CHAPTER-II
REVIEW OF RELATED LITERATURE

2.1.0 INTRODUCTION
A brief summary of previous research should be given so that the researcher and reader may be familiar with what is already known and with what is still unknown and untested. The effective research is based upon past knowledge, this step helps to eliminate replication of what has been done and provides useful basis for the formulation of hypotheses and deciding the methodology of the study. A review of related literature should conclude with a comment of area of agreement and disagreement in findings.

A critical summary of research on a topic of interest, generally prepared to put a research problem in context or to identify gaps and weaknesses in prior studies so as to justify a new investigation. Keeping this in view, an intense and careful scrutiny of educational researches was carried out by the researcher. The studies related to the various variables have been categorized and presented in the present chapter. Firstly studies conducted abroad and secondly studies conducted in India have been presented.

2.2.0 RELATED LITERATURE
The studies related to parent-child relationship, social-maturity and self-confidence have been presented under captions 2.2.1 to 2.2.3. Firstly studies conducted abroad and secondly studies conducted in India have been presented.

2.2.1 STUDIES RELATED TO PARENT-CHILD RELATIONSHIP
- STUDIES CONDUCTED ABROAD
Sidebotham (2001) conducted a study on Culture, stress and the parent-child relationship: a qualitative study of parents’ perceptions of parenting. This qualitative research project, based on the principles of grounded theory, has used a series of semi-structured interviews with parents to explore parental understanding of the culture in which today's children are growing up, the influences of that culture on
their parenting and the potential impact on their child. Sixteen mothers and one father whose children are participating in the Avon Longitudinal Study of Parents and Children were interviewed. The interviews covered various aspects of parenting and culture. Analysis of the data suggested several key areas in which our culture imposes particular stresses on parents and, as such, does not support families or children. Prominent areas of stress were time pressures, particularly in the work-home arena, expectations of children to be active and achieving, financial pressures and the impact of consumerism on families.

Geertjan, et al. (2007) examined whether detrimental childhood relationships with parents were related to partner relationship quality and emotional adjustment in adulthood. The authors tested a theoretical model in which (a) low-quality parent-child relationships were related to conflict and low-quality communication with parents in adolescence, (b) parent-adolescent conflict and low-quality communication were linked to low-quality partner relationships in young adulthood, and (c) low-quality partner relationships in young adulthood were predictive of low-quality partner relationships as well as depression, anxiety, and dissatisfaction with life at midlife. Multi-informant data were used from 212 Swedish individuals who were followed from birth into adulthood. Results demonstrated that, as hypothesized, negative parent-child bonds were indirectly related to low-quality partner relationships and dissatisfaction with life in adulthood (but not anxiety and depression) through conflictual parent-adolescent communication and low-quality partner relationships in young adulthood.

Ranson & Liana (2008) conducted a study on the effect of parent–child attachment relationships on child bio-psychosocial outcomes. Initial progress has been made in the conceptualization and study of attachment stability over time, and substantial evidence has accumulated on the association between attachment classification and bio-psychosocial functioning (including social–emotional competence, cognition, physical health and mental health). The literature supports the intuitive belief that parent–child attachment representations affect infant and child development in a variety of domains and across several developmental periods. There is substantial evidence that children with secure attachments in childhood develop more positive social–emotional competence, cognitive functioning, physical health and mental
health, whereas children with insecure attachments are more at risk for negative outcomes in these domains. However, problems still remain in controlling for variables that may affect attachment classification throughout the lifespan (e.g. changes in life circumstances, stress, care-giving) and in determining how these variables influence later outcomes. Findings from this review are discussed in terms of health promotion and prevention, and areas for future research are outlined.

Bozhenko (2011) studied about adult child-parent relationships: On the problem of classification. Family and intergenerational research in recent decades has been marked with an increase in scientific interest in the problem of adult child-parent relationships and their role in individual’s lives across their life span. With the increasing number of studies on this issue, the need for a classification of adult child-parent relationships seems to be extremely relevant. This paper gives a brief introduction to the evolution of child-parent relationships in adulthood and makes an attempt to define the main features of adult child-parent relationships which could be used as a basis for their possible classification.

Harper (2011) studied about the early parent-child relationship and aggression: the mediating role of language. It was hypothesized that there would be an effect of parent-child relationship quality at 36 months on aggression at school entry via language ability at 54 months. To test this hypothesis, path analysis in M-Plus was used. Data for this study were collected as a part of the NICHD, Study of Early Child Care and Youth Development (N = 1,364). Mediation was tested with bootstrapped estimates of indirect effects. The results did not support the hypothesized model. These findings are discussed in terms of their implications for early intervention.

Jazmine (2011) studied about Gender Effect of Parent-Child Relationships on Parental Health. This study examines the association between the gender composition of the parent-child relationship dyad and relationship quality and older men and women’s health. Furthermore, this study examines the meditational effect of relationship quality on the association between gender effect and health. Hypotheses were partially supported for the female-female dyads in that older women reported better relationship quality and better health. Relationship quality was not found to mediate the association between gender effect and health. Other variables such as,
parent age, parent marital status, and child education, were significantly related to the relationship quality of the parent-child dyads and parent health as well. This study examines the association between the gender composition of the parent-child relationship dyad and relationship quality and older men and women’s health. Furthermore, this study examines the meditational effect of relationship quality on the association between gender effect and health. Hypotheses were partially supported for the female-female dyads in that older women reported better relationship quality and better health. Relationship quality was not found to mediate the association between gender effect and health. Other variables such as, parent age, parent marital status, and child education, were significantly related to the relationship quality of the parent-child dyads and parent health as well.

Chen, et al (2012) studied about the Role of Emotion in Parent-Child Relationships: Children's Emotionality, Maternal Meta-Emotion, and Children's Attachment Security. This study was intended to examine the relationship among children's emotionality, parental meta-emotion, and parent-child attachment. The sample consisted of 546 5th and 6th grade children and their mothers. The test instruments used in this study were the Emotionality subscale of the EAS Temperament Survey (mothers' ratings only), the Parental Meta-Emotion Survey (mothers' ratings only) and the Attachment Security Scale (children's ratings only). Our results showed that maternal meta-emotion (emotion coaching plus emotion dismissing) was associated with children's attachment security viz-a-viz their mothers. Mothers who tended to adopt an emotion-coaching philosophy were more likely to achieve secure parent-child attachments, as reported by their children. Children whose mothers tended to adopt an emotion-dismissing philosophy reported lower levels of attachment security. There were no direct or indirect effects of children's emotionality on their attachment security. Parental meta-emotion, but not children's emotionality, was significantly associated with children's attachment security. The results indicate the importance of parenting factors in determining the parent-child relationship. Parental education programs that focus on parental attitudes and practices related to emotion should be advocated.

Greenwood (2012) studied Parent–Child Relationships in the Context of a Mid to Late-Life Parental Divorce, There has been much research on the influence of
parental divorce on children, but less is known about whether and how a later-life parental divorce influences the lives of adult children. Through qualitative interviews with 40 adult children of divorce—those whose parents divorced after they were 18 years of age—parent–adult child relationships were explored to determine if a mid-to late-life parental divorce affects the parent–child relationship. About half of the adult children reported a change to a negative relationship with one or both parents during the initial stages of the divorce. In addition, many discussed how their relationships with their parents evolved over time.

Ha and Tam (2013) studied about Relationships of Birth Order, Parent-Child Relationship, Personality, and Academic Performance. This study investigated the relationships between birth order, personality, academic performance, and parent-child relationship amongst 120 college students from the Klang Valley. The sample constituted of 30 firstborns, 30 middle-borns, 30 lastborns, and 30 only children with a mean age of 20.0 years (SD= 1.85). Instruments used in this study were Ten Item Personality Inventory (TIPI) and Parent-Child Relationship Survey (PCRS). Results indicated that participants of different birth orders did not differ significantly in terms of their personality, academic performance and parent-child relationship. Furthermore, this study also found no relationship between parent-child relationship and academic performance. However, extraversion was found to be correlated positively with academic performance. Besides, this study also indicated that parent-child relationship did correlate with children’s openness to experience, emotional stability, and conscientiousness. This implies the importance of a match between one’s personality trait and field of study, as well as the importance of good parenting practices.

- STUDIES CONDUCTED IN INDIA

Arora (1988) investigated role of parent-child relationship in academic achievement of higher secondary school students of both sexes. Objectives of the study were (i) to study the relationship between educational standard and parent-child relationship. (ii) To study the relationship between types of schools and backwardness. (iii) To study whether any difference exists in the educational achievement in different types of schools, namely public schools, privately managed schools and centrally administered
schools. (iv) To study whether there is any difference in the intellectual level of three types of schools, namely public schools, privately managed schools and centrally administered schools. (v) To study the relationship between teacher-student and educational standard.

The sample comprised of 450 students studying in different types of schools of Agra City. The tools used to collect data included PARQ by Jai Prakash and Bhargava, MGII by P.N. Mahrotra and SLS by S.P. Malhotra and B.K.Passi. Major findings of the study were: (i) No significant relationship existed between educational achievement of students and parent parent-child relationship. (ii) Educational standard of students and teacher-students relationship were found to be significantly related.

Padhi (1989) studied about home environment, parent-child relationship and children’s competence during adolescence. Objectives of the study were (i) To study some specific dimensions of children home, Socio-economic cultural and educational environment. (ii) To find out certain aspects of children’s perception of parental behaviour. (iii) To study dimensions of parent’s child-rearing attitudes. (iv) To study children’s self assessed competence and peer checked competence. (v) To find out the difference between high and low competence group of children with regard to the environmental and parent-child relationship variables.

250 students of classes VII, IX and X of two schools served as sample. Peer Nomination and self assessment check-list, Children Home-socio-economic-cultural-environment Scale, Children’s Perception of Parental Behaviour Questionnaire and Parent’s Questionnaire were used as tools. Major findings of the study were: (i) Various dimensions of the home environment were found to be significantly interrelated, which indicated that the home environment was not a single dimension but a composite form of various dimensions. (ii) Socio-economic status, Socio-cultural stimulation and socio-psychological atmosphere of the home were found to have an impinging impact on the children’s mental development. (iii) Fathers and mothers behaved similarly and consistently with their adolescent children. (iv) There was a positive relationship between the mothers and adolescents which could be stated as very vital for positive mental development of the children. (v) Parents usually did not participate in their children’s games, particularly during adolescence.
(vi) So far as children’s schooling and education was concerned, parents are found not to feel powerless. (vii) In disadvantage homes, children experienced more parental rejective control and withdrawl, adjustment between the parents and children were found to be relatively less and parents did not admit their fault and mistakes. (viii) Children were found to possess a positive self concept and were found to be confident about the positive perception of their peers and teachers. (ix) With regard to the children’s peer-checked competence, it was found that parental withdrawal mediated the child’s peer-affiliation and indirectly helped to develop the child’s competence and self-reliance. (x) When families were found to be ineffective or unable to solve their problems or to take positive decisions, children were forced to be self reliant and competent. (xi) The peer-checked competence results indicated that more care and concern and extreme permissiveness did not promote development of competence in children.

Pandey (1992) conducted a study on changing pattern of parent-child relationship perception at different age level. Objective of the study was to codify and formulate change of age and difference in sex amongst students. The sample of the present study comprised 240 pupils of class VIII studying in different intermediate colleges of the Tehri and Uttarkashi District. Relevant data were collected using PCRO of R.A.Singh apart from father.

Major findings of the study were: (i) At the age of 12, boys perceived their mothers more dominating and rejecting in comparison to girls. Girls and boys, at the age of 13+, perceived their mothers disciplining, while the perception of fathers relationship was found significant on the rejection and punishment dimensions of behaviour. (ii) At the age of 14+ no significant difference was noticed. (iii) Boys and girls at the age of 15 perceived their fathers more dominating. (iv) In the case of mother-girl relationship, girls perceived mothers having more loving behaviour at the age of 13+, while perception of dominating behaviour increased with age, and the girls perceived their mothers as most dominating at the age of 15+. (v) The girls felt more rejected at the age of 15+, and most protected at the age of 12+ and 13+. (vi) The girls perceived decrease in the punishing behaviour of the mothers with increase in age. (vii) Disciplining behaviour of the mothers was found to be highest at the age of 12 and 14 years. (viii) Girls perceived their father as more loving and affectionate with increase
in age. With increase in age there was a decreasing trend of scores on the loving dimension of parent-child relationship.

**Pandey (1992)** studied about parent-child relationship perception upon the academic achievement of delta-class pupils. Objectives of the study were: (i) To analyse the perception of parent-child relationship. (ii) To identify the degree of parent-child relationship and (iii) To find out the effect of parent-child relationship upon the achievement of Delta class pupils. The sample of the present study was 930 pupils, comprising 572 of District Tehri and 358 District Uttarkashi which was however reduced to 756 for the main study. The data gathering instruments employed were Group test of General Mental Ability by Jalota, and Parent-Child Relationship Questionnaire of R.A.Singh. Findings of the study were: (i) In an urban set up both the parents were perceived equally acceptable and helpful to the child, fathers share of help was perceived as slightly more than mothers, Parent of opposite sex was perceived as preferred parent, girls did not appreciate life controlling measures of their mothers, where as fathers controlling measures were appreciated, boys did not like infantile care behaviour from the fathers though they did not disprove fathers controlling measures. (ii) In a rural set up : mother, father, children did not perceive the controlling measures of fathers as positive, mother’s controlling measures were perceived as positive, and mother was perceived as the preferred parent.

**Roychaudhary, Paromita and Basu (1998)** attempt to study the impact of parent-child relationship on the school achievement and adjustment of adolescent boys. The sample consisted of 105 boys studying in class VIII of two government schools of Calcutta. Their age ranged 13 to 14 years. Findings of the study were: (i) Intelligence scores were highly related to achievement and moderately to emotional and social adjustment in schools. But these were unrelated to educational adjustment and any of the parenting dimensions. (ii) Partiality effect of the intelligence did not alter much the nature of relationship between parenting and adjustment in school. (iii) Fathering seemed to have negligible impact in case of school adjustment. The style of mothering was, here, the most salient factor.

**Agarwal and Mishra (2005)** studied Impact of parent-child relationship on self-confidence. In the present study the effect of parent-child relationship on self-
confidence of students has been studied. Descriptive method of research has been used in the study. Self-confidence Inventory by D.D. Pandey (1998) and parent-child relationship scale by Dr. Nalini Rao (2001) was used for data collection. Sample of the study has been chosen randomly and chi square test has been employed for the analysis of data. It has been found that reflection, Demand, Symbolic reward level and object reward affects the self-confidence of students significantly.

Lalfamkima, et al. (2005) studied about Intelligence and academic achievement in relation to Parent- child relationship 140 Mizo adolescents 70 boys and 70 girls from a school situated in Aizwal (the capital of Mizoram) were taken as sample for the study. The Low mean- ISD and the high scorers mean + ISD on Parent- child relationship score were designated as restrictive and permissive parenting styles. Their intelligence and academic achievement scores were designated as restrictive and permissive parenting styles. Their intelligence and academic achievement score were also analyzed. Results indicated no gender difference on Parent- child relationship, test of intelligence and academic achievement. One way ANNOVA (k=4 with unequal number of observations ) indicated significant treatment effect on intelligence score however, treatment effect with regard to academic achievement measures did not show any significant F ratio 2×2 ANOVA (2 gender ×2 parenting ) Indicated significant parenting effect , whereas, gender or gender xparenting interaction resulted non-significant F-ratios. Mean comparison in the significant parenting effect revealed greater intelligence in permissive than in restrictive. The finding of the study was discussed in the light of socio-cultural perspective.

Mumthas and Nabbeel (2006) tries to find out an answer to the question whether parental education affects the parent-child relationship among adolescents’ pupils. Parent-child relationship scale prepared by Mumthas and Nabbeel (2006) was used for data collection. Sample for the study comprised of 600 students from 15 secondary schools of Kozhikode district. Though both mother and father child relationship are positively affected by the educational status of father and mother respectively as the level of their education goes from graduation to post graduation both parents relation with the adolescents is found to be diminished. It was also found that improved level of parents education in general results in better parent-child relationship.
Elias (2006) studied Relationship between parent-child interaction and academic performance of the school children at primary level. The sample comprised of 100 students and 100 parents. Fifty students each from class four and five were selected from randomly chosen primary schools located in Rajshahi City, Bangladesh. The students showed to have been influenced by parent-child interaction, though the influence was not statistically significant. It was also found that parental educational background and the nature of occupation do not make any difference in the magnitude of parent-child interaction. The results did not support the view that significant relationship exist between parent-child interaction and children’s school performance.

Mishra (2009) studied about marital adjustment and parent-child relationship of working women. In this study an attempt was made to find the effect to mother taking to jobs on marital adjustment and parent (mother) child relationship. The study was conducted on 100 mothers (50 working and 50 non working). The study adopted marital adjustment questionnaire of Promod and Rastogi (1976) and parent-child relationship Questionnaire (PRRQ) by Pandey and Singh (1981). The result shows that non-working mothers have better marital adjustment and maintain better parent (mothers) child relationship as compared to their working counterpart.

Venkatlakshmi and Sridevi (2009) studied about Parents attitude towards parent-child relationship. The study was designed to capture the parents’ attitude towards child relationship. The objectives of the study were to capture (i) attitude level between the father and mother towards their child (ii) To understand the relationship between socio economic status and parent-child relationship. The research was carried out on 100 parents (50 fathers and 50 mothers) whose children were in the age group of 6-12 years. Survey method was used to elicit required information about their relationship. Data collection was done using the Kannad version of parent-child relationship scale. The obtained data was analyzed statistically and the study revealed that the attitude level of both the parents remained the same towards their children on the different areas of dichotomous dimensions and the socio economic status had an impact on parent-child relationship. Family is a basic unit where not only the educational level of the children can be encouraged and enhanced but also the social maturity, encouragement understanding etc. can be fostered through the reciprocal relationship of both with that of parents and their children.
Gupta and Vohra (2010) studied about Parent-child relationship and psycho-Physical Health. The objectives of the study was to examine the effect of parent-child relationship upon the psychological, Physical and Total (Physical and psychological) health of female adolescents. The sample consisted of 100 female undergraduates, and found that if mothers are indifferent towards their children, it hampers the physical growth of the child and if father were demanding, it affects the psychological as well as physical health of the child.

Waheeda (2011) conducted a study on Parent-Child Relationship and Emotional Maturity of City College Girls. The present study discusses on the dynamics of parent child relationship and emotional maturity of the young girls. The sample was drawn from city college students in the age group of 19-22. Data was collected on the two main measures – a) Parent-Child Relationship and b) Emotional Maturity. Certain socio-demographic information such as birth order, number of siblings, religion, parent education, family type and parental status was examined for their contribution on both emotional maturity and parent-child relationship. Both of the main variables were explored for their inter-relationship. The findings show that there is alarming presence of extremely unstable emotional maturity in the sample. All the dimensions except 'indifferent' of parent child relationships i.e., both father's and mother's relate significantly with the emotional maturity of the sample. There exist both positive and negative correlations at both 1% and 5% significant levels, in nine dimensions of the parent-child relationships with the five categories of emotional maturity.

2.2.2 STUDIES RELATED TO SOCIAL MATURITY

STUDIES CONDUCTED ABROAD

Beck, et al. (1986) examined the relationship between visibility of handicap and both self-image and social maturity in young adult survivors of end-stage renal disease. Ratings of visibility of handicap, social maturity, and a self-report measure of self-image were obtained through interviews with 31 patients. Results showed that visibility was inversely correlated with identity stability (p less than 0.05), social maturity (p less than 0.025), and self-esteem (p greater than 0.10), while jointly controlling for patients' age and years since last transplant. Although patients with
visible handicaps remain at risk for maladjustment, many developed positive coping strategies in order to face the developmental challenges of adulthood.

**Man and Huub (1989)** studied about intelligence, gender, social maturity and school readiness in Dutch first-graders. One hundred and twenty five elementary school children (75 girls and 50 boys) took part in a study of relationships among intelligence, gender, social maturity and school readiness. Results indicated that school readiness is related to intelligence and sex but not to social maturity. The latter was found to be associated with sex of subject and intelligence.

**Eng and Feldhusen (1994)** conducted a Cross Cultural Study of Leadership, Social Maturity and Creative Potential in Adolescents. This study investigated relationships among leadership potential, social maturity, creativity, intelligence, and academic achievement among adolescents in the United States and Singapore. Results showed higher intelligence but lower leadership potential among Singapore students and a positive correlation in general between social maturity and intelligence, while creativity was found to be negatively correlated with both intelligence and academic achievement.

**Peterson, et al. (2007)** studied about Social maturity and theory of mind in typically developing children and those on the autism spectrum. Results of several studies using the Vineland scale to explore links between social behaviour and theory of mind (TOM) have produced mixed results, especially for children on the autism spectrum. The present pair of studies developed a psychometrically sound, age-referenced measure of social maturity to explore these issues further. In Study 1, 37 typically developing preschoolers took a battery of standard false belief tests of TOM and were rated by their teachers on a newly developed age-referenced social maturity scale with 7 items. In Study 2, a further group of 43 children aged 4 to 12 years (13 with autism, 14 with Asperger's disorder and 16 with typical development) took part in the same procedure and found that in Study 1, TOM was found to predict typical preschoolers’ social maturity independently of age and verbal maturity. In Study 2, children with autism scored below age-matched and younger typical developers in both TOM and social maturity. Those with Asperger's disorder did well on TOM but poorly on social maturity. Study 2 replicated Study 1’s finding (for typical children and for the full
sample) that TOM was linked with social maturity independently of age and verbal ability, although the link was not independent of autism diagnosis. Results revealed that Teachers are capable of rating children's social behaviour with peers as advanced, on-time or delayed for their age. Suggestive links between these ratings and TOM require further investigation, especially among children on the autism spectrum.

David (2008) studied social immaturity, intellectual ability, and adjustive behaviour in college. It was hypothesized that students classified as socially immature, in comparison to less socially immature students, would be more visible to their instructors because of a higher verbal output in class, would have a higher absentee rate, and would underachieve in academic performance. The sample for the study was male Temple University students enrolled in 23 sections of an introductory psychology course. Classification of social immaturity was by paper-and-pencil test. In support of the 1st hypothesis it was found that socially immature students were significantly more visible to their instructors by virtue of their classroom behaviour. That is, as freshman they were evaluated as more disruptive of classroom proceedings (p < .05), and as upperclassmen they were evaluated as contributing more to classroom discussion (p < .05). In support of the 2nd hypothesis it was found that significantly more socially immature students were absent from class (p < .01). Finally, among students in the top tertile of Scholastic Aptitude Test Score, socially immature students underachieved in an introductory mathematics course (p < .01), but not in an introductory psychology course.

Hasnain and Adlakha (2012) studied Self-Esteem, Social Maturity and Well-Being among Adolescents with and without Siblings. The present study was designed to investigate the differences in the levels of self-esteem social maturity and well-being between adolescents with and without siblings. It also investigated the percentage of variance counted by social maturity and self-esteem in the well-being of adolescents with and without siblings.

For this purpose a total sample of 100 students studying in 10th to 12th grades was taken on purposive basis from the schools of Delhi and National Capital Region (NCR) of India. In order to collect the data Self-esteem Inventory by Coopersmith, Social Maturity scale by Rao and PGI Well-being measure by Verma were
administered on the participants. Non-significant differences were obtained between adolescents with and without siblings on self-esteem and well-being. However, significant difference was found between adolescents with and without siblings on social maturity showing that adolescents without siblings had higher mean social maturity score than adolescents with siblings. The results of regression analysis showed significant contribution of social maturity and self-esteem together in well-being of adolescents without siblings, but independently they did not contribute significantly to their well-being. The total contributions of self-esteem and social maturity in the well-being of adolescents without siblings was 13%. However, in the case of adolescents with siblings social maturity and self-esteem neither together nor independently contributed significantly to their well-being.

Egitimi (2013) The effect 12 weeks of aerobic training on social maturity development, self-esteem and body image among school students and analyses the relationships between a key component in the study of personality, social maturity development / self-esteem and body image with psycho-pathological symptoms and with behavioural problems (problems at school, antisocial behaviour, shyness and timidity, psychopathological problems, social adjustment). The purpose of this study was to study the effect 12 weeks of aerobic training on social maturity development, self-esteem and body image among school students. Statistical population 300, students was selected by simple randoming from statistical population.150 student girls and 150 student boys were selected to participate in this study. And subjects were selected from among all High schools Elazig, For this study, 6 high schools were selected randomly, the ages students between 14 to 18. Students selected to do research, 3 the completed questionnaires, before the Physical test, Then they were exposed to a 12 week aerobic training, 3 times a week, including simple skills in aerobic which were presented using a professional coach. The subjects were completed this scale and their heart rate measured again in the end of training period, Again after 12 weeks of training were asked to complete three questionnaire (post test). Measuring Tools: The Rosenberg Self-Esteem Scale (RSES), Rao’s Social Maturity Scale (RSMS), Body image Questionnaire (MBSRQ-AS).Research results showed that, there is significant difference between Aerobic exercises on social maturity development, self-esteem and body image among boy and girl students, as
these factors increased significantly after aerobic training, Which shows that, exercises increases of social maturity, self-esteem and body image.

**Faezeh et al. (2013)** studied about the effect of pre-school education on social maturity of elementary students Objective of the study was to determine the effect of pre-school experience on social maturity of first grade elementary children in Iran. Methods: The descriptive cross-sectional study was conducted in Kermanshah, Iran, during 2006-7. Using random sampling, 62 elementary school children were selected for the study. The students were assessed on the Social Maturity Scale comprising 117 questions that measured social maturity using 8 sub-scales. The face validity of the questionnaire was tested using a panel of experts from the Department of Psychology, Kermanshah Medical University. After reviewing the instrument, appropriate adjustments were made to the questionnaire. Reliability test involved pilot study among 20 children outside the study population. Cronbach's alpha coefficient was used to test for the 8 sub-scales. SPSS 14 was used for statistical analysis.

Results: Of the 62 children, 31 (50%) had been to pre-school. Compared to the other set of 31 (50%), those with pre-schooling developed more social maturity, scoring 70-72 on the social maturity scale while the others scored 69-71 (p<0.042). Result of this study has implications for families and elementary school officials.

Conclusion: The difference between those with pre-schooling and those without it was significant, but not so highly significant as to recommend making it mandatory.

- **STUDIES CONDUCTED IN INDIA**

**Asthana (1989)** conducted a study of social maturity among school going children in the city of Lucknow. Objectives of the study were (i) To study whether social maturity increases with grade level. (ii) To study association of intelligence, socio-economic status, academic achievement, adult dependence and sex of the child with social maturity.(iii) To study the changing role of these contributing factors along with the change in grades.

The sample of 150 students studying in grade I - V 30 from each grade selected randomly for this study from three schools, thus making a total sample of 450. The tools used for data collection included a social maturity scale developed by the investigator, Draw-a-man test by Kamala phatak, Kuppuswami’s SES scale, and
Adult-dependence checklist by Marshall and McCandless. Major findings were:

(i) Social maturity increased with increase in grade level, the growth rate being highest in the first school year. (ii) Intelligence, academic achievement and adult-dependence had a negative association. (iii) No significant association was found between social maturity and SES of the child. (iv) Sex did not present consistent picture of its association with social maturity at different grade level. (v) Academic achievement was found to be related to social maturity in grades I, II and V only. (vi) Intelligence was found to contribute to social maturity in grades II-V. (vii) Adult dependence was found to contribute to social maturity in grades I-IV only. (viii) SES was not found to contribute to social maturity at any of the five grade levels. (ix) Sex was not found to be related to social maturity except in grades II and III where girls were found to be more mature socially than boys.

Sarojamma (1990) made a comparative study of reading ability and social maturity of over, normal and underachievers of standard VII. Objectives of the study was to measure the reading ability of over, normal and underachievers and of the subgroups of these categories of students based on sex, type of schools and social maturity. The study was conducted on a final sample of 1000 standard VIII students whose medium of instruction was Kannada. Non-Verbal group test of intelligence constructed by Premalahta, a standard Achievement Test Battery by Aruna Silent test Battery by Shivananda and Deve Gowda and social maturity scale by Sathyanarayana and Sudha were used for collecting data. Findings revealed that: (i) there was significant difference in reading ability of normal and underachievers, over and normal achievers, girls and boys, students having high and normal social maturity and students in government and private schools. (ii) The interaction effects of variables on reading ability, hypothesized were not significant.

Agnihotri (1991) Conducted a cross cultural comparative study between tribal and non-tribal first-generation and traditional learners in relation to their social maturity and educational adjustment. The objectives of the study were (i) To determine the ratio between the student population of first-generation and traditional learners attending school in Bhopal region. (ii) To develop a tool to measure the social and psychological characteristics of the children. (iii) To make a comparison of first-generation and traditional learners within and between tribal and non-tribal groups of
children. (iv) To study the factor structure underlying the scales of social psychological differentials and to compare the first- generation with the traditional learners by these factors structure. (v) To study how the first- generation and traditional learners are similar to and different from each other in their social characteristics and their psychological characteristics. (vi) To summarise the social and psychological characteristics in relation to subjects social maturity and school adjustment.

**Mulia (1991)** made a comparative study of the social maturity of higher secondary students in context of their streams, sex and DIQs. Objectives of the study were (i) To study the stream effect on social maturity. (ii) To study sex effect on social maturity. (iii) To study the effects of levels of DIQs on social maturity and (iv) To study the interaction effect among independent variables on social maturity. The sample comprised 10 higher secondary schools of Ahmedabad which were selected randomly out of 15 higher secondary schools having all the three streams - arts, commerce and science. Using the stratified randomized sampling technique, 200 students from the science stream and 250 students each from the commerce and arts streams were selected. The tools used included Non-verbal intelligence test of Tarulatta Shah and the social maturity inventory of J.I. Vora. Major findings were: (i) There was no significant difference in social maturity among students of the three streams and between the two sexes while DIQ had main significant effect on social maturity streams and sex. (ii) No interaction effect of stream and sex as well as sex and DIQ was found significant on social maturity. (iii) The interaction effect among streams, sex and DIQs on social maturity was not significant.

**Jain and Patel (2003)** conducted a comparative study of social maturity of girls (9 to 12 years) of working and non-working mothers. Sample was consisted of 240 girls of 9 to 12 years and found that all girls belonged to high and moderate level of social maturity. As far as acceptance is concerned they were neglectors and fringers and then climbers, which means they were introvert, shy and withdrawn. The social maturity was not significantly affected by the employment of the mothers.

**Shrivastava and Saxena (2005)** In this study a comparison has been made between Social maturity of high and low achievers of secondary school pupils. The sample
consists of 235 IX grade students in different kinds of schools, Govt. of India undertaking, Private and government schools selected randomly. Social maturity scale prepared by Dr. R.P. Srivastava was used. It was found that Social maturity of high and low achievers in different types of schools show a significant differences. There was a significant difference between means of high achievers of different kinds of schools (viz. Govt. vs private, Govt. U/T), whereas no significant difference was found between private and Govt.U/T. In the case of low achievers there was a significant difference in all the kinds of schools.

Gir, Jain and Lodha (2006) conducted a study on social maturity and locus of control of high achievers and low achievers - A comparative analysis. The research was carried out in Udaipur, Rajasthan. A total number of 160 children, (80 boys and 80 girls) between the age range of 9-12 years, 40 boys and 40 girls each were selected wherein 20 were high achievers and 20 were low achievers. Social maturity was assessed with the help of Social Maturity inventory (1990). Locus of control was assessed with the help of Rotter’s I-E Scale (1966) and crandall’s IAR questionnaire (1965). The results were computed by percentage, mean scores and Z-test. Analysis of data revealed that samples belonged to moderate level of social maturity, showed internal orientation and more prone to take credit for their deeds rather than blame. Significant difference was found between the social maturity and locus of control of 9-10 years old boys and girls.

Sharma and Gir (2006) studied about the present study was undertaken to assess and compare the social maturity of rural boys and girls in late childhood period studying in co-educational and non co-educational school of Chikani village of Alwar district. The total sample consists of 240 boys and girls between the age range of 9-12 years. The scale which was used to assess the social maturity of boys and girls was based upon the development tasks of late childhood years. The finding indicates that all the boys and girls between the age of 9-12 years showed moderate level of social maturity. Boys who participated in the present investigation reflected high level of social maturity as compared to girls.

Jain and Audichya (2007) studied about social maturity and social acceptance of adolescents. Rapid education, technological and industrial advancement opened- up
new opportunity and new roles, especially for adolescents but it has also brought new problems and disturbed certain traditional family morals and values. Changes taking place in family and social life not only affects adolescents, but also how they are socialized. Thus the present study is a step towards understanding the social maturity and social acceptance level of adolescents’. The school going adolescent boys and girls 14-18 years belonging to middle class families constitute the sample for the present study. Nalini Rao’s social maturity scale was used to assess the maturity level of adolescent boys and girls and sociometry was conducted in their respective classes and found that of boys and girls were having moderate maturity and average social acceptance.

Agarwal (2008) studied about social maturity of adolescents in relation to cognitive and non-cognitive variables. The objectives of the study were: (i) To find relationship between social maturity and intelligence of adolescents. (ii) To find relationship between social maturity and academic achievement of adolescents. (iii) To find relationship between social maturity and problem solving ability of adolescents. (iv) To find relationship between social maturity and adjustment of adolescents. (v) To find relationship between social maturity and SES of adolescents. (vi) To find relationship between social maturity and mental health of adolescents. (vii) To see whether there is some significant difference in the social maturity of male and female adolescents of government and private senior secondary schools.

The sample of 691 adolescents (276 male and 415 female) was drawn from 12 of the schools located across all the 7 districts of Punjab. Social maturity scale developed by Srivastava, Group Test of GMA by Tandon, Problem solving ability test of Rajnish, Adjustment Inventory constructed by Mattal, SES Scale developed by Kohli and Mental Health Battery developed by Singh and Gupta have been used for data collection.

Findings of the study were: (i) Intelligence have been found positively significantly related with social maturity. (ii) The correlation between academic achievement and social maturity has been found to be insignificant. (iii) The correlation between problem solving ability and social maturity has been found to be insignificant. (iv) Home adjustment has not been found correlated with social maturity. (v) Significant
correlation has been found between social maturity and social adjustment. (vi) Significant correlation has been found between health and emotional adjustment and social maturity. (vii) No significant correlation has been found between school adjustment and social maturity. (viii) Adjustment as a whole has been found to be positively significantly correlated with social maturity. (ix) Social maturity has not been found to be correlated with the SES. (x) Emotional stability has been found to be significantly positively related with social maturity. (xi) Overall adjustment has been found to be significantly positively related to social maturity. (xii) Autonomy has not been found associated with social maturity. (xiii) Security-Insecurity has not been found associated with social maturity. (xiv) Self-concept has not been found associated with social maturity. (xv) Intelligence has been found positively significantly related with social maturity.

Kalyanidevi and Prathima (2008) conducted a study on social maturity of scheduled tribes adolescents. The period of adolescence is marked by storm and stress. Most of the adolescent behaviour is influenced by the family, teacher’s peers and environmental conditions. The present study was aimed at studying the social maturity of adolescents in scheduled tribes and non-tribes and also the grade and gender differences. The study was conducted over a sample of 240 adolescents studying 8, 9 and 10 standards. From tribes, one hundred and twenty (60 boys and 60 girls) and from non-tribes 120 (60 boys and 60 girls) were included in the sample. Rao’s social maturity scale was used to measure the social maturity. The results reported that no significant difference was found between social maturity of tribal and non-tribal adolescents. Significant differences were noticed between the tribes and non tribes in the dimensions of inter-personal adequacy and social adequacy. No grade and gender differences were observed in the social maturity of adolescents of scheduled tribes and non-tribes.

Rani and Prabha (2008), studied about Social maturity levels of adolescents belonging to different parenting styles. The present study was designed to investigate the social maturity levels of adolescents belonging to different parenting styles. Sample comprised of 180 adolescents (60 democratic, 60 permissive and 60 authoritarian parents and their children who comprised of equal number of boys and girls). Questionnaire (PISQ) developed by Vivekanand Reddy (1996) was used. Roa’s
social maturity scale (RSMS) developed by Dr. Nalini Rao (1984) covering 9 areas was used for data collection. 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.

Ramalingam and P.Mani (2009) studied Social maturity of elementary pupil teachers. Present study intends the social maturity of D.T.Ed. Students. Normative survey method and random sampling method have been implemented in the present study. The researcher used the social maturity scale standardized to as many as 404 D.T.Ed., students is highly positive. Objective of the present study was to study the level of social maturity of D.T.Ed., students and found that social maturity of D.T.Ed. students highly positive.

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 study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) affiliated to CBSE, New Delhi. Dr Nalini Rao’s social maturity scale was used to measure social maturity and the aggregate score of the selected students in the board examinations was taken to show their level of academic achievement. The results reported that there exists significant relationship between social maturity and academic achievement of high school students. No significant differences were observed between boys and girls as well as rural and urban high school students on the basis of their social maturity.

Verma and Sharma (2010) conducted a study of effect of social maturity of schedule tribe and general category students of Bastar district. A sample of 800 students of class XI (400 students of schedule tribes, 200 males and 200 females and 400 students of general category 200 males and 200 females) was drawn for conducting the present study. Social Maturity scale developed by Dr. Nalini Rao (1998-revised version) was used to measure the social maturity of the students. The result revealed that the social maturity of students of general category (males and females) was found to be higher than the social maturity of the schedule tribes students both (male and female).
Athanimath (2011) conducted an ex-post-facto study to know the relation between the social maturity and depression among the II PUC students. The total sample consisted of 463 students drawn from science tutorials in Dharwad city during 2008-09. Social maturity of the students was measured using the social maturity scale developed by Roma Pal (1986), the depression of the students was measured using the depression scale developed by Karim and Tiwari (1986) and the self structured personal information schedule was used to know the demographic characteristics of the students. The result reveled that, half of the students were socially matured followed by 42 percent of the students were high on social maturity and 6 percent of them were low on social maturity, there was no significant gender difference on social maturity followed by low (30%) and highly depressed (16 %) and there was significant gender difference among the students on depression indicating that boys being more depressed than girls. There was negative but non-significant relation between social maturity and depression among the students. Age had positive and significant relation with depression among the students while parents’ education and annual income of the family had negative and significant relationship with the depression. Thus it revealed that the students with high social maturity were less depressed.

Sharma and Verma (2011) conducted a study of effect of sex on social maturity of schedule tribe and general category students of bastar district. A sample of 800 students of class XI (400 students of schedule tribe, 200 males and 200 females and 400 students of general category 200 males and 200 females) was drawn for conducting the present study. Social Maturity scale developed by Dr. Nalini Rao (1998-revised version) was used to measure the social maturity of the students. The findings of the present study revealed that the schedule tribe male students were more socially mature then the schedule tribe female students. But in case of students of general category the female students were found to be more socially mature then the male students.

Verma and Sharma (2011) conducted a study of effect of sex, category, environment and their interaction on social maturity of students. A sample of 400 students of rural area of class XI (200 students of schedule tribes, 100 males and 100 females and 200 students of general category 100 males and 100 females) was drawn
for conducting the present study. Social Maturity scale developed by Dr. Nalini Rao (1998-revised version) was used to measure the social maturity of the students. The finding of the study revealed that sex, environment and caste do not influence self-sufficiency dimension of social maturity.

**Puar, Singh and Thukral (2012)** attempt to investigate the relationship and contribution of social maturity in the academic achievement of high school students along with other variables like general mental ability, emotional maturity and anxiety and also to see the sex & regional differences on the basis of their social maturity. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) of Punjab affiliated to CBSE, New Delhi. Dr Nalini Rao’s Social maturity scale, Dr. Ahuja’s group test of intelligence, Singh & Bhargava’s Emotional maturity scale and Sharma’s general anxiety scale for children, were employed to measure students’ social maturity, general mental ability, emotional maturity and anxiety and the aggregate score of the selected students in the board examinations was taken to show their level of academic achievement. The results reported that Social maturity contributed the highest in the academic achievement of high school students in a given set of variables. No significant differences were observed between boys and girls as well as rural and urban students on the basis of their social maturity.

**Shah and Sharma (2012)** conducted a study on Social Maturity, School Adjustment and Academic achievement among residential school girls, The present study is aimed at studying the relationship between Social Maturity, School Adjustment and levels of Academic achievement among residential school girl students. The study was conducted on a sample of 347 girls from class ix –xii at an all girls residential school of North India. Dr. Nalini Rao’s Social Maturity Scale (RSMS) was used to measure social maturity, Sinha & Singh’s Adjustment Inventory for School Students (AISS) was used to measure school adjustment and aggregate score of the students in the year end final examination was taken to assess level of their academic achievement. The results indicated a significant relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustments of the three groups i.e. low, high and average levels of academic achievement.
Sharma and Verma (2012) studied about academic achievement of socially mature scheduled tribe students. The study focuses on the comparative study of academic achievement of high socially mature and low socially mature students. The sample of the study consisted of 245 high socially mature and 224 low socially mature ST and Non-ST students selected randomly from various government higher secondary schools located in Bastar District of Chhattisgarh State. Social Maturity scale developed by Rao (1998-revised version) was used to measure the social maturity of the students. The marks obtained by the students in annual 10th board examination (C.G Board) constitute the academic achievement of the students. It was found that both high and low socially mature students showed significant difference in academic achievement.

Rao (2012) made a comparative study of the social maturity among adolescent learners. The present study aimed at studying the Social Maturity among Higher Secondary School Students and to see the gender and locale differences between the students from Arts, Commerce and Science Discipline. The study was conducted over a sample of 300(150 boys and 150 girls belonging to urban (150) and rural (150) area) Higher Secondary Students studying in 11th class from Arts (50 students), Commerce (50 students) and Science (50 students) discipline in different schools of Navapur Tehsil. Dr. Nalini Rao's Social Maturity Scale was used to measure Social Maturity of the selected sample. The result reported that the Female students are highly Social Matured than their counterparts as well as the students belonging to rural area are seems to be highly Social Matured than the students from urban area. No significant differences were observed between the students from Arts, Commerce and Science discipline, all they are equal on the basis of Social Maturity.

Nagra and Kaur (2013) studied about Social Maturity among Student Teachers The present study aims to identify the social maturity of a sample of 200 teacher educators in relation to locality and subject stream. The sample consisted of 200 student teachers selected randomly from different education colleges of Hoshiarpur District (Punjab). 100 student teachers were urban (50 arts and 50 science) and 100 were rural (50 arts and 50 science). Nalini Rao’s “Social Maturity Scale” was used to collect the data. Results of the study reveal that teacher educators have high level of social maturity while no significant difference was observed in social maturity of teacher
educators in relation to locality and subject streams. The analysis of variance results were also insignificant highlighting that there was no interaction effect of locality and subject stream on social maturity of teacher educators.

**Singh, Pant and Valentina (2013)** studied Gender on Social and Emotional Maturity of Senior School Adolescents: A Case Study of Pantnagar. The present research study was undertaken to assess and compare the social and emotional maturity of 277 randomly drawn class XI students of Pantnagar, Uttarakhand across gender. A self-designed questionnaire was used to study the socio-demographic characteristics of the respondents. Social and Emotional maturity of the respondents were assessed employing Rao’s Social Maturity Scale and Emotional Maturity Scale, respectively. The study revealed that girls scored significantly higher on the social adequacy component of social maturity whereas boys were observed score higher on the social adjustment component of emotional maturity. However, no gender differences were observed on the composite social maturity and emotional maturity scores. Social and emotional maturity was found to be significantly positively correlated under both genders.

**2.2.3 STUDIES RELATED TO SELF-CONFIDENCE**

- **STUDIES CONDUCTED ABROAD**

**Tavani and Losh (2003)** studied about Motivation, self-confidence, and expectations as predictors of the academic performances among high school students. The recent interest in high school students' levels of achievement has led to greater examination of the predictors that facilitate such performances. Colleges and universities have become more selective in student admissions, not only examining high school academic records, but also student participation in extracurricular activities. This study examined the relationships among students' academic performances, expectations, motivations, and self-confidence during a summer orientation at a large southeastern university (n = 4,012). The effects of parental education levels on students' performances were also studied. Significant positive correlations were found among all variables. These variables were also all significant predictors of students' academic performances. Gender had statistically significant effects on students'
expectations and self-confidence levels. These results are consistent with previous studies and provide additional pathways for future research.

Chun and Cheng (2008) studied the interrelationship between senior high school students’ science achievement (SA) and their self-confidence and interest in science (SCIS) was explored with a representative sample of approximately 1,044 11th-grade students from 30 classes attending four high schools throughout Taiwan. Statistical analyses indicated that a statistically significant correlation existed between students’ SA and their SCIS with a moderate effect size; the correlation is even higher with almost large effect sizes for a subsample of higher-SCIS and lower-SCIS students. Results of test analysis also revealed that there were significant mean differences in students’ SA and their knowledge (including physics, chemistry, biology, and earth sciences subscales) and reasoning skill subtests scores between higher-SCIS and lower-SCIS students, with generally large effect sizes. Stepwise regression analyses on higher-SCIS and lower-SCIS students also suggested that both students’ SCIS subscales significantly explain the variance of their SA, knowledge, and reasoning ability with large effect sizes.

Ali, Ramazan, and Abdullah (2010) analyzed undergraduate students’ self-confidence levels in terms of some variables. Self-confidence has a very significant impact both on expressing yourself during inter-personal relations and making up relations with others. Acting without self-confidence may lead to isolation or retreatment of an individual from society. Because of that, therapists have been very much concerned about self-confidence. Many people have difficulty in asserting their rights. These people should increase their self-confidence levels in proper situations. In this context, self-confidence education consists of modeling people who are self confident, acting to show that you are self confident enough and reacting instantly. This research was made in order to analyze undergraduate students’ self-confidence levels in terms of some variables. The population of the study consisted of four departments at Aksaray University. As a sample, 168 students studying at Aksaray University took part in. Data were collected via a scale measuring Self-confidence levels of students. In data analyses, descriptive analyses, t-test and ANOVA were used. Results of the study showed that there was significant difference in terms of gender and departments.
Mowlaie, et al. (2011) studied The Mediation Effects of Self-Confidence and Sport Self-Efficacy on the Relationship Between Dimensions of Anger and Anger Control with Sport Performance. This study examined mediation effects of self-confidence and sport self-efficacy on the relationship between dimensions of anger and anger control with sport performance in a sample of Iranian athletes. A total of 246 volunteer athletes (149 males, 97 females) were included in this study. All participants completed Tehran Multidimensional Anger Scale (TMAS) and Sport Self-Efficacy Scale (SSES). To measure the athletes’ sport performance, their coaches were asked to complete the Sport Achievement Scale (SAS). The results revealed that self-confidence and sport self-efficacy mediated the relationship between dimensions of anger and anger control with sport performance.

Cakir (2012) studied Students’ Self-confidence and Attitude Regarding Computer: An International Analysis Based on Computer Availability and Gender Factor. The attitude of students towards the ICT and the self-confidence are of the factors influencing positive or negative technology using. At this research, the students’ self-confidence and attitudes connected with computer as a component of ICT used most commonly were analyzed. At the research, the data which belong to 287503 elementary senior 15 years and over from the 44 country gathered by Information and Communication Technology Survey (2009) and programme for International Student Assessment (PISA) are analyzed. It was tested whether it seems different according to the belonging the computer availability and gender factor, also students’ self-confidence and attitude. Generally, obtained findings show that gender factor is effective on both students’ attitude and self-confidence. It was determined owing the computer availability at school and home has a separately effective.

- STUDIES CONDUCTED IN INDIA

Basavanna (1971) conducted a study of self-confidence as an attribute of self concept. Major findings were: Persons who perceived themselves as having high self-confidence had higher general mental ability than those who perceived themselves as lacking in self-confidence. Persons with high self-confidence had higher general mental ability than those who perceived themselves as lacking in self-confidence. Persons with high self-confidence were capable of taking fairly higher risk in
predicting the outcome of their performance in an intellectual activity than those who lacked self-confidence. There were significant differences between the persons with high and low self-confidence in their level of aspiration behaviour. The groups with high and low confidence did not differ significantly with regard to their speed of conflict resolution. The people with high and low confidence did not differ significantly with respect to their regard for others.

Agnihotri (1985) studied the effects of sub-culture affiliation and sex on self-confidence. As regards sex differences, significant difference was not obtained in the level of self-confidence of adolescent boys and girls. The effect of sub-culture affiliation was also investigated. Among girls, the Muslim girls were found to be the most self-confident and the Vanish girls, the best self-confident. The boys of the Muslims and Brahmin sub-cultures were found to be more self-confident as compared to the Vanish and the schedule and backward castes.

Agnihotri and Gupta (1985) explored self-confidence as a function of perceived maternal child-rearing behaviour. The analysis of data revealed that the boys with low self-confidence perceived their mothers to be controlling inconsistence in use of discipline, accepting and having an acceptance of individualization. Perceptions of maternal withdrawal of relations and non-enforcement were associated with high self-confidence in boys. The girls with low self-confidence perceived rejection, inconsistent discipline, tax discipline, instilling persistent anxiety and non-enforcement, etc.

Agnihotri (1986) studied about Alienation in relation to self-confidence, scholastic attainment and level of aspiration and found that there is a significant positive relationship between the sense of alienation and lack of self-confidence. If the sense of alienation is high, the level of self-confidence is low. A sample of 113 first generation tribal learners and 108 traditional tribal learners was selected from Bhopal region, along with 120 first generation non-tribal and 117 traditional non-tribal learners of the same region. Raven’s Progressive matrices and the SES scale prepared by D. Chandler were used to collect data. Major findings of the study were: (i) The difference between tribals and non-tribal learners was real and was not because of traditions of learning. (ii) Social maturity and educational adjustment were only social
ingredients. Psychological characteristics also influenced the social maturity and educational adjustment of the children. (iii) Social maturity was independent of traditions of learning. (iv) Tribals were found to be more diligent and laborious in comparison with their counterparts. (v) Non-tribals were found to be more oriented towards leadership. (vi) Tribals were found to be only just aware of social norms while non-tribals affirmed their consciousness of these norms. (vii) The tribals and non-tribals differed in terms of their placements on attributes of social maturity. (viii) The tradition of learning were found to be contributing to social maturity. (ix) There were more educational adjustment problems in the tribal group, so proper remedial measures need to be thought out and executed to improve their adjustment.

**Verma (1990)** studied sex related differences in risk taking, self-confidence and anxiety among adolescent learners and found that male adolescent learners showed significantly higher mean risk taking than female adolescent learners. Male adolescent learners possessed significantly higher self-confidence than female adolescents. Female adolescent learners had significantly more anxiety than male adolescent learners.

**Upadhayaya and Bhalla (2005)** studied about the Role of education for physically handicapped people in development of self concept, Self-confidence, Frustration and deprivation. The main aim of the study was to know about the role of education for physically handicapped people in development of self concept Self-confidence, Frustration and deprivation. Sample of study consist of 43 handicapped people from rehabilitation centre and Hawabagh women’s college. Self concept, Self-confidence, Frustration and deprivation scale was used for this purpose. The result revealed that education plays an important role in increasing self concept, Self-confidence and in decreasing Frustration and deprivation in physically handicapped people.

**Bhushan (2006)** conducted a study on Yoga Nidra as Intervenor to promote self-confidence among teenagers. The study was conducted on two samples of 86 boys and 102 girls reading in intermediate classes in the two constant colleges of T.M Bhagalpur University at Munger. All the subjects belonged to the age range of fifteen to eighteen years. One hour of yoga nidra classes were given to the experimental
group continuously for a period of one month. While no such practice was given to the controlled groups. Agnihotries self-confidence inventory was administered on the subjects to measure the level of self-confidence. Comparison of pre and post yoga nidra practice period on the selected test indicated that the practice of yoga nidra substantially increased the level of self-confidence in the practicing male and female. Teenagers while no such tangible increase was seen in the controlled groups.

**Geeta et.al. (2006)** conducted a study to find out the impact of emotional maturity of adolescents on their stress and self-confidence. The sample of the study consists of 105 adolescents studying in XI nd XII classes at Dharwad city Karnataka state, India. The findings revealed that the adolescents with high emotional maturity have significantly high stress and self-confidence when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence than their counter parts. It is also found that educational level of father has significantly influenced stress of their adolescent children. Adolescent boys tend to have significantly higher stress than girls. Girls tend to have significantly high self-confidence.

**Jhav and Bharti (2006)** conducted a study on Functions of Self-confidence and emotional maturity in decision making styles of the executives. The study was conducted to study the relationship between self-confidence and emotional maturity in the process of decision making of executives. The samples consisted 99 executives randomly selected from management institutions and nationalized banks. Three instruments were used to collect data. They were (1) Flinders decision making questionnaire (2) Basavannas self-confidence inventory and (3) Mohsins Emotional maturity scale. Data was collected individually. It was revealed that Self-confidence and emotional maturity was positively and significantly associated with vigilant style of decision making where no significant relationship were observed with hyper vigilant defensive, avoidance buck passing, procrastination and rationalization decision styles with two personality variables.

**Paliwal, Dubey and Mathur (2006)** aimed to study school environment, school adjustment and self-confidence of high school adolescents (60 were boys and 60 were girls) were selected from Seedling Public School in Jaipur City and data was collected
by using standardized tools. Results revealed that larger number of girls scored in high category in creative stimulation, cognitive encouragement, acceptance and permissiveness while average in rejection and control dimensions. Boys scored in average category in all the six dimensions. Majority of boys and girls scored in average category on school adjustment and self-confidence. Gender differences were non-significant on all the aspects of school adjustment and self-confidence. Girls scored significantly higher on cognitive encouragement as compared to boys on school environment inventory. School environment indicated no correlation with self-confidence and school adjustment of students except on social adjustment which was found to be negatively correlated with self-confidence.

Kaur and Mehta (2007) tried to find out the effect of assertiveness and self-confidence upon the patterns of reaction of frustration and adjustment. The purpose of the investigation was to study the effect of assertiveness and self-confidence upon patterns of reaction to frustration and adjustment among higher secondary female students 400 XI & XII grade female students from two rural and two urban government higher secondary schools. Results revealed that highly assertive and highly self confident girls were found to be significantly different than less assertive and less self confident girls in their pattern of reaction to frustration. Highly assertive and self confident girls were more adjusted in all areas (Social, emotional, Educational, Home, Health and total) of adjustment among rural urban and total samples of the subjects than less assertive and less self confident girls of these sample groups.

Dhall and Thukral (2008) attempted to reveal the relationship of intelligence with self-confidence and academic achievement of secondary school students. The sample of study consisted of 1000 students of ninth class drawn from government and government aided schools of four districts of Punjab i.e. Amritsar, Jalandhar, Ludhiana and Bathinda. The results of the study revealed that intelligence is significantly and positively related with self-confidence and academic achievement.

Karve (2010) studied about Self-confidence and peak performance of champion athletes. Findings are: Any source that gives an athlete confidence is good, although some sources may be better than others. Coaches need to teach players to base their
confidence on sources within the players control and to help players take ownership of their confidence. This approach will result in a more consistent level of play and the best attitude foe success.

Patidar and Dubey (2010) studied about the effect of teaching strategy and self-confidence on achievement of students. The study was experimental in nature. The objective of the study was to study the effect of teaching strategy. Self-confidence and its interaction on achievement of class IX students by considering pre-achievement as co-variates. The design of the study was non equivalent control group design. The school following the M.P board syllabus was selected for conducting the experiment. The sample for this study comprised of about 100 class IX students of M.B Khalsa school of Indore city. The sample was selected through random sampling technique and the medium of instructions as Hindi. The students belonged to the age group of 13-15 years. The sample comprised of male students only. The data were analyzed of ANCOVA. The findings are as follows. The selection oriented concept attainment model and reception oriented concept attainment model were found to be significantly superior to conventional method in enhancing the achievement of students.

Srivastava and Asthana (2010) studied about the Self-confidence among children of employed and unemployed mothers. The main objective of this investigation was to study self-confidence among children of employed and unemployed mothers. The sample consisted of 120 children of unemployed and 120 children of employed mothers of Varanasi city in the age range of 9-16 years. Pandey self-confidence inventory (PSCI) was used to collect the data. Obtained data was analyzed by using t-test. Results revealed that there was no significant difference in self-confidence among children of employed and unemployed mothers.

Mishra (2011) conducted a study to see the impact of emotionality of college students on their self-confidence and their life satisfaction. A purposive sample of 160 college students (80 males’ and 80 females) was taken from different colleges of Kanpur city. It was concluded from the study that students having high emotional maturity have higher self-confidence and life satisfaction than those with lower emotional maturity.
Goel and Aggarwal (2012) made a Comparative Study of Self-confidence of Single Child and Child with Sibling. Self-confidence is one of the personality traits which is a composite 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 attitudes 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. A self confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. So the concept of Self-confidence enjoys important position in the theories of human behaviour and personality and is regarded as a basic condition of human existence in modern day world by many thinkers.

Gupta (2012) conducted a study to ascertain the main and interactional effects of sex and reserved categories on the self-confidence and academic achievement of high school students. A random sample of 200 students both boys and girls was selected from government high schools of urban areas of Jammu city. The results revealed that sex has no significant impact on the self-confidence and academic achievement of students. Reserved categories have significant impact on the self-confidence of the students. Schedule castes students have high self-confidence than the students belonging to schedule tribe and weak and under privileged classes. No significant interactional effect of sex and reserved categories was found on the self-confidence and academic achievement of students.

Puri and Bairwa (2013) conducted a study on Emotional Intelligence and Self-confidence of hostellers and day-scholars. The present study was undertaken to compare the emotional intelligence and self-confidence of hostellers and day-scholars. For this a sample of 75 hostellers and 75 day-scholar boys were taken from the colleges of Jaipur City. The results revealed that in emotional intelligence factor day-scholars are significantly high on altruistic behaviour as compared to hostellers and hostellers have more of self-confidence as compared to day-scholars.
2.3.0 REVIEW OF RELATED STUDIES

2.3.1 REVIEW OF STUDIES RELATED TO PARENT-CHILD RELATIONSHIP


Sidebotham (2001) suggested several key areas in which culture imposes stress on parents and as such does not support families and children. Mumthas and Nabbeel (2006) concluded that improved level of parents education in general results in better parent-child relationship. Geertjan, et.al. (2007) found negative parent-child bonds were indirectly related to low-quality partner relationships and dissatisfaction with life in adulthood.

Ranson & Liana (2008) concluded that children with secure attachment in childhood develop more positive social competence. Bozhenko (2011) attempt to define the main features of adult child-parent relationships which could be used as a basis for their possible classification. Harper (2011) found no effect of parent-child relationship quality on aggression. Jazmine (2011) concluded, parent age, parent marital status, and child education, were significantly related to the relationship quality of the parent-child dyads and parent health as well. Chen, et.al. (2012) indicate the importance of parenting factors in determining the parent-child relationship. Greenwood (2012) reported a change to a negative relationship with one or both parents during the initial stages of the divorce.

Padhi (1989) concluded that Fathers and mothers behaved similarly and consistently with their adolescent children. Pandey, S.K. (1992) found that with increase in age there was a decreasing trend of scores on the loving dimension of parent-child relationship. Pandey (1992) found that Parent of opposite sex was perceived as preferred parent. Roychaudhary, Paromita and Basu (1998) concluded that fathering have negligible impact in case of school adjustment. Agarwal and Mishra (2005) found that reflection, Demand, Symbolic reward level and object reward affects the social maturity of students significantly.
Lalfamkima, et al. (2005) found that greater intelligence is permissive than in restrictive. Mumthas and Nabbeel (2006) found that improved level of parents education in general results in better parent-child relationship. Mishra (2009) found non-working mothers have better marital adjustment and maintain better parent (mothers) child relationship as compared to their working counterpart. Venkatlakshmi and Sridevi (2009) concluded that socio economic status had an impact on parent-child relationship. Gupta and Vohra (2010) found that if mothers are indifferent towards their children, it hampers the physical growth of the child and if father were demanding, it affects the psychological as well as physical health of the child. Waheeda (2011) found that there exist both positive and negative correlations in nine dimensions of the parent-child relationships with the five categories of emotional maturity.

2.3.2 REVIEW OF STUDIES RELATED TO SOCIAL MATURITY

Beck, et al. (1986) is of view that visibility was inversely correlated with social maturity. Man and Huub (1989) concluded that school readiness is related to intelligence and sex but not to social maturity. Ban and Feldhusen (1994) concluded a positive correlation between social maturity and intelligence. Peterson, et al (2007) found theory of mind to predict typical preschoolers' social maturity independently of age and verbal maturity. David (2008) found that socially immature students were significantly more visible to their instructors by virtue of their classroom behaviour. Hasnain and Adlakha (2012) concluded that adolescents without siblings had higher mean social maturity score than adolescents with siblings. Yuksekokulu (2013) found significant difference between Aerobic exercises on social maturity development. Tatari, et.al. (2013) found social maturity of those with pre-schooling and those without it has significant differences, but not so highly significant as to recommend making it mandatory. Asthana (1989) found no significant association between social maturity and SES of the child.

Sarojamma (1990), Shrivastava and Saxena (2005), Singh and Thukral (2010), Puar and Thukral (2012) and Sharma and Verma (2012) found significant difference in academic achievement of the students having high and normal social maturity. Whereas Mulia (1991) found no significant difference in social maturity of
the students of the three streams and between the two sexes. Shah and Sharma (2012) indicated a significant relationship between social maturity and school adjustment. Agnihotri (1991) found social maturity was independent of traditions of learning.

Jain and Patel (2003) concluded, social maturity was not significantly affected by the employment of the mothers. Gir, Jain and Lodha (2006) found that moderate level of social maturity, showed internal orientation and more prone to take credit for their deeds rather than blame. Rani and Prabha (2008) revealed that adolescents belonging to democratic parenting style had high social maturity.

Sharma and Gir (2006) concluded Boys who participated in the present investigation reflected high level of social maturity as compared to girls. Whereas, Jain and Audichya (2007) found boys and girls were having moderate maturity and average social acceptance and Rao (2012) concluded that Female students are highly Social Matured than their counterparts as well as the students belonging to rural area are seems to be highly Social Matured than the students from urban area. Singh, Pant and Valentina (2013) observed no gender differences on the social maturity.

Verma and Sharma (2010) revealed that the social maturity of students of general category to be higher than the social maturity of the schedule tribes students and Sharma And Verma (2011) revealed that the schedule tribe male students more socially mature then the schedule tribe female students. Whereas Kalyanidevi and prathima (2008) found no significant difference between social maturity of tribal and non-tribal adolescents.

Agarwal (2008) found Intelligence to be positively significantly related with social maturity. Ramalingam and Mani (2009) found that social maturity of D.T.Ed students highly positive. Athanimath and Ganga (2011) concluded that the students with high social maturity were less depressed. Verma and Sharma (2011) revealed that sex, environment and caste do not influence self sufficiency dimension of social maturity. Nagra and Kaur (2013) found significant effect of locality and subject stream on social maturity of teacher educators.
2.3.3 REVIEW OF STUDIES RELATED TO SELF-CONFIDENCE

Tavani ans Losh (2003) found effects of self-confidence on students' performances were significantly positively correlated. Chun and Cheng (2008) found significant mean differences between higher self-confidence and interest in science.

Ali, Ramazan and Abdullah (2010) and Cakir (2012) showed that there was significant difference in self-confidence in terms of gender and departments. Mowlaie et.al. (2011) revealed that self-confidence and sport self-efficacy mediated the relationship between dimensions of anger and anger control with sport performance. Basavanna (1971) found that Persons with high self-confidence had higher general mental ability than those who perceived themselves as lacking in self-confidence. Agnihotri (1985) concluded that the boys of the muslims and Brahmin sub-cultures were found to be more self-confident as compared to the Vanish and the schedule and backward castes.

Agnihotri and Gupta (1985) concluded that boys with low self-confidence perceived their mothers to be controlling inconsistence in use of discipline, accepting and having an acceptance of individualization. Agnihotri (1986) concluded that if the sense of alienation is high, the level of self-confidence is low.

Verma (1990) found male adolescent learners possessed significantly higher self-confidence than female adolescents. Whereas, Geeta et al. (2006) concluded that Girls tend to have significantly high self-confidence.

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. Bhushan (2006) found that practice of yoga nidra substantially increased the level of self-confidence in the practicing male and female.

Jhav and Bharti (2006) revealed that Self-confidence and emotional maturity was positively correlated.

Paliwal, Dubey and Mathur (2006) concluded that the School environment indicated no correlation with self-confidence and school adjustment of students except on social adjustment which was found to be negatively correlated with self-confidence. Kaur and Mehta (2007) concluded, highly assertive and self confident
girls were more adjusted. Dhall and Thukral (2008) concluded that intelligence is significantly and positively related with self-confidence and academic achievement. Karve (2010) found Coaches need to teach players to base their confidence on sources within the players control and to help players take ownership of their confidence. Patidar and Dubey (2010) concluded selection oriented concept attainment model and reception oriented concept attainment model were found to be significantly superior to conventional method in enhancing the achievement of students. Srivastava and Asthana (2010) revealed there was no significant difference in self-confidence among children of employed and unemployed mothers. Mishra (2011) revealed that students having high emotional maturity have higher self-confidence than those with lower emotional maturity. Goel and Aggarwal (2012) concluded, a self confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. Gupta (2012) concluded that sex has no significant impact on the self-confidence and academic achievement of students. Puri and Bairwa (2013) found hostellers have more of self-confidence as compared to day-scholars.

2.4.0 RATIONALE


Social maturity has been studied viz-a-viz intelligence, ,school readiness, Leadership, Creative Potential , verbal maturity, intellectual ability, adjustive behaviour, Self-
Esteem, self-esteem and body image, pre-school education social-economic status, reading ability, academic achievement, educational adjustment, self-confidence, streams, sex, employment of the mothers, types of schools, locus of control, social acceptance, cognitive and non-cognitive, parenting style, depression, category, environment, mental ability, emotional maturity, anxiety, locality and subject stream and Personal Motivation

Self-confidence has been studied viz-a-viz level of aspiration, anxiety, science achievement, inter-personal relations, gender, departments, Mediation, Self-Efficacy, Anger and Anger Control, Sport Performance, self concept, mental ability, attitude towards computer, maternal child-rearing behaviour, risk taking, anxiety, Frustration and deprivation, Yoga Nidra, emotional maturity, decision making styles, school environment, school adjustment, assertiveness, teaching strategy, emotionality, life satisfaction, self-evaluation, sex, and employment of the mothers.

Hence it can be concluded that firstly very few researches have been conducted on parent-child relationship, and secondly, the researcher was able to locate only one study wherein parent-child relationship has been investigated in relation to self-confidence and one study wherein parent-child relationship has been investigated in relation to social maturity. Further, these are not sufficient for providing an empirical background for parent-child relationship in relation to other variables of educational psychology. Thus, the present study is being taken up so as to fill in the existing lacuna in the field of educational psychology.

2.5.0 STATEMENT OF PROBLEM

The problem of the present study is worded as:

A STUDY OF IMPACT OF PARENT-CHILD RELATIONSHIP ON SOCIAL MATURITY AND SELF-CONFIDENCE OF HIGHER SECONDARY SCHOOL STUDENTS

In the next chapter scope and significance of the study has been provided.