CHAPTER-I
BACKGROUND OF THE STUDY

1.1.0 INTRODUCTION

The family is a world in itself. The child in the family has certain needs which must be fulfilled in order to promote his all-sided development. The family influence goes a long way in his personal and social adjustment. The parents have to provide for the basic physical care and development of their children. Many parents hardly understand that for the psychological welfare of children, happy family life is of vital importance. It is from the home experience that the child has to develop ultimately a sense of personal security and personal security implies the feeling of being loved and accepted. This feeling is very necessary for his mental health and desirable social development.

The Parent-child relationship is so unique that each one has permanent and tremendous influence upon the other. There is all the time an emotionally charged atmosphere both for the child and the parents. It is so because of intimacy and intensity of contact and feeling for each other. In a way the child may be regarded as a mirror to the parents. The parents see in their children their own childhood, their long-term unsolved conflicts and their own aspirations and unfulfilled desires. Parents’ behaviour is the model for the behaviour of their children. Parent’s personality has its inevitable impact on the development of children. This means that parents’ attitudes, character, traits and values of life have their undeniable impact on the developing children. Personality of parents exerts greater influence on their children than their child rearing practices.

To sum up, from the parents, we can learn things far more than we can expect, they are the best teachers for the children in the world. The bringing up of children is a permanent need of all societies, and the particular way in which it is done is a cultural pattern of that society. A child grows up to fit in his society and the society of child begins with his family, which defines the context in which a child receives his early socialization. If parents want to provide optimal facilitative environment conducive to
the cognitive development of the children, they should play an important role in the educational process of their children. It is generally believed that parental care, concern, guidance and influence, or in a word, good parent–child relationship has an effect on the all round development of the child.

Child's development is affected by family conditions such as divorce, remarriage, and parental employment. The parent-child relationship has a more important influence on the child's psychological development than changes in the composition of the household. Parenting that is responsive and demanding is related to healthier child development regardless of the parent's marital or employment status. If changes in the parent's marital status or work life disrupt the parent-child relationship, short-term effects on the child's behaviour may be noticeable. One goal of professionals who work with families under stress is to help them reestablish healthy patterns of parent-child interaction.

Researchers find that parental awareness of child’s friends is an important part of parenting. For parents, knowing their child’s friends can have a two-fold effect: it can help to control child’s involvement in negative social activities, and it can keep parents aware of their children’s social behaviours. In addition, research finds that parents who monitor their children’s friendships tend to raise more socially mature children.

During the school years, the parent-child relationship continues to be influenced by the child and the parents. In most families, patterns of interaction between parent and child are well established in the elementary school years.

During the elementary school years, the child becomes increasingly interested in peers, but this is not a sign of disinterest in the parent-child relationship. Rather, with the natural broadening of psychosocial and cognitive abilities, the child's social world expands to include more people and settings beyond the home environment. The parent-child relationship remains the most important influence on the child's development. Children whose parents are both responsive and demanding continue to thrive psychologically and socially during the middle childhood years.
1.2.0 CONCEPT OF PARENT-CHILD RELATIONSHIP

Just like with any relationship, building a positive relationship between parent and child is one that requires work and effort to make it strong and successful. Parenting is a tough job, and maintaining close relationships and open communications helps to ensure parents and their children stay connected through all ages of their upbringing.

The parent-child relationship is one of the longlasting social ties human beings establish," This tie is often highly positive and supportive but it also commonly includes feelings of irritation, tension and ambivalence."

Parent-child relationship consists of a combination of behaviours, feelings, and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development.

Of the many different relationships people from over the course of the life span, the relationship between parent and child is among the most important. The quality of the parent-child relationship is affected by the parent's age, experience, and self-confidence; the stability of the parents' marriage; and the unique characteristics of the child compared with those of the parent.

Socialization is an important part of the parent-child relationship. Dimensions of the parent-child relationship are linked to the child's psychological development, specifically how responsive the parents are, and how demanding they are. Responsive parents are warm and accepting toward their children, enjoying them and trying to see things from their perspective. In contrast, nonresponsive parents are aloof, rejecting, or critical. They show little pleasure in their children and are often insensitive to their emotional needs. Some parents are demanding, while others are too tolerant. Children's healthy psychological development is facilitated when the parents are both responsive and moderately demanding.

As the child enters adolescence, biological, cognitive, and emotional changes transform the parent-child relationship. The child's urges for independence may challenge parents' authority. Many parents find early adolescence a difficult period. Adolescents fare best and their parents are happiest when parents can be both encouraging and accepting of the child's needs for more psychological independence.
Padhi (1989) studied about home environment, parent-child relationship and children’s competence during adolescence and found that there was a positive relationship between the mothers and adolescents which could be stated as very vital for positive mental development of the children.

1.2.1 DIFFERENT FORMS OF PARENT-CHILD RELATIONSHIPS

There are different kinds of parent-child relationships that can be put into different categories. These categories can describe children’s relationship with both parents and childcare providers. Research has found that there are at least four attachment categories. The categories describe the ways that children act and the ways that adults act with the children. The way a parent or provider responds a child may lead to one of the four types of attachment categories. The way a child is attached to the parents also affects how the child will behave around others when her parent is not around.

Rani and Prabha (2008) Studied about Social maturity levels of adolescents belonging to different parenting styles. The results revealed that adolescents belonging to democratic parenting style had high social maturity. Majority of the adolescents belonging to permissive parenting style had moderate level of social maturity, whereas the adolescents with authoritarian parents had low level of social maturity.

1.2.1(i) Secure relationships. This is the strongest type of attachment. A child in this category feels he can depend on his parent. He knows that his parents will be there when he needs support. He knows what to expect. The secure child usually plays well with other children of his age. Parents can build secure attachment relationships if parents are consistent when they respond to the child’s needs, When a child cries, the adult responds in a lovingly or caring way, When a child is hungry, the adult feeds her fairly soon, When a child is afraid, the adult is there to take care of her and When the child is excited about something, the adults are excited about it, too.

Over time, a securely attached child has learned that he can rely on special adults to be there for him. He knows that, if he ever needs something, someone will be there to help. A child who believes this can then learn other things. He will use parents as a
secure base. He will smile at the adult and come to her to get a hug. Then he will move out and explore his world.

Note about different cultures: Parents and other caregivers show love in different ways in different cultures. In any culture, though, children can have good relationships with parents and providers. In all cultures, adults can build secure attachments if they are sensitive and respond to children’s signals. The way they respond will be very different from one culture to another.

1.2.1(ii) Avoidant relationships: This is one category of attachment that is not secure. Avoidant children have learned that depending on parents won’t get them that secure feeling they want, so they learn to take care of themselves.

Avoidant children may seem too independent, they do not often ask for help, but they get frustrated easily, they may have difficulty playing with other children of their age. They may be aggressive at times, Biting, hitting, pushing, and screaming are common for many children, but avoidant children do those things more than other children, They don’t complain when the parents leave them, and they usually do not greet them when the parents return. They know that the parents have returned, but it is almost like they want to punish them by ignoring them. They seem to try to care for themselves.

Behaviours linked to this category of attachment are Parents respond to their children’s needs, but it usually takes a while, When a child is hungry, the child will be fed, but probably after he’s been waiting for a long time. When a child is frightened, she is usually left to deal with it on her own. When a child is excited about something, the parent may turn away or ignore her. The child gets used to not having her needs met, so she learns to take care of herself.

There are different reasons why parents might act this way. Some parents just don’t know when their baby or child needs something. Other parents might think that it will make their child more independent if the parents do not give it to the child.

1.2.1(iii) Ambivalent relationships: Ambivalence is another way a child may be insecurely attached to his parents. Children who are ambivalent have learned that sometimes their needs are met, and sometimes they are not. They notice what
behaviour got their parents’ attention in the past and use it over and over. They are always looking for that feeling of security that they sometimes get.

Ambivalent children are often very clingy. They tend to act younger than they really are and may seem over-emotional. When older preschoolers or early-elementary children want an adult’s attention, they might use baby talk or act like a baby. Ambivalent children often cry, get frustrated easily, and love to be the center of attention. They get upset if people aren’t paying attention to them and have a hard time doing things on their own. Ambivalent children seem to latch onto everyone for short periods of time.

Behaviours linked to this category of attachment are when an infant is crying, these parents sometimes respond; sometimes they don’t. When a child is hungry, he might be fed, but it is more likely that he will be fed when he's not hungry. When a child is frightened, he is ignored sometimes and overly comforted at other times. When a child is excited about something, a parent doesn’t understand the child’s excitement or responds to him in a way that does not fit.

1.2.1(iv) Disorganized relationships. Disorganized children don’t know what to expect from their parents. Children with relationships in the other categories have organized attachments. This means that they have all learned ways to get what they need, even if it is not the best way. This happens because a child learns to predict how his parent will react, whether it is positive or negative. They also learn that doing certain things will make their parents do certain things.

Disorganized children will do things that seem to make no sense. Sometimes these children will speak really fast and will be hard to understand. Very young children might freeze in their footsteps for no apparent reason. Most disorganized children have a hard time understanding the feelings of other children may be very hard to understand and may seem very different from day to day.

There are two types of disorganized attachments i.e. Controlling and Disorganized, children who are controlling tend to be extremely bossy with their friends and Care giving and Disorganized children who are care giving might treat other children in a childish way, acting like a parent. Kind of parent behaviour linked to this category of attachment are rare response to the needs when the child was infants, If the parent
does respond, the response usually does not fit. It is common for disorganized children to come from families in which some form of neglect or maltreatment is happening and it is also possible that these children may have one or more parents suffering from depression. Sometimes, when a family is going through a major change like divorce, a death in the family, or a move, a parent-child relationship can look disorganized for a short time. It usually lasts only as long as the situation does.

1.2.2 PARENT-CHILD RELATIONSHIP AND EDUCATION OF CHILD

The first school for a child is home and the first teacher for a child is parents. Positive parent-child relationships provide the foundation for children’s learning. With parents’ sensitive, responsive, and predictable care, young children develop the skills they need to succeed in life. Early parent-child relationships have powerful effects on children’s emotional well-being, their basic coping and problem-solving abilities, and future capacity for relationships. Through these interactions, children learn skills they need to engage with others and to succeed in different environments. They learn how to manage their emotions and behaviours and establish healthy relationships with adults and peers. They also learn how to adjust to new situations and to resolve conflicts. When parents have warm, trusting, and reliable relationships with peers, family, community members, and service providers, they are more likely to have positive relationships with their children.

The day-to-day interactions between infants and young children and their parents help drive their emotional, physical, and intellectual development. When parents are sensitive and responsive to children’s cues, they contribute to the coordinated back and forth of communication between parent and child. These interactions help children develop a sense of self, and model various emotional expressions as well as emotional regulation skills e.g. self-calming and self-control skills.

1.3.0 CONCEPT OF SOCIAL MATURITY

Development is essential aspect for the individual as well as the process of socialization. It is also true that maturity marks the end of growth and development. In some aspects of development, maturity of development in term of structure and function comes of fairly early age, whereas in others it comes later. Development
depends upon the maturation and learning which is concerned with the force, inside as well as outside of the individual. Generally there are three types of maturity viz., physical, psychological and social maturity. So a person who has characteristics of awareness of his roles in the group desire, to keep pace in social life, sense of fair play, considerate about the treatment of others, willingness to be a non-conformist etc. may be called as a socially matured person. The sensitive side of dealing with the adolescent social maturity is that, the society/culture of behaviour to particular situation which is taught from the childhood. If the adolescent is unable to behave as his age appropriate in the society he may become socially immature. A small child can be accepted if he is socially immature but not the adolescent. An immature adolescent creates problems with his social relations and family relations. Thus a socially matured person is well accepted by the peers as well as society. So an adolescent has to be socially matured. Thus, the social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication self direction and social participation.

Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behaviour. Social maturity is a long process to be socially mature. Students should be exposed to those people who are socially mature so they can pattern his behaviour accordingly. The students can try to reach the expectations of the social system, parents, teachers, siblings and peers who matter to them. Social maturity encompasses attainments in several domains, including independent functioning, effective inter-personal communication, interaction and responsibility i.e. contributing the well being of society (Greenberg, josselson, Knerr and Knerr, 1995). Parents and teachers must be very particular in maintaining inter-personal relationship with the young students in order to channelise their energy in right direction.

Social maturity is a term commonly used in two ways, with reference to the behaviour that conforms to the standards and expectations of the adults and secondly, with reference to the behaviour that is appropriate to the age of the individual under observation. Thus, the social maturation permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and
develop stable patterns of social behaviour. Social Maturity is a personal commitment each individual must make as the attitude that will influence his/her daily lives. Individuals can opt for the socially immature attitude of self centeredness or they can opt for the socially mature attitude of genuine concern for the total well being of each other. The very informal atmosphere of self help groups where the individuals discuss and share their problems and their achievement with each other within the framework of caring and sharing without the fear of being exploited. Some factors of well-being in particular self-acceptance, environmental mastery, and purpose in life are highly correlated with self-esteem. Self-esteem may be thought of as a core resource that contributes to resilient personality, and a person with a resilient personality has a positive view of him or her, a sense of control and an optimistic outlook on the future.

**Raj.M (1996)** defines social maturity as the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to inter-personal relations, behaviour appropriateness, social problem solving and judgment. Social responsibility, also a sub-trait of social maturity, defined as "adherence to social rules and role expectations" and is instrumental in the acquisition of academic knowledge and skills.

Maturity is the ability to respond to the environment in an appropriate manner and adjust accordingly. **Agarwal (2008)** studied about social maturity of adolescents in relation to cognitive and non-cognitive variables. Significant correlation has been found between social maturity and social adjustment. Adjustment as a whole has also been found to be positively significantly correlated with social maturity.

Social maturity is a long process. A student best bet for being socially mature is to be exposed to those people who are socially mature so that he can pattern his behaviour accordingly. The student can try to reach the expectations of societal system: parents, teachers, siblings and peers who matter to him. Thus, knowing what to do and striving for it are essential for reaching the desired level of social maturity. In this context, providing appropriate role models to the students goes a long way in helping him to what is desirable and expected of him. If a student sees adults around him creating scenes and tantrums, it would be unrealistic to expect patience, forbearance and tact
from such a student. A student who has always been kept waiting for simple things everyday will be unable to face situations where one has to live with uncertainty. In social situations, by and large, students tend to react the way they have been treated.

1.3.1 NATURE OF SOCIAL MATURITY

The maturity of a student is influenced by various social factors, some of the important factors are as under:

**Concept of dependence-independence:** Dependence-Independence patterns of behaviours are acquired by the students in the course of day-to-day interaction. An individual is required to modify his behaviour in terms of asserting his independence and seeking aid or relief in the socio cultural context.

**Self Control:** Self control as a part of social maturity is necessary for decision making and facing the consequences. Too many impositions on students results in developing either a rebellious or subservient attitude. Acquiring self control is partly maturational and partly learnt behaviour. The students studying in a secondary school understands that society does not expect him to regress to childhood behaviour at this age. He tries to come upto the expectations of the society and this he achieves by controlling his behaviour.

**Stress:** Stress is a part of everyday life and everybody has to overcome stresses. Every time there is a stress situation. A mature individual mobilizes the available resources and utilize them to the best of his ability to overcome the stress. Stress situation help individuals learn put forth their very best to resolve stress and competitions in the course of development but this stress should not hamper the process of their adjustment.

**Social maturation:** Socially mature are aware of their roles. During the Process of social growth students learn to live up to the expectations of the Society in which they live. In every society the male and female roles are different. Individuals who violate these expectations and do not take the appropriate roles are often ridiculed. To play appropriate roles are the sign of socially mature persons.

**Ability to size up a situation:** Another component of social maturity is to size up a social situation and react to it appropriately. A mature student is able to perceive a cue
in a social situation and accordingly modify his behaviour. He understands his mother’s behaviour by observing her facial expression or change in her tone. He will understand that she does not approve his actions. He can amend his behaviour accordingly. This ability increases as the student matures and this is desired for social adjustment.

The behaviour of the individual depends on maturation. Maturation is also helpful in the process of social adjustment. The socialization plays an important role in social maturation, social learning and social adjustment. Much of the behaviour of child is determined by the process of socialization – a process in which the environmental forces determine or influence the learning of accepted and approved ways of behaving. Through socialisation individuals prepare themselves for life in a society at a given time. A child is called socialised when he behaves in accordance with certain standardised ways or norms of the group in which he is raised. These modes of behaving continue to exert a controlling influence on his behaviour and help him in his social adjustment.

1.3.2 SOCIAL DEVELOPMENT IN CHILDREN

Healthy social development in children is a must to ensure your child's sound physical and psychological development. They say, 'man is a social animal', but, did you know that the seeds of this social behaviour are sown in infancy itself? A child, as young as a few months old shows a distinct social behaviour. Most children who receive a loving and caring upbringing show a very healthy social development. The process of social development in children is gradual and stretches over many years. During this period, the parents, teachers and other close family members play a crucial role. The social development continues even when the child steps into adolescence, then youth and eventually adulthood. In this article, we have provided some information on social development of children at every stage of growth, as well as Erikson's stages of socio-emotional development in children.

It can be simply defined as a child's interaction with others. During the initial stages, the child depends greatly on her parents and other caregivers. Hence, in this phase, the child's interaction is mainly limited to these people. Eventually, the child begins interacting with other kids and adults. A child dwells a lot upon the love, security and
care provided by her parents and caregivers. Eventually, the child also learns to impart love and care and shows signs of empathetic behaviour. This is an indication of sound social development of the child. The age-wise social development in young children can be classified as follows:

**0 - 1 Year**

During this period, the interaction of the child is greatly limited to her parents and caregivers only. Babies that are older than 9 months may show interest in other kids. They may also show anxiety towards strangers and may get distressed if parents are not around.

**1 - 2 Years**

Children of this stage often indulge in 'parallel play', when exposed to other kids. Even if little interaction happens with other kids at this stage, it can be crucial for the further social development of the child.

**2 - 4 Years**

As the kids begin their preschool, their social interaction with peers begins in true sense. While they may still prefer to play alone, they might show interest in other kids' play. A little pushing, grabbing, crying, all of which results from 'co-playing' is common at this stage. In fact, it may teach your kid some valuable lessons in social interaction.

**4 - 6 Years**

The play becomes more co-operative at this stage. Children learn some important values like sharing, which may help them build relations with their peers. Children learn to resolve their conflicts, without parental intervention. Such conflicts instill crucial social skills in children.

**6 Years and Older**

The real school allows children to spend more time with their peers than their parents. Children of this age observe other kids and may try to imitate them. Friendships bloom at this stage and kids may show more liking towards some peers, thereby fostering the concept of 'best friends'. The social skills developed at this stage are valuable as they form the basis for social interaction in adult life.
1.3.3 CHARACTERISTICS OF SOCIALLY MATURE PERSON

A mature person is able to keep long-term commitments.

One key signal of maturity is the ability to delay gratification. Part of this means a student is able to keep commitments even when they are no longer new or novel. They can commit to continue doing what is right even when they don’t feel like it.

A mature person is unshaken by flattery or criticism.

As people mature, they sooner or later understand that nothing is as good as it seems and nothing is as bad as it seems. Mature people can receive compliments or criticism without letting it ruin them or sway them into a distorted view of themselves. They are secure in their identity.

A mature person possesses a spirit of humility.

Humility parallels maturity. Humility isn’t thinking less of you. It is thinking of you less. Mature people aren’t consumed with drawing attention to them. They see how others have contributed to their success and can even sincerely give honor to their Creator who gave them the talent. This is the opposite of arrogance.

A mature person’s decisions are based on character not feelings.

Mature people, students or adults live by values. They have principles that guide their decisions. They are able to progress beyond merely reacting to life’s options, and be proactive as they live their life. Their character is master over their emotions.

A mature person expresses gratitude consistently.

I have found the more I mature, the more grateful I am, for both big and little things. Immature children presume they deserve everything good that happens to them. Mature people see the big picture and realize how good they have it, compared to most of the world’s population.

A mature person knows how to prioritize others before themselves.

A wise man once said: A mature person is one, whose agenda revolves around others, not self. Certainly this can go to an extreme and be unhealthy, but I believe a pathway out of childishness is getting past your own desires and beginning to live to meet the needs of others less fortunate.
A mature person seeks wisdom before acting.

Finally, a mature person is teachable. They don’t presume they have all the answers. The wiser they get the more they realize they need more wisdom. They’re not ashamed of seeking counsel from adults (teachers, parents, coaches) or from other sources. Only the wise seek wisdom.

1.3.4 SOCIAL MATURITY AND EDUCATION

Social maturity also affects the education of a child as socially mature children feel free to talk to their parents and friends about their academic problems and thus get help or suggestions to solve it. Socially mature children also adjust properly in school which is necessary for their betterment in the academics. Asthana (1989) conducted a study of social maturity among school going children in the city of Lucknow and found that academic achievement was significantly related to social maturity in grades I, II and V only. Sharma and Verma also studied about academic achievement of socially mature scheduled tribe students and found that both high and low socially mature students showed significant difference in academic achievement.

Singh and Thukral (2010) aimed at studying the relationship of social maturity with academic achievement of high school students and also to see the regional and gender differences on the basis of their social maturity. The results reported that there exists significant relationship between social maturity and academic achievement of high school students.

Social maturity may also be defined as a level of intelligence, social skills and awareness that an individual has achieved relative to particular norms related to an age group.

Agarwal (2008) studied about social maturity of adolescents in relation to cognitive and non-cognitive variables and found Intelligence to be positively significantly related with social maturity.
1.3.5 PARENT-CHILD RELATIONSHIP AND SOCIAL MATURITY

Parents are most often the primary role models for a child, giving them the distinct opportunity to shape that young individual's socialization. This concept may seem innocent enough when the child is young, but as he grows, his important life decisions, such as college and career, may come back to the effect his parents had on him.

Children are easily impacted by the world which they observe around them. Therefore the relationships which they observe and the relationships that they experience can have either a positive or a detrimental effect on them. If a child realizes that he cannot rely on his parents, he may become susceptible to trust issues. Therefore, on the flip side, if a child feels secure and protected by his parents, he is more likely to be trusting not only of his parents but of other individuals he encounters as well. Additionally, if parents are distrustful of other people, they in turn, will instill that fear in their child.

A parent controls how much independence she chooses to give her child. Some parents perform the majority of the tasks in life for the child. When this happens, the child has not sufficiently learned how to do things for herself. Therefore as she grows she is missing critical components necessary to survive on her own. For instance, if a parent does everything for the child for as long as she lives under the same roof, such as laundry, cooking, and cleaning, as that child matures she is less likely to branch out on her own because she has never learned these everyday tasks.

Much of socialization revolves around confidence. Parents can instill confidence in a child in a number of ways. Allowing the child to assert his independence can produce confidence, as well as providing a positive home atmosphere. As a child grows older and enters the middle school and high school years, this concept becomes increasingly important. Confidence is a major factor which is associated with popularity. If a parent has taught her child that the sky is the limit and has promoted his self-confidence, he will be more likely to act upon that, leading him to make friends easier and stand up for himself.
A parent will play a large role in establishing his child's ambitions in life. For example, if the parent is constantly encouraging the child and seeking to mold her into someone great, the child is more likely to believe that this fate is possible. Therefore the kid will be confident in speaking with college admissions counselors or potential employers, because all of her life she has had a support system that told her she could do it. On the flip side, if the child has no encouragement she may never even think to seek out these opportunities. Her whole life may be shaped by this simple interaction with her parents.

Parental behaviour affects the child’s personality and his likelihood of developing psychological problems. The most important qualities in this regard are whether and how parents communicate their love to a child, the disciplinary techniques they use, and their behaviour as role models. There are, of course, cultural and class differences in the socialization values held by parents. In most modern societies, well-educated parents are more concerned with their children’s academic achievement and autonomy and are generally more democratic than are less well-educated parents. No single area of interaction can alone account for parents’ influence on a child’s behaviour and social functioning. One investigator has emphasized four factors, however: (1) the degree to which parents try to control the child’s behaviour, (2) the pressures imposed on the child to perform at high levels of cognitive, social, or emotional development, (3) the clarity of parent-child communications, and, finally, (4) the parents’ nurturance of and affection toward the child. Those children who appear to be the most mature and competent tend to have parents who were more affectionate, more supportive, more conscientious, and more committed to their role as parents. These parents were also more controlling and demanded more mature behaviour from their children. Although the parents respected their children’s independence, they generally held firm positions and provided clear reasons for them. This parental type is termed authoritative. A second class of children consists of those who are moderately self-reliant but somewhat withdrawn. The parents of these children tended to use less rational control and relied more heavily on coercive discipline. These parents were also slightly less affectionate, and they did not encourage the discussion of parental rules. This parental type is termed authoritarian. The least mature children had parents who were lax in discipline and non-controlling
but affectionate. They made few demands on the children for mature behaviour and allowed them to regulate their own activities as much as possible. This parental type is termed permissive

Agarwal and Mishra (2005) found that reflection, Demand, Symbolic reward level and object reward of parents affects the social maturity of students significantly.

1.4.0 CONCEPT OF SELF-CONFIDENCE

The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity (Breckenridge and Vincent, 1965). Into this structure are integrated many patterns of response tendencies, known as “traits” which are closely related to and influenced by the concept of a person’s thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitude pertaining to his worth. Self – Confidence is a positive attitude of oneself towards one’s self-concept. It is an attribute of perceived self. Self-confidence refers to a person’s perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. In the words of Basavanna (1975), “In general terms, self-confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get thing go all right”. A self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, and successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward-moving, fairly assertive and having leadership qualities.

According to Bandura (1997) Self-confidence is “people’s beliefs about their capabilities to produce designated levels of performance that affect their lives”.

Self-confidence is an individual’s characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in (Sieler, 1998). It refers to a person’s expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person’s potential is realised (Stevens, 2005). In other words, a person with a high self-confidence has a realistic view of themselves and their capability which makes them persistence in their endeavours. According to Neill (2005), self-esteem and self-efficacy in combination is what constitute self-confidence.
The Merriam Webster's dictionary definition of self-confidence is: "Confidence in oneself and in one's powers and abilities." Since that definition has the word confidence within it, we should also look that up also to gain a better understanding. The definition of confidence then states: "A feeling or consciousness of one's powers or of reliance on one's circumstances." So by putting that all together we can come up with something like this in layman’s terms, which make a little bit more sense. So here it is! Generally speaking, self-Confidence is: A feeling or belief in your powers and abilities.

1.4.1 CHARACTERISTICS OF SELF-CONFIDENT PERSONS

- **Self-Assured** - Confident people believe in themselves, and they believe that their life fulfills a special purpose in the world. They know their strengths and have accepted their weakness.

- **Ambitious** - Confident people know what they want. They easily define their goals and strive to achieve them. This could be the most significant trait of confident person.

- **Sociable** - They are adept at navigating various social situations with seeming ease. This ease is borne of the belief that they belong in any environment. Confident people know how to endear themselves to others and how to take compliments and criticisms gracefully.

- **Competitive** - Confident people love competition, they love to test their mettle against the best efforts of others, because they believe they can win, even when they lose.

- **Risk Taking** - They take risks because they are not afraid to lose, or to be wrong. While they are confident in their abilities, they also know instinctively that nobody wins them all, and that they will likely win out the next time.

- **Hard Working** - Confident people know the best path to achieving their goals is through putting in hard effort, no matter how exhaustive or arduous. Hard-working people are confident, and confident people are hard-working. It’s a chicken-egg thing.
- Determined - They also never give up on their goals, even when it sometimes seems impossible. They know that it is better to try and fail and try again than to give up and let doubt take over.

- Accepting - Confident people are often the most accepting people, taking others as they come, no matter their shortcomings. They succeed at this because most confident people have recognized their own shortcomings and realize that the path forward is not about keeping other people down.

- Shrewd - Often, awareness and cleverness breed confidence. Confident people are often good at quickly sizing up other people and figuring out social hierarchies and situations.

- Positive - Confident people are, simply put, positive people. They know how to assuage doubts, conquer fears, and how to find every silver lining in a sky gone gray with storm clouds. They know that while failure is a part of everyday life, even in failure fresh starts are always possible.

1.4.2 STRATEGIES TO BUILD SELF-CONFIDENCE

- Practicing self-acceptance

We can improve our self-confidence in a number of ways. One of the most important ways is to become more accepting of ourselves. Look at your strengths and achievements and put a plan in place to address areas of weakness.

We can start by noticing situations which increase our self-confidence, and those which diminish it. By consistently taking notice of our fluctuating levels of self-confidence we may discover important information about ourselves.

We need to practice self-acceptance, feeling OK about ourselves and others regardless of the existing conditions. If we make mistakes, hurt or offend other people, it may be appropriate to make amends but it need not lead to low self-confidence. In this way, we may sometimes think it is reasonable to be critical of our behaviour and try to change it but without being critical of ourselves. This attitude helps maintain a healthy level of self-confidence.
• **Focus on your achievements**

If you take time to think you will realise that you have achieved so many things in your life. It doesn't matter what these achievements are only that they are important to you. List them and remember what they meant to you. It doesn't matter what you think about your life at present if you are honest with yourself you will make a long list and that will make you feel good. Every small thing you are proud of should be added to your list. The fact that you are focusing on positives will also help you to increase your level of self esteem.

• **Making personal changes**

If, as a result of monitoring your self-esteem and confidence, you decide that you want to change, it is best to identify some specific goals. What can you change that will make you feel better about yourself? There are two kinds of changes you may wish to focus on. The first are changes in your life and how you live it. Ask yourself are you happy in your job? Is it satisfying? Is there something else you'd rather do? What about your relationships or your social life? If you would like to be more assertive for example then start working on that immediately.

Having done that, it is necessary to make sure that they are manageable; break it down into smaller steps or identify a less ambitious change to attempt first. For example, in order to be able to speak up in seminars, it may be easier to begin by expressing opinions more often with friends. Becoming comfortable with this can make the next step, contributing in a seminar, easier.

• **Seeking out positive experiences and people**

We can give ourselves positive experiences as a way of increasing our self-confidence. Also, spending time with people who like us for who we are is helpful. Surround yourself with positive influences and avoid those who are constantly being negative. Being around critical people most of the time or withdrawing from genuine social contact can have a detrimental effect on how we feel about ourselves and our self-confidence.
• **Positive affirmations**

Use positive self-talk and affirmations to reprogram your thinking. "I am a good and worthwhile person". Way too often we are uncaring and unsupportive of ourselves. We can be very generous and loving towards others, but sometimes we forget to be loving and kind to ourselves. Monitor your self-talk and eliminate negative

• **Rewards and support**

Give yourself rewards as you practice building your self-esteem. It doesn't really matter what the reward is as long as it is something you value. It may be a night out, a bar of chocolate, or watching your favourite TV programme.

### 1.4.3 SELF-CONFIDENCE AND EDUCATION

Self-confidence affects the education of a child in many ways.

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves.

*Upadhayaya and Bhalla (2005)* revealed that education plays an important role in increasing self concept, Self-confidence and in decreasing Frustration and deprivation in physically handicapped people.

People who are not self-confident depend excessively on the approval of others in order to feel good about them. They tend to avoid taking risks because they fear failure. They generally do not expect to be successful. They often put themselves down and tend to discount or ignore compliments paid to them. By contrast, self-confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves; they don’t feel they have to conform in order to be accepted.
Self-confidence is not necessarily a general characteristic which pervades all aspects of a person’s life. Typically, individuals will have some areas of their lives where they feel quite confident, e.g., academics, athletics, while at the same time they do not feel at all confident in other areas, e.g., personal appearance, social relationships.

Chun and Cheng (2008) studied Inter-relationship between senior high school students’ science achievement (SA) and their self-confidence and found motivation, self-confidence and expectations as predictors of the academic performances among high school students.

1.4.4 PARENT-CHILD RELATIONSHIP AND SELF-CONFIDENCE

Every parent would expect their children to succeed in life. Self-confidence is one factor that is required for the development of a child in achieving success. Children who have self-confidence will be more daring to try new things so that they can develop the skills. Also, confident child will not easily give up in doing his duties because he felt sure he had the ability. Children who have self-confidence will also be easier to communicate with others, dared to express his opinion, and not easily influenced by others. Conversely, children who do not have self-confidence will always be in doubt doing not even dare to try new things, so much harder to develop his abilities. Children who do not have the confidence also are more likely to give up while facing difficulties. In social relationships, children who don’t have the confidence, don’t dare to give their opinion and are easily influenced by others.

Agarwal and Mishra (2005) found that reflection, Demand, Symbolic reward level and object reward of parents affects the self-confidence of students significantly.

Many factors affect the development of self-confidence. Parents’ attitudes are crucial to children’s feelings about themselves, particularly in children’s early years. When parents provide acceptance, children receive a solid foundation for good feelings about themselves. If one or both parents are excessively critical or demanding, or if they are overprotective and discourage moves toward independence, children may come to believe they are incapable, inadequate, or inferior. However, if parents encourage children’s moves toward self-reliance and accept and love their children
when they make mistakes, children will learn to accept themselves and will be on
their way to developing self-confidence.

Surprisingly, lack of self-confidence is not necessarily related to lack of ability.
Instead it is often the result of focusing too much on the unrealistic expectations or
standards of others, especially parents and society. Parents’ influences can be as
powerful as or more powerful than those of friends and society in shaping feelings
about one’s self. Students in their college years re-examine values and develop their
own identities and thus are particularly vulnerable to the influence of parents.

1.5.0 INTERDISCIPLINARY RELEVANCE

The present study is interdisciplinary in nature, it can be related to the psychological
aspects, which in turn will help the parents as well as the children to learn to develop
favourable parent-child relationship, good self-confidence and social maturity in
them, as all of these are important for healthy individual development. The findings of
the study would be helpful for students, parents, teachers and educational the policy
makers and thereby helping a major part of the society.

It can also be related to social science, as the aim of social science is to develop
responsible citizens who can perform their duties and use the rights provided to them
for the welfare of society and nation, only socially mature persons can carry these
duties optimally and the present study helps in realization of social matureness in a
student.

In the next chapter a careful scrutiny of related literature has been provided.