Chapter-I

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Children are the future citizens of a country. They not only constitute a large group but also a vulnerable or a special risk group of our community. This high risk group has won a special recognition to the nation and citizens of tomorrow. Children are the greatest resource of the nation. The first Prime Minister of India Jawahar Lal Nehru said, Nation marches on tiny feet of little individuals. Hence no nation can afford to ignore its children.

Children are our world’s most valuable natural resources without them, there would be no tomorrow. Think about it ...today.

In the man whose childhood has known care and kindness, there is always a fibre of memory that can be touched to gentle issues.

The children are required to adopt certain behavioural standards for the integration of the society. These standard vary somewhat from culture to culture and society to society, but generally they are the key regulator that guide the child towards the social and away from anti-social behaviour. Although first few years of child’s life are the formative years.

Researches have proved that this is the most impressionable period of one’s life and it is during this time the vital foundation is laid for optimum development of an individuals personality. 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 also in later years of life. They are consistently given the responsibility for nurturance and physical care.

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.

It has been argued that the child’s self confidence and his educational achievement in school are not the independent phenomenon. These are affected by some of the factors like school and family environment as well as level of parent involvement. According to Festiuger (1957) any perceived difference between ideal and actual behaviour is likely to be psychologically uncomfortable and disruptive for the continuous and proper development of the child. Family difficulties are responsible for proper development and various disruptions.

Parents influence the children by their actions what they do on a given occasion. Anything a parent does to a child or with a child has its aim to control the child, to change or to maintain a particular form of behaviour and this influence the child’s actions. There is also the process of learning where the parents deliberately try to change the child’s potentialities for acting in the future. The parent intends to train the child, to change his way of acting by making him learn in certain ways.
Parents are often placed in the position of continually seeing the discrepancy between their hopes and goals and actual accomplishment in child development. Many parents set high standards in terms of the performance. They expect from their child in living within the family and at the school. However, they frequently find the child falling short of their expectations. Often setting, high goal brings about discouragement both in the child and in the parents. When goals are beyond normal expectations, the situation is constructed so that continual discouragement is inevitable.

Now a days, most of the parents expect better performance of their children in the school. They become pleased if their children perform better as compared to other peers in their classes. Due to this reason some parents give more time to the development of their children. They love their children and always try to find out the solution of various problems faced by the children in their day to day life. It is only for this reason that child from such families performs better in the school. But in a country like India parents play a dominant role and the children grow under the strict control of the parents. The child has to do what the parents order. Such children feel themselves inferior and they can never think of higher achievement in their life.

At present, it has been firmly established that the higher or lower achievements of a child in the school is not an independent phenomenon. These are effected by some of the factors which are personal to the individual while many others are located in the environment in which the learning process is influenced like personality variables, teacher variables, family relationship variables and social variables. Family is an important variable where a certain quality of life and certain type of activity are provided within the job of securing child’s development on desirable lines.

The academic performance of the child is influenced by the performance of the family with the child. Though there are number of empirical studies which have indirectly established parent-child relationship,
its effects on various personality traits and psychosomatic disorders like drug abuse, self esteem, self concept, neuroticism and other such factors. Steinbergs et al. (1991) conducted a study on effects of child rearing practices on children’s academic performance. Biller, Henry and Kimpton (1997) studied the relationship between the father and positive body image, self esteem, moral strength, intellectual and social competence. Still there is paucity of empirical studies which have direct bearing on achievement as a function of parent-child relationship. So immediate attention is indispensable to identify the role of the family towards the children for their better performance in the school.

At present most of the parents in the individual areas are leading a busy life. They cannot spend much time with their children and also have less involvement in the day to day activities of their children. But truly speaking they want to devote their time and effort for their children. The experience that parents are concerned about children’s schooling and education may provide emotional support and encouragement. If children, however, feel that their parents are not much bothered about them, their quest for knowledge and accomplishment may be dampened. When schools, families and community work together to support learning, children tend to do better in the school, stay in school for longer time and like the school more.

Ramiah (1990) tried to relate parental involvement and self-confidence of standard IX students, where significant relationship was found between parental involvement and self confidence of students. The more the parent involvement the better the self confidence of the students.

Saxena (1998) observed no relationship between dimensions of self-confidence and family relationship. An ongoing disagreement is apparent in the literature about the existing relationships between parent involvement and academic achievement of the children. One group of investigator claims that there is causation between the two factors while another maintains that there
is only co-relation. In her extensive review of the relevant literature, Bacher (1984) noted that there is substantial evidence indicating that children have significantly increased their academic achievement due to parental involvement.

Henderson (1987) and Halle, et al. (1997) have reported that parent involvement directly affects the child’s performance. Campbell and Maudel (1990) pointed out that at least some aspect of parental behaviour especially those that are perceived by the child as psychological support leads directly to higher academic achievement. Other types of behaviour such as parental help with home work and pressure on the child have the opposite effect.

Symonds (1939), Douglas (1964) and Paul (1986) in his study noted that parents who are devoted to the rearing of the child, look upon him as an individual rather than as a child. They get interested in his plans and ambitions, give wise counselling and encouragement. Their children perform better in the school as compared to their peers. Douglas (1964) in his study also found a cumulative effect of parental attitude on school achievement. He concluded that the attitude of children to their work is deeply affected by the degree of encouragement given by their parents.

Paul (1986) also supported the above findings. He came out with the conclusion that the factors of home environment like recognition of child’s achievement, parental aspiration, forbearance for the child’s wishes, parental affection, encouragement for initiative and freedom etc. had positive and significant correlation with each of the form modes of cognitive styles.

It has been found that the acceptance attitude of the parents lead to the high achievement of the children. Such findings might be because of the fact that the parents who consider their children as a full-fledged member of the family, who give them loving care and protection, affection and freedom, such children can perform better as compared to their counterpart. The relationship which parents establish with their children have a powerful
influence upon all round development of the child. Hence parents should create such an atmosphere in which the children can express their feelings. They can also realize that they are having their independent existence which can enhance their academic performance.

The importance of good parent-child relationship and healthy home environment in the healthy development of individuals in the late life has been well documented in literature. The quality of an adolescents relationship with parents is a key component to healthy adolescent development (Rueter Cogner 1995) which secure bonds between parents and their adolescent children. It allows young people to grow and explore, knowing their home represents a safe heaven to which they can return, when ever necessary.

Several studies (Baumrind, 1971; Ojha, 1972 and Mishra (1977) have been conducted to see the effect of child-rearing practices on achievement in different cultural context. The general findings of these studies have been found that fewer restriction from parents lead to high level of achievement motivation. It was noted that parents who show more affectionate and permissive attitudes and use less restrictive and hostile psychological control tended to have children with higher achievement motivation. Bardley Caldwell (1984), Clark (1983) and Come (1988) believed that family environment has a significant effect on the child’s educational development.

Parents approach towards their child’s education is an important factor in children’s educational adjustment. Instead of placing too much demand on children to perform in school, if concern and support is shown, children may feel an ease in approaching the parents for help regarding their educational pursuits and which would pave the way for a better educational adjustment.

A conducive psychological atmosphere in the family including a good relationship between parents and their wards and a recognition of children’s educational achievement are the necessary pre-requisites of educational adjustment of children. Parents need to show concern and support rather than
placing too much demand on the children. Orther (1990) reported that parents play a vital role in affecting the course and quality of career performance.

A good parent-child relationship is full of love and affection. The child shows a feeling of trust and security in his parents by sharing confidence with them. Argyle, Robinson (1962), Norman (1965) found that the parents of academically motivated, achieving children have cordial relationship with their children upon studying the influence of parent-child relationship. They place high value of autonomy and independence rather than dependence and conformity.

Douvan and Adelson (1958), Marrow and Wilson (1961) observed that parents tend to be democratic and encourage an active 'give and take' interaction with their children. Parents play an important role in providing necessary facilities for education and educational environment which lead to better performance in examination. Proximal environmental variables such as family harmony and educational expectations influence adolescents' cognitive development, whereas family cohesion and parental control influence adolescents' psychological adjustment (Nihira, Mink and Meyers, 1985). Reddy (1973) found from his study that family plays a leading role in determining scientific ideas among elementary school children.

Recent cross-cultural studies in this area clearly indicate that family happens to be the oldest and dearest cultural institution for nurturing and schooling of children. Studies in this context show the importance of parental role in the development of verbal solutions, (Jackson, 1956), academic performance (Jordon, et al., 1975, Radin and Epstein, 1975), and cognitive development (Biller, 1974; Dreyer, 1975). Mehta (1969) observed that when the parents' attitude has too harsh, dominant or indulgent, the bright children also become backward. Kumar (1968), Rao (1965), Pandey (1961), Srivastava (1950) and Sharma (1961) studied the causes of backwardness in school and confirmed that these youngsters are hostile, unsocial and indifferent to their
responsibilities and poorly adjusted in home, school and society. Thaker (1960) reported that family problems affect the academic achievement which hinder school progress.

Bernard (1962) studied the relation between school attendance and attainment with family systems and concluded that parents of high achieving and regular students place emphasis upon mastery, competence, achievement and respect for knowledge. In contrast the unsuccessful are usually the product of unhealthy parent-child relationship (Miles, 1946). Elder (1965) reported that parental dominance of the child and parental submissiveness both adversely affect the development of autonomy and academic motivation.

Brook et al. (1962) found a significant relationship between truancy from school and parental attitude towards the school and towards the attendance by the child. It is true that physical facilities and the minimum environmental variables needed for good schools are missing. It is also true that in the same school students coming from similar social environment make really a remarkable progress but other lag behind. Study of Bealer et al. (1964) also revealed this fact that students whose family relations are positive and rewarding showed more positive and fewer negative attitudes towards school. They also have significantly better self concept of their school ability than boys with poor family relationship even when the effects of other relevant variable such as socio-economic status and intelligence are controlled.

Marrow and Wilson (1961) reported that bright high achievers see their parents as more encouraging and less restricting than the parents of bright under-achievers. More especially parents of high achievers have been found to give their children more praise and approval (Richard, 1954). On the other hand, parents of under-achievers have been reported to use more severe and frequent punishment (Conclin, 1953). Study of Mannino (1962) has shown that parental guidance and encouragement have an important bearing upon
school performance of high achievers. It has been found to be characterized by a strong, warm and empathic relationship between parents and children (Gilmore, 1977). Katherine (1975) concluded the process of educational development alien to the conscious world of the child in its strict formal framework. So he looks back upon his parents for help, guidance and initiations with all yearning and carving. If he does not yet get, then he feels lost in the alien atmosphere.

Cognitive stimulation and child’s social competence are related to each other. The relation between affective and emotional aspects of parental behaviour and the child’s emotional adjustment is culture specific (Nihara Tomiyasu and Oshio, 1987). The personality of the child develops on parental love and affection depending upon child rearing practices and interactions with them.

Effective family functioning defined by dimensions of cohesion expressiveness and high personal growth have been found positively related to peer relations and role compliance. Family cohesion is the most significant factor influencing maturity and school success. Individuals, who have been punished by socializing agents for engaging in overt displacement of emotionality learn to inhibit their emotional expression (Lanzetta and Kteck, 1970).

Children’s perception about family environment were more strongly linked to self control outcomes. Children sharing healthy and warm relationships with their parents were found to be more intelligent and get an advantage of getting parental suggestions, ideas, communication skills and critical sense of security during the development of symbolic thought which is an important cognitive ability of preschool children (Mehta, 1995).

Parental behaviour as perceived by the child has more importance and emerged to be explanatory than characterization of such behaviours by independent observers (Goldin, 1969). Numerous investigators attempted to describe the effects of parental characteristics on children to systematize and
inter-relate various parenting behaviour. Adolescence is a period of emotions, identifying crisis and the future course of life set in motion to be decided during this period. The poor parent-child relationship may lead them on wrong path (Taylor, Clayton & Rowley, 2004), thus home and school are probably two institutions which have far reaching influence on our lives. Research findings provided evidences to conclude that more congenial home environment, less parent domination and sympathetic parental encouragement have been found to be responsible for the achievement of the children (Kurdek and Sinclair 1988; De Baryshe, Patterson and Capaldi, 1993; Taylor, Clayton and Rowley, 2004).

Researchers also reported that children of high potential group apparently came from back grounds that offered great variety of stimulating experiences (De Baryshe, Patterson and Capaldi, 1993). Marjoribanks (1976) reported family environment to be strongly associated with performance measures among both genders.

Similarly, Pandey (1991) observed insignificant relationship with regards to parental acceptance among the groups of high and low academic achievers. This means that parents acceptance do not play an effective role in academic performances because students between 13-17 years have their own ideas, feelings and attitudes, hence they do not depend much on parents for academic pursuit.

Cecis (1991) review provided evidences to conclude that high correlation exists between intelligence and scholastic achievement. Burt (1961) observed that uneducated parents often put the child in a position of handicap for intellectual growth and development. Besides young children have inadequate information about the realities of the educational attainment progress and accept their parents as models. Thus parental education is highly associated with academic achievement (Sharma, 1984). In addition, researches on learning styles in relation to academic achievement offers greater prospect for
instructional utility and application (Dembo, 1977) and revealed that learning style with appropriate instruction makes learning better or greater or both.

Studies also revealed that adolescents competence is high among youngsters raised in authoritative homes in which parents are responsive and demanding (Baumrind, 1989) than in other family environments (Steinberg 1990). Steinberg and colleague (Steinberg et. al, 1989 and 1992) used the categorical approach to the study of parenting; parental warmth, behaviour control and psychological autonomy granting (in which scores on each of the three dimensions were considered to assign families to one of several categories) reported that adolescents raised in authoritative homes performed better in school that do their peers.

The family is a dynamic concept of interacting systems in which each individual plays a unique role. These roles are complimentary and reciprocal and either rigidly or loosely defined. A particular child’s role depends upon factors like age, sex, personality and ordinal position (Dorothy Roger Child Psychology, 1969). The attitudes, values and behaviour of parents towards their children clearly influence patterns of development. Likewise children’s characteristics influence parental attitudes and behaviour (Frank and Wagnalls Child Psychology, New Encyclopedia).

Park (1978) suggested a recognition of balanced reciprocity in parent child interaction in place of original overemphasis of parental effects (Hoffmann 1970) to present overemphasis of child effects (Champman, Bell etc.). So at present the most rationale view is a recognition of balanced reciprocity in parent child interaction (Parke 1978, Baumrind 1980). Long (1941) observed that reaction of parents towards the behaviour of children was determined and decided by the situation in which that behaviour occurred and also by age, sex and ordinal position of the child.

The parent child relationship is unique among human ties. Although it embodies many of the features of 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.”

Of all conditions that influence child development, relationship between individual and members of the family rank first. The home is the primary environment of persons. The family influences are the ruling determinants of the type of persons he will be in adult life as well as in childhood. The family influence on the child is greatest when the major part of his time is spent at home. At the time, when the foundations of the personality patterns are being laid, the child’s primary social experiences take place at home.

The parents play a dominant role in moulding his behaviour. The techniques, the parents employ in the treatment of the child, the incentives they offer, the frustrations they impose, their methods of control together with their general attitudes towards him serve as formative force on the child’s behaviour.

The child develops patterns of social behaviour similar to those of his parents. Democratic home climate promotes a happy relationship with the members of the family. The attitude, which a child hold towards himself especially those dealing with self-esteem and self-worth play an important role in the development of his personality. Studies indicate that child’s performance in the school is adversely affected by poor relationship between him and his parents. Over protection makes the child dependant and interferes with school adjustment. Rejection makes the child feel insecure and leads to
How the child sees the situation may or may not be in line with what the parents have in mind. Ausubel (1952) says, parents' behavior is an objective event in the real world; it affects the child's ego development only to an extent and in a form in which he perceives it. Hence, perceived behavior is relevant and proximate determinant of personal development than the actual stimulus context to which it refers.

1.1.0 ROLE OF PARENTS

As the child leaves infancy and approaches toddlerhood, one of the tasks of the parents is to introduce the child to the peer group. To be sure, parents are interested in their child's earliest interaction with peers, but in time, parents become more seriously invested in their children's ability to get along with playmates. Getting along has different meanings for different parents, but in general, parents want their child to enjoy the company of other children, be liked by them, be well behaved in their presence, for example, share and cooperate with them, and resist the influence of companions who are overly boisterous and aggressive. Data on the children's parents were obtained through home observations and interviews of both mothers and fathers. Parental attitude is of crucial significance in the development of children. The child loves his parents, he identifies himself with them, imitates their behavior, and learns to make an adjustment with his life as they do. Though the later influences modify the child's behavior and attitudes, they do not completely eradicate these early influences and psychological literature emphasizing this fact.

Recent educational reforms have highlighted parental support as an important part of school improvement. Parental support is a generic term including their need for achievement, attitude, expectation, aspiration, interest behavior, and involvement with a view to improve children's educational success.
One of the pioneer studies in this area has been done by Peaker (1967) in England. He listed 104 variables influencing academic achievement of children and classified them into three categories: Parental attitudes, home circumstances and school variables. The analysis showed in general, variation in parental attitude could account for much more of the variation in attainment than could either of the other two categories of variables.

1.1.1 PARENT CHILD RELATIONSHIP

There are several types of specific parent child patterns, which appear with great regularity in the background of children's development phase, which develops in them a particular type of behaviour pattern.

"Every habit and faculty is preserved and enhanced by its repeated actions- as the habit of playing by playing or walking by walking."

I. Rejection (Avoidance)

Parental rejections may be shown in various ways by physical neglect, denial of love and affection, lack of interest in child's activities and achievements, harsh or inconsistent punishment, failure to spend time with the child and lack of respect for the child's rights and feelings as a person. It also involves cruel and abusive treatment.

II. Overprotection and restrictiveness (concentration)

Overprotective mothers may watch over their children constantly, protect them from the slightest risk closely related to their restrictiveness. Here the parents rigidly enforces restrictions, rules and standards and give the child little or no freedom for growing in his own ways and thus nurture fear, dependency, submissiveness and hostility.

III. Acceptance

Children need the assurance of feeling that their parents are proud of them. They turn to their parents for an understanding in stress and depression. Children will overlook a lot in a mother and a father who really love them. They can stand being punished by the warm-hearted parents. They thrive
better under the care of loving parents. We may not have the faintest idea that we are dominating. We may be only unconsciously adopting towards our children ways that were used by our own parents. The most important of all to a child’s future, personality is a feeling of being approved of accepted and enjoyed by his parents. The child who grows up in an atmosphere of security have confidence in themselves. They can face reality without any problem in their life.

Absence of rigid repressive discipline is conducive to the growth. To be able to do things on his own without being criticized, lack of perfection gives a child a sense of self-esteem. To be denied, his parents esteem is a strong medicine and should be used accordingly when disapproval is shown. A child needs to be taken back very promptly into the warmth of his parents regard.

Jersid (1965) writes, “If a child is accepted, approved, respected and liked for what he is, he will be helped to acquire an attitude of self acceptance and respect for himself. If the parents belittle him, blame him and reject him, the growing child’s attitude towards himself are likely to become unfavourable...”

Bossard (1966) writes, “only children whose home environment is more wholesome develop a personality characterized by self confidence independence, responsibility, gregariousness and co-cooperativeness. They not only make good adjustment but also assure leadership roles. Further Baumrind (1966) remarks, with the varying degree of consciousness and considerations parents create their children psychologically as well as physically.”

Recent major legislation such as the goals 2000; Educate American Act and reauthorized Elementary and Secondary Education Act (ESEA) has made parental involvement in their children’s education – a national priority. School districts nationwide are being encouraged to re-examine their parent involvement policies and programs in order to demonstrate innovative
approaches and federal education dollars. In particular, eligibility available to school districts in high poverty areas is now contingent upon the development of compacts in which families and schools agree to assume mutual responsibility for children’s learning. Partnerships must be forged between homes, schools and communities, requiring an unprecedented level of contact and communication between parents and educators (e.g. U.S Department of Ed. 1994).

Most practitioners and researchers support the policy direction of increased parental involvement. Few are agree about what constitutes effective involvement, confusion persists regarding the activities, goals and desired outcomes of various parents involvement programmes and policies. A major source of this confusion is the lack of scientific rigor in the research incoming practice and policy. Because of this, less is known, about parent involvement than commonly is assumed. Nonetheless, early studies suggesting the importance of parent involvement are treated as definitive, regardless of the equivocal nature of the data and they are used to support the position that all types of parent involvement are important.

Smart and Smart (1967) revealed that the unfolding of child’s potentialities is determined by the type of environment, he is surrounded with. So it is the duty of parents to help the young child to shape his all round development by reinforcing and developing of age appropriate skills for the child’s social competence. The foundations of child’s social attitude and skills are obviously laid at home. Patterns of dependence-independence, ascendance-submission, co-operation-competition and conversation-liberalism are their genesis in parent child interaction within home environment. Affectional tendencies which are so important to psychological adjustment in life are dependant on the nature of parenting techniques.
1.1.2 PARENTING TECHNIQUES

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

The word parenting has recently appeared and has become very popular due to the necessity to clarify the process of upbringing a child at home by parents as opposite to the formal education of a child at school. A teacher student relationship is different than parent-child relationship. Therefore, a parents method of educating a child must be different than a teacher.

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 other words, it is physical, intellectual, emotional security and development.

Parenting technique is a psychological construct representing standard strategies used by parents in raising their children.

1.1.3 EFFECTIVE PARENTING TECHNIQUES:-

(a) Effective parenting technique are proactive.
(b) Promotes positive behaviour and self control.
(c) Encourages self responsibility.
(d) Responds to unacceptable behaviour and a lack of self control.
(e) Protects and strengthens the child’s self esteem.
(f) Strengthens the parent child relationship.
(g) Advances development.

POSITIVE PARENTING TECHNIQUES

1. Trust and Respect your children
   1. Promote independence and privacy
II. Respect your child’s and spouse’s feelings
III. Believe your children

2. Provide emotional security
   I. Be gentle and dependable
   II. Make children feel safe expressing yourselves.

3. Provide physical security
   I. Provide basic needs (food, shelter and clothing)
   II. Teach hygiene and nutrition
   III. Maintain a family routine

4. Monitor safety and attend to injuries

5. Provide Discipline
   1. Be Consistent!
   2. Ensure rules and Discipline are age appropriate
      (I) Time Outs for young children lacking self control
         a. Remove child from situation to quiet spot
         b. Use specified time (1 minute per year of age)
      (II) Briefly exclude older child from family activity
         (A) Child misbehaves at the dinner table
             a. Asked to leave the room until proper behaviour
         (B). Television or Computer privileges are withdrawn.
         (C). Be clear about limits
         (D). Use Discipline to give instructions, not punishment
         (E). Reinforce good behaviour with smiles, hugs, praise
         (F). Ignore undesired behaviours (whining or sulking)

6. Share adequate time with children
   1. Participate in activities at school and sports
   2. Include your children in your activities
   3. Support a child’s interests, activities and learning
   4. Give affection freely and frequently
7. Care for yourself and your spouse
   1. Take personal time
   2. Keep yourself healthy

NEGATIVE PARENTING TECHNIQUES
   1. Background-negative
   2. Intimidation using adult size, authority
   3. Behaviours may be precursors to Child Abuse
   4. Instilling fear through looks, property destruction
   5. Yelling
   6. Violent behaviours toward others and pets
   7. Threatening Punishment by God, Police, Foster home
   8. Emotional Abuse
      (a) Name calling
      (b) Shaming children
      (c) Inconsistent parenting
   9. Economic Abuse
      (a) Withholding money or basic needs to control behaviour
      (b) Withholding child support
      (c) Using child as a pawn in divorce
   10. Threats of abandonment, physical harm or confinement
      (a) Using adult privilege
         (i) Child treated as servant
         (ii) Punishing, bossing or constantly interrupting
      (b) Isolation from peers, siblings, grandparents

Parenting techniques involve the following parental duties:-

1) Providing Physical Security:-
   a) It refers to safety of a child’s body, safety of a child’s life.
   b) To provide physical safety, shelter, clothes and nourishment.
c) To protect a child from dangers.

d) To care for a child’s health.

2) Providing Physical Development:-

Developing a child physically refers to providing condition to a healthy growth of a child.

a) To provide a child with the means to develop physically.

b) To train the body of a child, to introduce to sport.

c) To develop habits of health and physical games.

3) Providing Intellectual Security:-

It refers to the conditions in which a child’s mind can develop. If the child’s dignity is safe i.e. nobody encroaches upon a child physically or verbally, then he is able to learn.

(a) To provide an atmosphere of peace and justice in family, where no ones dignity is encroached upon.

(b) To provide no fear, no threat, no verbal abuse environment.

4) Providing Intellectual Development :-

It means providing opportunity to a child to learn about laws of nature and moral laws.

a) Reading, writing, calculating etc.

b) Intellectual games.

c) Social skills and etiquette.

d) Moral and spiritual development.

e) Ethics and value systems.

f) Norms and contributions to the child’s belief and cultural customs.

5) Providing Emotional Stability:-

a) To provide Emotional stability to a child means to secure his or her soul. It is to provide a safe loving environment that gives the child a sense of being loved, being needed and welcomed.

b) To give child a sense of being loved through
c) Emotional support and encouragement
d) Attachment, caring, hugging and touch etc.

6) **Providing Emotional Development** :-

It refers to give a child an opportunity to love other people, to care and to help. The ability to love is a quality of developed soul. A child does not grow selfish if he or she knows what a joy is to love another person.

a) Developing in a child an ability to love through.

b) Showing empathy and compassion to younger and older, weaker and sicker etc.

c) Caring of others, helping grandparents.

d) Teaching a child to organize parties for other people, play with younger siblings etc.

1.1.4 **DOMAINS OF PARENTING**

**Parenting Framework**

Based on the theories described above, as well as their understanding of parenting research, the workshop participants developed a heuristic framework to help guide in the measurement of parenting. The proposed framework includes four dimensions.

- **Warmth** :- One of the two dimensions originally proposed by Baumrind and a key component in attachment theory. Warmth includes responsiveness and sensitivity to the child’s needs.

- **Control** :- The second of two dimensions proposed by Baumrind, control includes monitoring, limit setting and discipline. Features of control are highly dependent on the child’s age.

- **Stimulation** :- It includes child’s exposure to experiences (cognitive, intellectual and physical) by the parent and may be a key feature in school readiness as well as social development.

- **Meta Parenting** :- Defined as parenting that occurs when a child is not present and includes such things like parental planning of the child’s
activities, discussion between the parents about the child's well being and choice of schools, as well as non-constructive parental ruminating about the child (G. Holden).

Table 1 shows the domains mentioned by the workshop participants within the parenting measurement framework. Several domains were discussed in depth during the workshop, particularly when they presented measurement issues because parenting behaviour related to control varies with the age of the child. The dimension of control must include limit-setting, behavioral control, monitoring and discipline.

Table 1. Domains of parenting within the measurement framework

<table>
<thead>
<tr>
<th>Warmth</th>
<th>Control</th>
<th>Stimulation</th>
<th>Meta-parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Involvement</td>
<td>* Maltreatment</td>
<td>* Fun</td>
<td>* Structuring of environment</td>
</tr>
<tr>
<td>* Affection</td>
<td>* Intrusiveness</td>
<td>* Cognitive</td>
<td>* Knowledge of parenting and childcare</td>
</tr>
<tr>
<td>* Nurturance</td>
<td>* Consistency</td>
<td>stimulation</td>
<td>* Developmental knowledge</td>
</tr>
<tr>
<td>* Sustenance</td>
<td>* Discipline</td>
<td>* Physical</td>
<td>* Knowledge and use</td>
</tr>
<tr>
<td>grooming,</td>
<td>* Monitoring</td>
<td>* Perceptual</td>
<td></td>
</tr>
<tr>
<td>cleaning)</td>
<td></td>
<td>stimulation</td>
<td></td>
</tr>
<tr>
<td>* Sensitivity</td>
<td></td>
<td>* School</td>
<td></td>
</tr>
<tr>
<td>* Responsiveness</td>
<td></td>
<td>Preparation</td>
<td></td>
</tr>
</tbody>
</table>

1.1.5 PARENTING THEORY

Theories of parenting were discussed in detail during the workshop. The participants recommended that an approach used in a longitudinal study should be based on well-documented parenting theory. The group discussed several specific theories but suggested that a heuristic model based on several theories rather than reliance on a specific model or theory would be most appropriate in a longitudinal study. Individual theories of parenting as well as a possible measurement framework are discussed below.

One of the earliest parenting theories was developed by Baumrind (1971), whose approach classified parents into three types authoritative, authoritarian and permissive, by crossing the dimensions of responsiveness /
warmth and control/demandingness. Later she added neglectful (or disengaged) as a fourth type of parent (Baumrind, 1989). Authoritative parents are high in both control and responsiveness whereas authoritarian parents are high in control but low in responsiveness.

Permissive parents are low in control but high in responsiveness and neglectful parents are low on both dimensions. A considerable amount of research has been conducted by using this model. As discussed in Mandara (2003), children from authoritative homes generally face better than other children. They are more competent than other children, use fewer drugs as adolescents and generally have a happier life than other children.

Children from authoritarian homes tend to be more aggressive, less independent, more depressed, and have lower academic achievement. Permissive parents have children who are less achievement oriented, have lower levels of self control and self esteem and higher level of aggression toward their parents. The children of neglectful parents are at higher risk for a variety of emotional and achievement problems.

Another theory of parenting proposed by Parke (2004; Parke and O’Neill, 1999) suggests that parents influence their children through multiple pathways. Parents influence their children directly in their role as teachers, educators or consultants through parent child interactions. Parents indirectly influence their children as managers of the environment including directing their children’s social lives and regulating opportunities for social and cognitive experiences. Parkes theory, although useful, was considered too simplistic by some workshop participants.

Darling and Steinberg (1993) also proposed a theory of direct and indirect parental influences on child adjustment. Adjustment in the child is predicted directly by both parenting style and parenting practices but parenting style also indirectly influences adjustment through its influence on parenting practices. Parenting style is the emotional climate of the home which includes sensitivity; warmth; intrusiveness and parental beliefs,
attitudes and responsiveness. Parenting practices include sustenance, support surveillance, stimulation and structure as described by Bradley.

Attachment theory purposed that an infant's experience of responsive and sensitive care in life leads to a greater sense of self-efficacy and trust in others (Bowlby, 1968). This secure attachment leads the children to exhibit more exploratory behaviour using their caregiver as a secure base and are easier to comfort when distressed (Ainsworth et al., 1978).

Conversely, infants experiencing inconsistent, unresponsive or rejecting care, see themselves as unworthy and others as untrustworthy and unpredictable. The behaviour of insecure children tends to be angry, withdrawn, explosive and disorganized. Behaviour with peers in later childhood tends to be more aggressive among insecurely attached children (Cohn, 1990).

1.1.6 PARENTING STYLE

Parenting style is considered a characteristic of the parent that is stable over time and constitutes the environmental and emotional context for child-rearing and socialization. It also establishes a framework against which children can interpret particular parenting behaviours. Therefore parenting style may have a greater impact on shaping the daily activities, eating behaviour, emotional functioning and ultimately overweight risk of children than selected parenting or feeding practices alone. Prevention and treatment strategies that address parenting styles as well as specific behaviours may be more successful in preventing childhood overweight than current efforts focusing on domain-specific behaviours alone.

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 as compared with the authoritative style. However, these results are not consistent across different ethnic groups.

Authoritarian parenting is characterized by behaviour that are highly restrictive and extremely demanding. Parents who employ this style tend to constrain children’s independence and force them to follow strict rules by threatening harsh punishment for violations. They also tend to be less responsive and accepting to their children. By preventing children from exercising control over their own behaviours and learning from their mistakes, authoritarian parents inadvertently may be rearing children to believe that they are not responsible for what happens to them.

The authoritative parenting style is often considered ideal and has been associated with improved child outcomes, such as higher academic achievement, increased self-regulatory ability, frequent use of adaptive strategies, fewer depressive symptoms and fewer risk taking behaviours. Children and adolescents from authoritarian families tend to perform moderately well in school and to be less involved in problem behaviours than children and adolescents from permissive families. They have poorer social skills, lower self esteem and higher levels of depression than do children or authoritative parents. Authoritarian parents tend to rear girls who are less independent, boys who are more aggressive and children who appear discontent and more extrinsically motivated (Ginsburg Bronstein, 1993) as compared with parents of other styles.

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 (Strage Brandt, 1999). Permissive parents allow children to be self-regulated and free from rules or discipline. However, by not setting behavioural limits and goals and not holding children responsible for surpassing or falling short of those limits and goals, parents are failing to teach children that they are responsible for their own behaviour.

Moreover, children and adolescents from permissive families are susceptible to antisocial peer pressure (Condry Simon 1974; Steinberg 1987). Such individuals are also more likely to be involved in problem behaviours and perform less well in school but they have higher self esteem, better social skills and lower levels of depression than children raised by authoritarian parents (Strage Brandi, 1999)

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. They recognize children's individuality, encourage verbal exchange, engage children in joint decision-making and insist that children progressively assume more responsibility for responding to the needs of other family members within the limits of their capabilities (Maccoby, 1992).

Additionally, they provide appropriate scaffolding for their children's learning by supporting them when tasks are difficult and by backing away
when children are succeeding on their own (Pratt, Kerig, Cowan, Cowan 1988). By allowing children to learn from their mistakes and to proceed independently when fairing well, parents may be encouraging their children’s future self-reliance.

Children of authoritative parents tend to demonstrate social and academic competence, exhibit fewer problem behaviours (Maccoby 1994) and have fewer mental health problems than children of authoritarian parents (Baumrind 1991; Lamborn, Mounts, Steinberg, Dornbusch 1991; Steinberg 1990). Baumrind (1973) noted that such children are apt to demonstrate leadership qualities. Moreover, authoritative parenting has been associated with positive self-esteem especially in women (Klein, O’Bryan, Hopkins 1996).

4. **Neglectful**

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.

The final and most important criticism of the parenting style research is that parenting has been shown to be a part of a directional relationship between parent and child. Thus characterizing a parenting style as arising from the parent leaves out the essential influence of the child on the parent-child dyad.
## Parenting Styles - Chart I

<table>
<thead>
<tr>
<th>PARENTAL STYLE</th>
<th>IMAGE OR METAPHOR</th>
<th>PARENTAL ATTITUDE</th>
<th>CHILD'S RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic and Encouraging</td>
<td>Child is seen as equal, integrated part of family, cooperative and doing his share. He is loved and accepted. Child is offered reasonable progressive challenges and permitted to develop at his own pace.</td>
<td>Accepts child's uniqueness. Provides love, respect and feeling of equality. Encourages child to correct mistakes and develop capacities. Guides child to find significance in contribution.</td>
<td>Feels security of love and acceptance. Experiences own strength by conquering difficulties. Finds satisfaction in achievement and contribution. Not afraid to try and fail. Sees world as safe and friendly.</td>
</tr>
<tr>
<td>Over Indulgent</td>
<td>Child at a receiving end of a cornucopia with goods and services endlessly pouring out. Child is passive, bored and discontented in the midst of this indulgence.</td>
<td>Showers the child with presents, privileges and services, with little regard for the child's actual needs.</td>
<td>Child is bored and indifferent. He loses initiative and spontaneity. Expects everything to come to him. Sees adults as providers of pleasure and comfort.</td>
</tr>
<tr>
<td>Over-submissive</td>
<td>Child sitting imperiously on a throne, placed there by parents who bow low. Child is active, impulsive, and demanding.</td>
<td>Submits to child's whims, demands, temper, and impulsiveness. Makes child the boss and becomes a slave or servant. Cannot say no.</td>
<td>Child insists on having his demands fulfilled. Has tantrums, ignored the rights of others, lacks any sense of limits.</td>
</tr>
</tbody>
</table>
| Over-Coercive          | Child is like a trained dog or stubborn donkey. Pushing resistance cycle. | Constant direction and supervision. Endless instructions and constant reminders. Overly strict, tends to drill. | a) Submission submits to direction. Results in docile obedience.  
b) Active rebellion overt defiance. Results in verbal refusal.  
c) Passive resistance dawdling daydreaming, forgetting results in covert, devious rebellion. |
| Perfectionistic        | Child is a perpetual runner trying to go faster but never finishing the race. He is constantly trying to do better. | Accepts child only when performance is exceptional. Very high standards, impossible to please. | Excessive striving and preoccupation with performance. Cannot meet standards, feels unworthy, may give up (or develop physical symptoms such as ulcers). |
| Excessively Responsible | A giant child shouldering excessive responsibility, blind to anything but work with responsibility. | Parents may heap excessive household, childcare or companionship responsibilities on child because of economic circumstances, personal problems, death or illness of a parent. | Child may carry out burden resentfully, missing normal childhood carefree play. |
## Parenting Styles-Chart II

<table>
<thead>
<tr>
<th>PARENTAL STYLE</th>
<th>IMAGE OR METAPHOR</th>
<th>PARENTAL ATTITUDE</th>
<th>CHILD'S RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neglecting</td>
<td>Child outdoors on a cold night, shivering, with his nose pressed against the window of a house where there is warmth inside. He has been banished.</td>
<td>Parents are frequently absent or busily preoccupied. Parent may be prominent or preoccupied with work, poverty, wealth, alcoholism, divorce, or illness. No one sets limits. Neglect is usually emotional.</td>
<td>Child lacks ability to form close relationships. Never has the feeling that someone cares about him, is on his side. Absent parent may be idealized into a superhuman saintly image.</td>
</tr>
<tr>
<td>Rejecting</td>
<td>Human cactus plant projecting spines everywhere, yet having a soft, dependent, hidden center. He is painfully self-isolating</td>
<td>(Not very common). He is denied any acceptance, treated as a nuisance or a burden. Parents may have also been rejected as children. Could result from forced marriage or deformed child.</td>
<td>May look upon himself as isolated and helpless. Feels deeply hurt. May develop bitter, hostile, anxious feelings, and suffer from self-devaluation.</td>
</tr>
<tr>
<td>Punitive</td>
<td>Galley slave being mercilessly tormented by galley master. Feels injustice, helplessness, and burns for revenge.</td>
<td>Often combined with over-coercion and perfectionism. Physical punishment often considered necessary for discipline or training. Parent may vent personal hostility and aggression on child.</td>
<td>He longs for retaliation. May feel guilt and think of himself as bad. Hates punishment parent. May like to avoid punishment. May fear own impulses for revenge.</td>
</tr>
<tr>
<td>Hypochondriacal</td>
<td>The eternal patient, worrying constantly about health. Attention focused on body functions and organs.</td>
<td>Anxious, fearful, sickroom atmosphere. Child may be kept home a lot from school for minor problems. Child is excused from chores and school work.</td>
<td>Gains sympathy and indulgence from parents. Exaggerates symptoms for benefits. May be excused from normal tasks.</td>
</tr>
<tr>
<td>Sexually Stimulating</td>
<td>Child treated like a miniature sex-object, provoking a premature preoccupation with sex.</td>
<td>Parent may fondle the child when bathing, or bring child into bed with him. One parent may be glad to be relieved of sexual obligation when partner molests a child. Parent may be seductive.</td>
<td>Child is forced into secrecy and made to feel guilty. Child is puzzled but frequently complaint, and may stay dependent. Often results in confusion and hostility.</td>
</tr>
</tbody>
</table>

Recognizing and changing a dysfunctional parenting style to a more democratic one, often requires the support and insight of an experienced Adlerian psychotherapist, since the parents basic style of life may have to be changed as well.
1.1.7 SIGNIFICANCE OF PARENTING

Studies show that all children are born with a world of potential that will be realized only if appropriately tapped. The traditional view of how our brain works was that the wiring diagram, the chemical circuitry of the brain, is predetermined, analogous to wiring a new house, by the genes in the fertilized egg. Unfortunately, even though one half of the genes- 50,000 are involved in the central nervous system in some way, they are not nearly enough to direct the complex wiring of the brain. So, the determination of how the brain works is heavily influenced by environment and early experiences. In fact, if these determinations are not influenced by a certain time in a child’s development they may never be possible. Each set of skills and mental abilities appear to have a window for development. If this window is missed, the child may never recover.

The home environment is a powerful factor in determining the level of school achievement of students, student interest in school learning and the number of years of schooling the children will receive. (Benamin Bloom)

For example, the establishment of circuits that allow the development of math and logic skills is completed by four years of age. Toddlers taught simple concepts like one and many before age four, tend to do better in math. Likewise, early music lessons may help to develop the spatial skills needed for the development of mathematical minds (Begley, 1997).

A second example challenges our education practices in the schools. Language circuitry is developed to a large extent before the age of two. The ability to hear and process sounds is directly related to what children hear during that time. A child whose parents speak to them frequently, about almost anything, will have a much larger vocabulary than one growing up in a more, quiet environment. A child taught a second language after the age of ten or so is unlikely ever to speak it like a native (Cowley, 1997).
These examples are only the tip of the iceberg when it comes to recent brain research and what that research shows about learning. Because formal schools do not usually see children until the age of five or six, school programs have little influence on building capacity for learning unless the partner with parents long before their children arrive at the doors.

"It does not matter what your race, religion or ethnic background is. What counts is having a learning culture which strengthens each child's ability to get ahead." (Diane Ramsey of the Knowledge Network).

Swap (1990) concludes that parent involvement is especially crucial for children at risk. In fact, she argues that parent involvement is not a frill, but a necessity. Studies of the effects of family involvement on minority groups support her premise. Chavkin and Williams (1993) note that research demonstrates, "........all parents, regardless of ethnicity or minority status are concerned about their children's education. But most important, in addition to being concerned, parents want to take an active role in their children's education. The challenge then is to identify how this can be done.

Parenting style creates an emotional climate in which parenting behaviours occur and are interpreted by the child or adolescent. This is an expression of the parents attitude toward the child or adolescent rather than toward his behaviour.

Parenting practices are specific actions designed to reach socialization goals such as academic achievement or avoidance of illicit substance use. How youth interpret parenting practices appears to depend upon the emotional climate established through parenting style. Monitoring is a parenting practice which is most effective when the parenting style is supportive and nurturing.

Collins et al. (2000) concluded that specific parental influences, consistently experienced, likely accumulate to produce larger meaningful outcomes over the childhood and adolescent years. Parenting does matter. It is a complex and demanding endeavour in which parents can be helped by
having access to high quality parenting education and support.

Thomas (1996) cautions that, especially when they are under stress, parents may continue to parent in ways that are familiar even if they have acquired new parenting skills and knowledge about child development and want to change their behaviour. Deeply-placed, frequently unconscious ideas about parenting are derived from beliefs about the world, the self, and others.

1.2.0 EMOTIONAL STABILITY

Emotional stability refers to one's ability to understand and influence one's own and others' 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 and to 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 others' actions and reactions, to have correct account of one's merits and demerits.

Importance of Emotional Stability for students:-

Emotional stability plays a significant role in the life of students in the following ways.

1) Emotional stability is important for acquisition of new skills and cognitive abilities because pleasant feelings and emotional satisfaction can act as reinforcement.

2) Emotions and feelings are state of affective experiences and they serve distinct purposes for individuals in adjustments and termination of their
behaviour.

3) Emotional stability has a great influence on the future adjustment of the child with his peer group and society.

4) Emotional stability is one of the most important component out of the seven components of personality development which determines the self-esteem of the students and how they perceive others in later years of life.

5) Emotional stability makes the students emotionally mature, stable, realistic about life, unruffled, possessing ego strength better able to maintain solid group morale.

Thus all the growth and development in the world is the result of powerful emotions or emotional stability.

Human beings are emotional animals. It is rightly said that temperament leads philosophy. It will be also right to say that temperament governs students behaviour their lifestyles, their liking and disliking. It is secondary how much knowledge a person has and how much wealth he possesses. The primary thing in students life which counts is his emotional stability.

Daniel Golerman’s book “Emotional Intelligence” has drawn attention to this fact that it is not the Intelligence Quotient (IQ) which matters much but Emotional Quotient (WQ). Emotions are the main axis on which the whole student life rotates.

**Role of Parents in Emotional Stability:**

If we compare the value of money, property, success and fame with the value of relationship, we shall discover that ultimately, it is the value of relationship which has more weight in students life. In our early childhood parents are our main focus. In later childhood siblings and then parents in teens-friends, after marriage wife and children. It will not be unwise to say that all and everyone live for relations. It is not important what you get, but what we feel. What you feel, is related to what you need. The important
needs, undoubtedly, are good cloth and shelter, but once they are available the more important place is taken by emotional needs.

Parent child relations have various dimensions of interaction and as such remain basis for socialization of the child. The child’s acquisition from the parents in terms of acceptance, rejection, dominance, submission, democracy, authoritarianism, trust, distrust, reward, punishment, tolerance etc. determine his adjustment and potentiality of behaviour, not only in family but in other social spheres of interaction as well.

The child is significantly influenced by the methods of training employed by his parents. The parental disciplinary techniques play a major role in the information of child’s life style, emotional set up and personality. Their dialogue often directly effects the child’s self concept. 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).

Faizunia and Parameshwaren (1965 and 1968) found a relationship between maternal behaviour and behavioural problems of children which are associated with each other and lead to future emotional disturbance.
1.3.0 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 in contemporary psychology, refers to individuals perception of himself.

Self Confidence as a dimension of personality has been the subject matter of a few studies in the past (Klein and Schoenfield, 1941). Block and Patterson (1955), Rychalk (1959), Mullina (1963), Basavanna (1971), conceived Self Confidence as an attribute of self concept and investigated the characteristics of persons with varying degrees of self confidence. He has an indicative positive relationship between self confidence and social intelligence. Self confidence is another derivative of self concept.

According to some self-oriented theorists (Rogers, 1951, Allport 1961; Combs and Sugg, 1959; Symonds 1951), a self confident person was defined as one who perceived himself as socially competent, emotionally mature, generally capable, successful, satisfied decisive, optimistic, independent, self reliant, self assured, forward moving, fairly assertive, having leadership qualities having positive and constructive self feeling and evaluation.

In general self confidence refers to an individuals ability to act effectively in a situation to overcome obstacles and to get things to go alright.

Social intelligence has defined Self Confidence as an activity to get alone with others, to get work done from others, social awareness or sensitivity and more than all those essential characteristics. Self Confidence (Moss et al, 1955, Manual of Social Intelligence Test), it emphasis as a major aspect, the ability to deal effectively with people and carry on sound social relationship. They have also good appraisal of their abilities. This
development of better self-understanding furnishes them with high Self Confidence, which is essential in dealing effectively with other people. Self confidence score, therefore, can be taken as a scientific measure of self acceptance.

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 to individuals judgment about themselves. Children with over all high self concept are confident about their abilities to accomplish their goals, academic competence and 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).

PARENTING TECHNIQUES AND SELF CONFIDENCE

The nature of self confidence is to analyze 'himself' and this analysis helps the children in his development, emotional stability and achievement. A child who has faith in himself, is a child of self evidence. He takes challenges as motivation, struggle hard for getting success. Kumar (2003) found that high confident and low confident child differ significantly on adjustment.

A person is not born with self confidence, rather it slowly develops and gradually emerges. The child's Self Confidence to a large extent is the product of his or her experiences at home. Parental attitudes that indicate favourable evaluation of the child is positively related to child's self-esteem. Several social scientists have supported this view through empirical data (Coppersmith, 1967, Gecas, 1971; Peterson et. al. 1983 and Gecas and Schwalble, 1986). Parental acceptance, warmth and support are positively related to high self esteem in children (Tatum, 1957; Sears, 1970, Baumrind, 1971). In contrast parental rejection, dominance, negligence and authoritarianism include low self concept and self evaluation (Coppersmith, 1067; Walters and Stinett, 1971; Ramiah, 1976).
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.

It, therefore, seems necessary to find out factors, which affect the Self Confidence of students.

1.4.0 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.

Academic Achievement is related to the acquisition of principles and generalizations and the capacity to perform efficiently certain manipulations, objectives, symbols and ideas.

Educational achievement is usually defined in three ways. The grades the students earn in school, their performance and standardized tests of academic achievement or the number of years of schooling completed (Stenbug, 1985).

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.
Academic achievement is the pivot or centre of educational growth and development. It has always been of permanent importance in the field of educational research.

It is a learned motive which serves as a source of strong motivation in creative achievement. Joseph (1966), Mayhan (1966), Feldusen and Traffinger (1971) showed that achievement plays a vital role in fostering creativity.

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.

A pupil's normal progress and satisfaction in school life has many contributing factors. Crow and Crow (1965) pointed out about these as the degree of success, he earns as a secondary school student depends upon factors such as appropriateness of his curriculum in the light of his learning needs, the choice of major field of study, his relationship with his teachers and fellow students, his participation in school life, the amount and kind of guidance he receives and parental aspirations for him.

**IMPACT OF PARENTING TECHNIQUES ON ACHIEVEMENT:**

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 parent domination and sympathetic parental encouragement have been found to be responsible for the achievement of the children. (De Baryshe, Patteson and Capaldi, 1993). Taylor (Clayton and Rowley, 2004).

The poor parent child relationship may lead them on wrong path (Taylor, Clayton and Rowley, 2004). Thus home and school are probably the two institutions which have far reaching influence on lives. Researchers reported that children of high potential group apparently came from backgrounds that offered great variety of stimulating experience (De Baryshe, Patterson and Capaldi, 1993).

Recent educational reforms have highlighted parental support as an important part of school improvement. Parental support is a generic term including their need for achievement, attitude, expectation, aspiration, interest, behaviour and involvement with a view to improve childrens educational success.

Several studies have established a positive impact of parental support on academic achievement in school (Bempechat, 1990, 1992; Berger 1991). One of the pioneer studies in this area has been done by Peaker (1967) in England. He listed 104 variables influencing academic achievement of children and classified them into three categories.

(a) Parental attitudes (b) Home circumstances (c) School variables. The analysis showed in general variation in parental attitude could account for much more of the variation in attainment than could either of the other two categories of variables.

Morrison and Malyntyre (1971) have reviewed their literature on the influence of home environment on academic achievement. They have listed important aspect of home environment as parental attitude to education, educational level of home, family size, quality of maternal care, material prosperity of the home, abnormal family background and social disorganization.
A number of studies showed that parenting programmes can be effective in improving academic performance.

Some forces shaping educational outcomes (Achievement adjustment) adopted from Nechyaba et al. 1999).
Sacker and her colleagues set out to test the model shown as:


The present study in this model is the presumed role for parental involvement. Involvement is assumed to be a working link between social class, pupil achievement and adjustment. In this process involvement is assumed to be influenced by material deprivation and parental aspiration. The poorer are people's circumstances, the more difficult it is assumed to be to support a child's educational development. The latter, parental aspiration is, in turn influenced by child's evident achievement. The more the child achieves, the greater is the parental expectation. It is assumed here that social class has its influence through the four intervening variables (parental involvement, deprivation, parental aspiration and school composition).

DeGarmo et al. (1999) found support for model of parental influence on educational achievement for young children as shown in fig.
Parenting practices as mediators of educational achievement (De Garmo et al., 1999).

The model starts with the observation that educational adjustment is strongly related to socio-economic status. Aspects of parent-child interaction were obtained partly from self-report and partly from observation on a set of interaction tasks designed to explore parental support for cognitive skill building and discipline. This replicates the conclusions drawn by Melhuish et al. (2001) regarding the significant impact of home learning environment.

In examining the mechanism of the impact of parental involvement on school achievement, Marchant et al. (2001) studied a sample of Canadian
adolescents to test the model shown in fig.

Proposed relations between family and school context variables and students achievement.

1.5 SIGNIFICANCE OF THE STUDY

The result of present study will be great help 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. Finding of the present investigation will provide a base which may help in 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
The study provides the clear information on the main contributing factors in gain of knowledge on parenting techniques. The factors which hinder improvement of knowledge so that in future while implementing different programmes, their co-relational factors of emotional stability and self-confidence which improves the achievement standards can be taken into consideration.

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 evidences 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 achievement 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 researches 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 overall control.

1.6 Indifference (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 indicate 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 indicate 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.

   (vi) To study the effect of ‘indifference’ by parents on achievement of secondary school students.

   (vii) To study the effect of ‘symbolic reward’ by parents on achievement of secondary school students.

   (viii) To study the effect of ‘loving’ by parents on achievement of secondary school students.

   (ix) To study the effect of ‘object reward’ by parents on achievement of secondary school students.

   (x) 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.