particularly important and this may be a key factor in the development of the children which is my sample.

SCOPE FOR FURTHER RESEARCH

1. Studies can be conducted on all the population of secondary students of Haryana.
2. A comparative study of parenting techniques in relation to Emotional Intelligence and creativity of secondary students can be conducted.
3. The studies can also be conducted on primary students.
4. The studies can also be conducted on vocational students.
5. The studies can also be conducted in areas except Haryana.
6. Comparative studies of effect of parenting techniques on achievement of primary and secondary students can be made.
7. Effect of other factors like age, sex and environmental factors on parent child relationship can be seen.
8. Effect of academic qualification of parents on achievement of students can also be a subject of the study.

**EDUCATIONAL IMPLICATIONS**

Keeping in view of research findings obtained during the study, some of the specific implications are discussed below in this section so that results could be utilized for the progress and benefit of our educational system.

Present study has its implications for parents, teachers, psychologists, education planners researchers, administrators, counsellors, guidance workers and principals of schools and colleges who are directly or indirectly concerned with the future of the children prospects.

The potential fields of students must be located by parents, teachers, psychologists and all those who have concern for the well being of students and the nation. They have to think of the ways and means to encourage and foster achievement of young children. Some of the ideas of parenting techniques are often what Torrance (1969) calls 'silly' or 'wild'. The teachers and parents must recognize this truth and should not get annoyed on manifestation of such a behaviour. Instead, they should help the children related to such ideas like socially and logically desired ways of thinking.

In the light of the present study, it can be attained by providing suitable and positive climate to student which can further improve achievement. The factors that contribute such a conducive climate are positive parenting techniques like loving, object reward, symbolic reward allowing free expression (non-inhibitive attitude of the parents) love etc. We should always bear in mind that rejection of the child at all levels is to be avoided both by parents and teachers because every child inherently needs to be identified and recognized for full blossoming of his personality. Since parenting techniques are major contributing factors for child's growth and development, the teachers and parents should cautiously and caringly make efforts to stimulate children to higher pursuits of mind.
The investigator would like to end the educational implications of this research study in the following words: "A fair idea put to use is better than a good idea kept on polishing wheel."