CHAPTER- II

REVIEW OF RELATED LITERATURE

2.0 Introduction

Review of related literature is considered to be one of the important steps and in fact, an essential and indispensable prerequisite in research. Where the terms literature refers to corpus of the knowledge already available in respect of a particular area of investigation including research studies as well as other literary inputs in the specific area to evolve a framework for further research. John, W. Best puts it this way: “A familiarity with literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved.” C. V. Good corroborates this way: “A survey of related literature is necessary for the proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggesting methods of investigation and comparative data for interpretative purpose”. Webster & Watson too define an effective literature review as the one that “creates a firm foundation for advancing knowledge. It facilitates theory development, closes areas where a plethora of research exists and uncovers areas where research is needed.”

Thus, the basic purpose of literature review entails in brief, objectives like:

- To understand various aspects and scope of the research in hand;
- To take stock of the research already done;
- To distinguish what is already known from what is still unknown;
- To avoid repetition; and
- To provide a vast outlook regarding the subject undertaken for study.
2.1 Studies Reviewed

2.1.1 Studies on Self-concept

(A) Indian Context

(1) Kale, P.S. (1982), conducted a study, on “A study of the development of self-concept at pre-adolescent level with reference to some family and school factors”, found that (i) self-concept is dynamic and developed gradually till preadolescent period; (ii) On the dimensions of self-concept, family perception and school factors; boys and girls are differed insignificantly and (iii) Parent-child relationship, teacher-student relationship as well as peer relations were significantly correlated with self-concept. The purpose of the study were: (a) trace the overall development of self-concept at the pre adolescent level according to age and sex; (b) to study the gender differences in the development of self-concept and (c) to study the relationship of internal family facts like to study the correlation of parent-child relations, teacher-student relations and peer relations with self-concept at pre-adolescent level. This study involved 990 children as a sample.

(2) Jain, J. R. (1990), in a study on, “Self-concept of adolescent girls and identification with Parent and Parent substitution as contributing to realization of academic goals.” In this study the investigator tried to compare the self-concept of the adolescent on the basis of their gender; and compared the adolescents on the other variables of the study that is achievement motivation and their performance. The study also observes the relationship of all these variables with the aggression. The study was conducted on a sample of 564
students of class XI and XII in which both male and female selected from Allahabad and Baroda. The findings of this study suggested that girls with high self-concept are more inclined towards high academic goals that mean self-concept and performance are positively related with each other, subsisting that both reinforce each other. The study clearly point out that the academic achievement of the girls depends upon their self-concept; and finds out a negative relationship between aggression and academic achievement.

(3) Tyagi, P., & Kaur, P. (2001), in a study on “Perceptions of behaviour and other personality problems of adolescents”, conducted with the objective to investigate the various aspects of personality such as intellectual, physical, behavioural, social and emotional of adolescents’ with their self perception. The sample of the study was 200 adolescents’ in which 100 boys and 100 girls were selected from the age group of 15 to 16 years. The findings of this study revealed that the adolescents had an overall positive self concept towards themselves; with girls having higher level of self-concept than boys, particularly, in the sub-scales of behaviour, intellectual, school status and popularity.

(4) Mary, R.S., & Paul, J. (2005), in their study, “Self-concept of integrated course students in Pondicherry”, found that the student overall self-concept was above average and boys and girls found significantly different in their self-concept. The aim of this study was to find (i) the self-concept of the students studying in B.Ed integrated course; and (ii) the difference between the self-concept of boys and girls regarding their self-
concept. The sample consisted of 170 students (50 boys, and 120 girls) selected from Pondicherry’s training college integrating four year integrated B.Ed programme.

(5) Sadana, Mittal (2007), in a research titled “Self-Concept & Scholastic Achievement of the Girls of Working and Non-Working Mothers”, found no significant differences in any of the areas of self-concept of the girls having working and non-working mothers. The scholastic achievements of girls, having non-working mothers were found to be slightly less than girls of working mothers. The sample included 100 girls studying in 12th class in Agra city.

(6) Kaur, J., Rana, J.S., & Kaur, R. (2009), in a study on “Home environment and academic achievement as correlates of Self-concept among adolescents”. The study examined the relationship of adolescents’ self-concept with the variables of academic achievement and home environment. It was a descriptive study which included 300 adolescents from class IX of private and govt-schools in Patiala, a district of Punjab. The result of the study revealed that (i) the relationship between self concept and academic achievement among adolescents was positive, but not significant, (ii) there was no significant relationship between self-concept and control punishment and (iii) there was no significant relationship found between the self-concept of adolescents’ and permissiveness component of home environment. However, notably, a positively significant relationship was found to be there between self concept and components of home environment especially in perfectiveness, conformity record and nurturance among adolescents; while a negative but significant relationship of some components home
environment particularly social isolation, deprivation of privileges and rejection with self-concept was also found to there, indicating for developing higher self-concept, there should not be any parental expectation on adolescents, based on authoritative style.

(7) Ayub, N. (2010), in a study on “The relationship between self-concept and satisfaction with life among Adolescents”, found no gender difference on life satisfaction, even though gender difference was found to be there on self-concept. A relationship was also found to be there between their self-concept and life satisfaction. The study aimed to analyze the association between self-concept and satisfaction with life, keeping this in view the investigators formulated some hypotheses that (i) self-concept would be positively correlated with the life satisfaction and (ii) there would be gender difference among adolescents both on the variables of the study i.e. self-concept and satisfaction with life. The study was done on a sample of 200 adolescent students, aged from 18 to 21 years.

(8) Joshi, S., & Srivastava, R. (2010), in their study on “Self-esteem and academic achievement of Adolescents”, found female adolescents significantly superior to male adolescents on academic achievement; male adolescents significantly superior to female adolescents on self-esteem; the adolescents’ from urban area scored higher in academic achievement when compared with rural adolescents; and boys significantly highest on self-esteem than girls. The objectives of the study were examine about the gender differences in self-esteem and in academic achievement; examine the self-esteem of
adolescents in rural and urban areas; and find out the differences in academic achievement.

(9) SR, Pandya. (2010), in a study entitled “Self concept as an indicator of school effectiveness” has examined the effect of type of school, individual school and the classroom of the student on the enhancement of academic and social self-concept. The sample was collected from 21 school situated in Greater Mumbai including eleven, six and four affiliated to SSC, ICSE and CBSE boards respectively. The sample consisted of 587 boys and 771 girls. The findings of the study showed that the school in India contribute to developing a positive student academic and social self-concept irrespective of students’ background variable or prior academic performance.

(10) Asthana, Madhu (2011), has conducted a study on “Self-concept: mental ability and scholastic achievement of secondary school student of Varanasi”, found that mental ability and self-concept has a positive relationship and both have significantly related to scholastic achievement; the association between mental ability and scholastic achievement is moderated by self-concept; and a significant difference existed was between boys and girls regarding their scholastic achievement, with girls better than boys in their academic performance. This study was included 300 students (150 boys and 150 girls) as a sample and objectives of this study were: to assess gender difference in scholastic achievement; to find out relation of self-concept and mental ability with scholastic achievement; and to ascertain whether self-concept moderates the relationship of mental ability and scholastic achievement.
(11) Ramchandran, M., & Asgarali, Patel. J.M. (2011), in their study on, “Self-concept of the college students of Madurai” compares the self concept of college students pursuing professional and non-professional courses, found the influence of gender differences, religious background, caste background and socio-economic status on the college students’ self concept. Sample of the study comprised 64 females and 36 male randomly selected college students, aged between 18 to 25 years (50 professional and 50 non-professional course students respectively) and randomly selected from two colleges of Madurai District, Tamil Nadu. The result found that the self-concept of professional course and non-professional course college students are quite similar as the difference between their self-concept found insignificant whereas only the caste background of these students appeared to be significant in influencing their self-concept. Education, gender, religion, and socio-economic status were not found to be significant in any way.

(12) Khirade, Santosh K. (2012), in their study entitled, “A study of Self-concept of the Adolescents” investigated the difference of self-concept between the adolescent boys and girls. The study was done on a sample of fifty adolescent students. The major findings of the study were-a) 70% adolescent students have scored on above average self-concept while 30% students have scored on high self concept; b) Insignificant difference was found between the self-concept of boys and girls; and c) Insignificant difference was found between the various facets of self-concept i.e. physical, social, temperamental, educational, moral and intellectual among the adolescent boys’ and girls’ students.
(13) Rath, S., & Nanda, S. (2012), in their study on “Self-concept: A psycho social study on adolescents”, examined about the gender and academic competence and its effect on the self-concept of adolescents and found that academically competent adolescent students have higher self-concept than the less-competent; and that there was an insignificant difference in their overall self-concept. The study consisted of 240 adolescents, (120 boys and 120 girls) drawn from two groups of academically competent and academically less-competent students.

(14) Bhat, S.A., & Netragaonkar, Yashpal D. (2014), in their study on, “Self-concept and academic achievement of adolescent boys and girls in Srinagar”, found a significant difference exists between the self-concept of boys and girls with boys having higher self-concept than that of girls; and no significant difference between boys and girls on academic achievement at all. The purpose was to compare the self-concept and academic achievement of adolescent boys and girls of Srinagar, J&K (India). 100 adolescents (50 boys and 50 girls) were randomly selected from Srinagar as a sample.

(15) Chetri, S. (2014), in a study entitled, “Self-concept and achievement motivation of adolescents and their relationships with academic achievement”, found a insignificant difference between boys and girls on the basis of their gender and locale variation; insignificant difference exist between rural and urban students in respect to their self-concept and insignificant difference between the government and private students in respect to their self-concept. The study examined the correlation of self-concept and achievement motivation with the variable of academic achievement on the basis of their
gender, locale and type of school. The sample included 480 boys and girls, age group of 16-18 years studying in class X of government and private schools.

(16) Gupta, R. (2014), in his exploratory study titled, “Study on self-concept, academic achievement and achievement motivation of the students”, found that boys and girls did differ significantly on most of the dimensions of self-concept, except educational and moral; while no significant differences were there regarding academic achievement and achievement motivation. This study explored whether various social categories of school going adolescents differ with respect to dimension of self-concept, academic achievement and achievement motivation. The sample comprised of 846 high school students in the age group of 14 to 21.

(B) Foreign Studies

(1) Mboya, MM. (1999), in his study entitled “Multiple Dimensions of Adolescent Self-concept: Relation with Age, Gender and Scholastic Measures”, asserted that self-concept are to a least degree affected by human characteristics such as age and gender. The correlation between various dimensions of self-concept and aspects of academic achievement was insignificant. The objectives of the study were (a) to assess the age and gender differences on the various dimensions of self-concept; and (b) to find the correlation between the dimension of self-concept and aspects of academic achievement. The size and pattern of correlation with aspects of academic achievement was found to be insignificant.
(2) Wilgenbusch, T., & Merrell, Kenneth W. (1999), in their study, “Gender differences in Self-concept among children and adolescents: A Meta analysis of multidimensional studies”, found that (i) in many dimensions, boys scored high whereas in other dimensions girls scored high; which means that (a) difference exists with respect to gender at the level of self-concept; but (b) it is more area specific. The study was done by a planned and organised technique of meta-analysis of researches’ since 1980, especially of those researches’ which considered self-concept as a multidimensional phenomenon; and finally 22 studies done over 19000 child and adolescent participants were analyzed. This meta-analysis explored 24 facets of self-concept.

(3) Donnellan, MB., Trzesniewski, KH., Robins, RW., Moffitt, TE., & Caspi, A. (2005), in their study, “Low Self-esteem is related to Aggression, Antisocial Behavior, and Delinquency”, revealed that there is a positive correlation exists between low self esteem and externalizing problems. Children of eleven years old having low self-esteem are more likely to be increase in aggression by the age of thirteen. The influence of self esteem on aggression was free from narcissism; and self-esteem may predict future externalizing problems. The objectives of the study were to determine the relation among self-esteem, narcissism and externalizing problems such as aggression, anti social behaviour and delinquency, studied both via cross-sectional and longitudinal methods. The samples of the study were included different nationalities (US and New Zealand); and adolescent age group college students.
(4) Hagger, M.S. (2005), in a study, on “Physical self-concept in adolescence; generalizability of Multidimensional, Hierarchical Model across Gender and Grade”, confirmed boys were higher in physical self-concept than girls. The aim of study was to test the generalizability of the factor pattern, structural parameters and latent mean structure of multidimensional, hierarchical model of physical self-concept in adolescents across gender and grade.

(5) Adeyemo, D.A., & Torubeli, V.A. (2008), in their study entitled “A study on Self Efficacy, self-concept and peer influence as correlated of academic achievement among secondary school students in transition”, revealed that all the three independent variables (Self-Efficacy, self-concept and peer influence) relatively made significant contribution to the prediction of students’ academic performance. The study aimed to investigate the influence of self-efficacy, self-concept and peer influence on academic achievement of secondary school students. The participants of the study were 300 senior secondary school classes, one student selected randomly from six secondary schools of Nigeria, drawn from a sample of 144 boys and 156 girls, aged between 12 and 18 years.

(6) Yusuf, B., Yahaya, A., Ramali, J., Boonv., & Gaffar, A.N.M. (2009), in their study, “The Relationship between dimensions of personality, self concept & family influence on students in the FELDA Scheme in Johore Malaysia”, found that (i) an insignificant relationship exists between the facets of personality as well as with family cohesiveness; (ii) insignificant correlation between the facets of personality and the religious/moral and freedom aspect; (iii) a positive correlation of religious/moral aspects
with self-concept; (iv) insignificant relationship between self-concept and freedom. The aim of the study was to recognize the relationship among the facets of personality, self-concept and family influence. The sample selected from two secondary school of FELDA, Johar, included 214 students of average age of 16 years.

(7) Orth, U., Trzesniewski., Kali, H., & Robins, Richard W. (2010), in their study, “Self-esteem development from young adulthood to old age: A cohort sequential longitudinal study”, found that (i) the self-esteem increases during young and middle adulthood, reaching a peak at about age 60 years; (ii) declines in old age; (iii) gender difference was found where, self-esteem is lower in women than men in young adulthood; (iv) though the trajectories of both converged in old age; (v) no differences in the self-esteem of Whites and blacks in young and middle adulthood; (vi) but in old age blacks’ self-esteem declines; (vii) High education predicts higher self-esteem trajectory; while (viii) SES significantly affects the process of self-esteem development; (ix) Health had an effect on self-esteem. Being a cohort sequential longitudinal study its main objective was (a) to inquire about the process of self-esteem development from young adulthood to old age; (b) to examine whether a single trajectory can be suitable for all age group of people or whether there are significant differences exist in the trajectory on the basis of people belonging to different age group; and (c) to analyse the influence of gender, ethnicity, and education (static), life events, health experiences etc. on self-esteem (dynamic). The 3,617 individuals aged 25 years to 104 years were selected as a sample. Here, Self-esteem assessed Rosenberg self-esteem scale and other associated
variables by using different items on different scales. The statistical analysis based on quadratic model measured with the help of Bayesian information criterion (BIC).

(8) Ahmed, J., Ghazali, M., & Hassan, A. (2011), in their study, “The relationship between Self-concept and response towards students’ academic among students leaders in University Putra Malasyi”, revealed: (i) insignificant correlation between academic achievements and self-concept of students leaders’; (ii) response strategies and academic achievement are significantly correlated with each other which indicates that response strategies are affected by their academic achievements; (iii) no gender difference found between the male and female leaders’ self-concept; (iv) only 15.1% respondents having high and positive self-concept while 84.9 % having negative and low self-concept. The sample comprised of 106 male and female student leaders, aged between 18-27 years, of University Putra Malaysia. Clustered sampling method was applied in the selection of sample. It was a quantitative research which used the co-relational design.

(9) Ayodele, O.J. (2011), in his study entitled, “A study on Self Concept and performance of secondary school students in mathematics”, found that self-concept moderately associated with performance in mathematics while gender has insignificant effect on self-concept and performance in mathematics. The sample of the study was 320 SSI students (160 males and 160 females), selected from 16 secondary schools of Ekiti State.
2.1.2 Studies on Parenting Styles

(A) Indian Studies

(1) Nagalakshmi, B. (1982), in “A study of perceived behavior and the level of academic motivation of class IX students”, showed that (i) academic motivation correlated significantly with mothers’ behaviour on the dimension of acceptance rejection; but not with fathers’ behaviour on the same dimension; and (ii) Academic motivation was related to democratic authoritarian discipline by father and mother in the case of girls; but not in the case of boys. The purpose of the study was to study the relationship between the parents’ perceived behaviour and students’ academic motivation. The sample comprised of 556 students of class IX from the classes of ten-Telugu medium schools.

(2) Pokharia, T.S. (1990), in “An investigation into rearing up practices as determinants of aspiration, self-concept and extraversion among adolescents of Kumaun region in relation to their academic achievement”, revealed that (i) girls were significantly reared better than boys; (ii) Among educational aspiration, self-concept was significantly correlated with rearing up practices; but not for rural population; (iii) Self-concept and extraversion were significant correlates of rearing up practices of middle and late adolescent groups; (iv) Sex, achievement and rearing up practices did not have interaction effects on either self-concept or aspiration of extraversion; (v) Academic achievement was not related with rearing up practices. The objectives of the study were: (1) To find out whether rearing up practiced are associated with sex, achievement, educational aspiration, extraversion and self-concept. (2) To find out the interaction of
sex, achievement and rearing up practices on self-concept, aspiration and extraversion. A sample of 400 students from three districts of Kumaun region was selected for the study.

(3) Geeta S. Pastey, & Vijayalaxmi A. (2006), have examined the impact of parent-child relationship of adolescents on their self and emotional maturity in their study on “Impact of emotional maturity on stress and self-confidence of adolescents.” The sample of the study consisted of 105 adolescent students studying in 11th and 12th standard. The result of the study revealed that (i) self confidence of adolescent was found to be more favourable with parent-child relationship being significantly higher in self confidence; (ii) those with more favourable relationship with both parents evinced significantly higher emotional maturity than the less favoured.

(4) Swatantra, Jain. (2007) in a study, “Personality Traits of Adolescent Girl Students in Relation to their Parents”, found that (i) parent’s level of acceptance had a definite influence upon certain traits of girls; (ii) The low accepted and high avoidance adolescent girls, scored significantly higher in apprehension, good following, and tension and frustration than the high acceptance group; (iii) while the same, i.e. low acceptance group scored lower in reservedness, conservation and timidity, meaning thereby that low acceptance girls are more apprehensive, depressive, tense, frustrated, conservative, timid reserved and shy, whereas (iv) the high acceptance group turned out to be more outgoing, bold, relaxed, liberal and critical, placid, self sufficient and confident. This study made an attempt to assess the personality traits of adolescent girl students in relation to their parents’ acceptability. The sample consisted of 96 adolescent girls in the age group of 16
to 20 years (50 were low accepted and 46 high accepted) screened out by administrating the family relationship inventory.

(5) Khan, U.A., Atta, M.A., Bhatti, N., & Ali, R. (2008), in their study, “Relationship of parenting styles to adolescent’s school performance”, found that (i) laissez faire parenting style and board result is significantly correlated; and (ii) no relationship existed between autocratic and democratic parenting style with adolescents academic performance. They identified these parenting styles- democratic; autocratic; and laissez-faire; on the basis of a review of literature. The population of the study consisted of 8031 students of class 10th of govt. secondary schools of district Bhakkar, It including both girls and boys. Sample of the study, selected randomly, consisted of 200 students of urban and rural areas.

(6) Purohit, S., & Parveen, N. (2008), have examined the relationship of parental styles with self-concept among adolescents’ girls in their study of “Role of Parental Styles in Nurturing the Self-concept among Adolescent Girls”, found that (i) mothers with supportive, confronting and innovative styles were positively connected with self-concept; whereas (ii) mothers with prescriptive style were negatively related to social self-concept of adolescent girls; (iii) mothers with sulking, aggressive and prescriptive styles were significantly negative related with temperamental self-concept; while (iv) Fathers supportive and normative styles shown significant positive relationship with the social self-concept of girls while fathers aggressive style had significant negative
correlation with temperamental self-concept. The sample comprised 300 adolescent girls studying in IX class and their parents 600 (300 fathers and 300 mothers).

(7) Sharma, M., Sharma, N., & Yadav, A. (2011), in their study, “Parental Styles and Depression among Adolescents”, found that (i) authoritarian parenting style was positively significantly correlated to depression; (ii) high authoritarian parenting style students were having high level of depression; (iii) highly permissive parents induced lower level of depression among adolescents; and (iv) no significant correlation existed between authoritative parenting style and depression. The study aimed to examine the relationship of depression with parenting style among adolescents. To analyse mean differences or measures of depression between adolescents, they were categorized according to high and low parenting styles (authoritarian, authoritative and permissive). They formulated hypotheses were: (1) Authoritarian and authoritative parenting style would have positive association with depression whereas permissive parenting style will show negative correlated with depression among adolescent; (2) Adolescent with high and low parenting style would differ significantly on depression. The sample consisted of 200 respondents, 100 parents and 100 adolescents (50 males and 50 females) studying in IX and X aged from 14 to 16 years.

(8) Kumar, A., Sharma, M. & Hood, D. (2012), in a study “Perceived Parenting Style as a Predictor of Hope among Adolescents”, found that (i) significant positive correlations obtained between hope and three of the perceived parenting styles—democratic, accepting and over-protecting whereas (ii) hope was significantly, but
negatively correlated, with rejecting perceived parenting styles, (iii) perception of parenting style is important in predicting hope in children; (iv) perception of parent’s parenting styles, as accepting and over-protecting, lead to high hopes about future; whereas (v) parenting style perceived as rejecting lowered hope. The sample of the study comprised 120 adolescents (boys 62 and girls 58).

(9) Monika, Seth. & Hormone, Kala. (2013), in a study, “The Impact of Authoritative Parenting Style on Educational Performance of Learners at High School Level”, showed a highly significant correlation relationship between authoritative parenting style and academic achievement in each subject. The objective of this research was to find the effect of authoritative parenting style on high school learners’ educational performance, with the formulated hypotheses: (a) There is correlation between a particular parenting style and students’ educational performance at high school level; and (b) Students with authoritative parenting style perform better at high school level. The sample of the study included 1000 students, selected from 20 schools of Nagpur.

(10) Badgujar, J.P., Mundada, N. (2014), in a study, “Relationship between parenting style and self-concept of adolescents”, found that (i) 56% of adolescents had above average self-concept; (ii) There were a significant relationship between self-concept and parenting style; (iii) Children having low parenting have a satisfactory self-concept than (iv) children having high parenting style. The objective of this study was to assess the parenting style and self-concept of adolescent students and explore the importance of
parenting style and its status in development of their self-concept. The sample of the study comprised of 400 students of VIII to X in standard from Pachora, Maharashtra.

(11) Uma, K., & Manikandan, K. (2014), in their study, “Parenting style as a moderator of locus of control self-esteem and academic stress among adolescents”, found that (i) authoritative parenting style had no interaction with locus of control and self-esteem; but (ii) locus of control had a significant effect on academic stress; (iii) permissive parenting style had a negative and significant effect on locus of control and academic stress; (iv) Authoritarian parenting negatively influence the academic stress; (v) overall, parenting styles and other variables of the study were associated to academic stress among adolescents. Sample comprised 300 students, aged between 18- 21 years, selected from degree college of Bangalore.

(B) Foreign Studies

(1) Avenevoli, S., Sessa, F. M., & Steinberg, L. (1999), in a study, “Family Structure, parenting practices, and adolescent adjustment: An ecological examination”, found that Self-esteem and self confidence is related to each other; while (ii) high self-esteem is correlated with the feeling of modesty, conventionality morality and regard for rules. The study examined the relationship between the parenting styles i.e, authoritative, authoritarian, permissive and neglectful and various indicators of adolescent adjustment within each of the ecological contents in regard to ethnic background, socio-economic status and family structure especially focused on intact families and single parent
families. Psychological distress, self-esteem, school performance, minor delinquent behaviour and substance use, were the aspects of adolescents’ adjustment. The sample comprised of 11669 high school students from Wisconsin and Northern California who completed self-report questionnaire during the 1987-1988 school years.

(2) Allison, Barbara N. (2000), in her article, “Parent-Adolescent Conflict in Early Adolescence: Research and Implications for Middle School Program” highlighted the issue of parent-adolescents conflict in early adolescence and tried to find out a number of significant attributes of these negatively changed interactions. Discussing the issue on the basis of earlier researches, it suggested that during early years of adolescence the conflict between parent-adolescents reached at its peak, being associated with the onset of puberty. This conflict mainly found between adolescents and their mothers and particularly between mothers and daughters. Since conflicts are integral and unavoidable components of parent-adolescent relationships, an opportunity to adolescents to enhance interpersonal negotiation, skills and thinking somehow, this interaction helps in psychological development of psychological autonomy and identity for adolescents

(3) Fabes, Richard A., Leonard, Stacie A. Kupanoff, K. & Martin, C.L. (2001), in their study, “Parental coping with children’s negative emotions in relation to their emotional and social competence”, found children’s poor adjustment and functioning were related to parents’ negative comments and responses towards children’s negative emotions and behaviour. The sample consisted of 57 preschoolers.
(4) Wolfradt, U., Hempel, S., & Miles, Jeremy N.V. (2001), in their study, “The Relationship between Perceived Parenting Style, Depersonalisation, Anxiety and coping Behaviour in a Normal High School Student”, found that (i) students perception of parental psychological pressure positively associated with depersonalisation and trait of anxiety among them; and (ii) adolescents’ perception of parental warmth positively associated with active coping and negatively associated with trait of anxiety in adolescents. The study aiming at examining the relationship among different variables, was conducted on a sample of 276 adolescent students (180 girls and 126 boys), using the Zurich Brief Questionnaire for measuring the parental behaviours and the questionnaire of Experiences of Dissociation (QED), the trait version of the State-Trait-Anxiety Inventory and a coping questionnaire for adolescents to collect the data.

(5) Shek, DTL. (2002), in a study, “Family Functioning and Psychological well-being, School adjustment and Problem behaviour in Chinese Adolescents with and without economic disadvantage”, found that adolescents psychological well-being (self-esteem), school adjustment (academic performance) and problem behaviour (delinquency) is significantly associated to family functioning. Adolescents without economic disadvantage are less affected than adolescents with economic disadvantage by family functioning. The study comprised 1,519 Chinese adolescents sample.

(6) Abbott, Douglas A., Hall, S., & Meredith, W. (2005), in their article “Family predictors of well- functioning mid western adolescents”, highlighted that (i) stressful life events was positively related to depression; (ii) family relationship was inversely related
to depression; (iii) parental warmth and family relationship was inversely related to parent-adolescent conflict; (iv) parental monitoring inversely related to adolescent religiosity and risky behaviour. This study aimed to identify the model of factors that can predict children outcomes and achievement. For this purpose, some familial influential studies were reviewed and conceptualized. A sample of 300 adolescents’ (228 females and 102 males) were selected for the study.

(7) Adderley, O.P. (2005), in a study, “Abandonment: An Exploratory Study of Adolescent Reaction within Family and School”, found that a need exist for opportunities to adolescent to interact with significance adults consistently to reinforce their self-esteem. The purpose of the research was to explore the effects of parenting and family life on the emotional self esteem development of adolescents. 65 participants of 15-17 years formed the sample of the study.

(8) D, Huh., Tristan J., Wade E., & Stice E.(2006), in their study, “Does problem behaviour elicit poor parenting? A prospective study of adolescent girls”, suggested that problem behaviour is a more constant predictor of parenting than parenting is of problem behaviour, at least for girls during middle adolescence. Parental support is more closely related to female internalizing problems whereas parental control is more related with female externalizing problems. They formed and tested the hypothesis that perceived parenting would show reciprocal relations with adolescents’ problem behaviours, such as externalizing symptoms and substance abuse. It was longitudinal study and collected data
from 496 adolescent girls (age from 11 to 15 years) of four public and four private schools in south-western United States.

(9) Yahaya, A., & Nordin, K. (2006), in their study, “Relationship between self-concept, motivation and parenting style affected student achievement”, showed that authoritative parenting style is mostly practised by students’ parents as it evinced that academic achievement and academic self-concept are significantly correlated with each other. The authoritarian and permissive parenting styles also significantly associated with achievement. However, insignificant relationship existed between the neglectful parenting style and achievement. The objectives of the study were: (1) to find out the most practiced parenting style of parents. (2) To find out the relationship between academic self-concept, motivation and parenting style together and its effect on student’s achievement. The 216 students from 3 secondary schools in Johar Bahu were the participants of the study.

(10) Martinez, I., Gracia, JF., & Yubero, S. (2007), in the study, “Parenting styles and adolescents Self-esteem in Brazil”, suggested that Brazilian adolescents from indulgent family scored equal (Academic and social) or higher (family) on self-esteem than adolescents from authoritative families. Adolescents from authoritative families scored higher than authoritarian and neglectful on the dimension of self-esteem. It was also found that the result is culture specific and cannot be generalized to Brazilian adolescents. The objectives of the study were- a) To inspect whether the beneficial effects of authoritative parenting found in the U.S in Euro-American middle class family
can be generalized to Brazilian cultural context, b) To examine the influence of parent-adolescent relationship on adolescents’ psychological adjustment, i.e., adolescent self-esteem. The sample of the study was 1,239 adolescents age group of (11-15 years) from north east Brazil.

(11) Elias, H., & Yee, H.T. (2009), in their study, “Relationship between perceived paternal and maternal parenting styles and students academic achievement in selected secondary schools”, found that parenting style perceived by students was not associated with their academic achievement. Majority of the samples perceived their parents as authoritative. The sample of the study was 244 secondary school students.

(12) Hill, N.E., & Tyson, F.T. (2009), in their article, “Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that promote Achievement”, highlighted that academic socialization was highly positively related to achievement. School-based involvements are positive but weak than academic socialization when correlated with achievement. Home-based involvement also associated with achievement but parental assistance with home work was not associated with it, whereas other types of home-based involvements were positively associated with achievement. However it found an insignificant difference between involvement and achievement for European-Americans as compared to African-Americans but it found the relation positive for both but stronger for European-Americans; and also suggested possible reason of the ethnic difference which may be the result of difference in economic resources. The purpose was to identify which types of parental involvement are related to children’s achievement and
also examine ethnic variations in the relation between parental involvement and achievement between African American and European Americans. It was an exploratory study which used Meta analysis techniques. The method used for meta-analysis was review of literature which included 50 empirical reports (or articles). The procedure of inclusion of an article was based on some relevant criterion like inclusion of reports based on middle school sample, measures, parental involvement and academic achievement. These reports based on longitudinal, interventional and cross-sectional studies.

(13) Duchesne, S., & Ratelle, C. (2010), have examined in the study “Parental behaviours and adolescents’ achievement goals at the beginning of Middle School: Emotional problems as potential mediators” about the relation among parental behaviours’ (involve and control), student’s emotional problems (depression and anxiety) and student’s achievement goal. For this purpose, they used a mediation model in which emotional problems (symptom of anxiety and depression) taken as a basis of explaining the relation between parental behaviors’ during the last year of elementary school to explain, student’s achievement goals by the end of the first year of middle school. They adopted a longitudinal design for the study and collected sample of 498 early adolescents of 6th grade (240 boys, 25 girls and 8 participate who don’t specify schools in the academic years. The result of the study indicated that gender was negatively associated with maternal and parental control as well as performance approach and performance avoidance goals and positively related to symptoms of anxiety and depression ,mediation
model suggest that the associated between parent’s controlling behaviors’ and student’s performance goals 1 year later was mediated by student’s anxiety symptoms.

(14) Chiew, L.Y. (2011), in “A study of relationship between parenting styles and self-esteem: Self-esteem’s indicator-parenting styles”, found: self-esteem and authoritative parenting style were significantly correlated. Authoritative parenting style was the most practiced style of parenting used by the parents of undergraduates’ students. Students with authoritative parenting style had high level of self-esteem than students with authoritarian parenting style. Permissive parenting style also had significant positive correlation with self-esteem. The objective of the study were (a) To identify which parenting style is mostly practiced by parents of undergraduates’ students in University Tanku Abdul Rahman; (b) To analysis the relationship between parenting styles and self-esteem of undergraduates’ students; and (c) To observed the relationship between authoritative and authoritarian parenting styles with the levels of self-esteem among students in University Tanku Abdul Rahman. The 100 students were selected from the University as a sample.

(15) Scharf, M., Wiseman, H., & Farah, F. (2011), in their study, “Parent-adolescent relationship and social adjustment: The case of a collectivistic culture”, revealed that parental behaviours (acceptance, independence) were positively related with less interpersonal problems and less loneliness among adolescents; whereas parental behaviours (Psychological Control, harsh Discipline) was inversely associated with it. Boys reported higher level of peer related loneliness than girls while girls were higher
level of affinity for loneliness than boys. Gender had a significant interaction with parenting group, where girls exhibiting greater parent related loneliness and affinity for loneliness than boys and on the other hand, boys exhibited more peer related loneliness. Positive parenting behaviours may enhance adolescents’ social adjustments and its advantage in school domain also. The study aimed to examine, how parent-child relationships are associated with adolescent loneliness, their interpersonal difficulties and adjustment in school among Israeli Arabs. The participated were 231 Arab adolescents (103 boys and 128 girls) selected from two high schools in the north of Israel studying in 11th grade and their mean age was 17.04 years.

(16) Razali, A., & Razali, N.A. (2013), determined the association between children’s communication with their parents and adolescent self-concept in their study “Parent-child communication and self-concept among Malays adolescents”, which found that Parent-child communication and self-concept has positively and significantly correlated with each other. Correlation of both, mother and father communication with their children self-concept was highly significant. The sample of 300 adolescents aged from 15 -16 years was selected.

2.1.3 Studies on Peer Relationship

(1) Connolly, J.A, & Konaski, R. (1994), in their research, “Peer self-concept in adolescence: Analysis of factor structure and of associations with peer experience”, indicated that each domain of peer self-concept was differentially associated with the
three factors model (peer groups, close friendship and romantic relationship) with the three factors considering together, both peer network structure and friendship quality become significant predictors of peer self-concept. Sample consisted of 1,627 male and female adolescents of class 9 to 12.

(2) DeRoiser, ME., Kupersmidt, JB. & Patterson, CJ. (1994), in their study, “Children’s academic and behavioral adjustment as the function of the chronicity and proximity of peer rejection”, suggested that, (i) Peer rejection and children adjustment in school were significantly correlated. (ii) Children who faced peer rejection were more absent from school compared to children who never faced peer rejection. The sample of the study was 622 students aged between seven to twelve years.

(3) Gillander Gadin K, Hammarstrom A. (2000), in their study, “School-related health - A cross-sectional study among young boys and girls”, found that conflicts and inconvenience of students in relation with their classmates were the most persistent psycho-social factors associated with bad health, lack of self-control at school, affecting self-esteem among girls but not among boys. Sample consisted of 538 students’ (274 boys and 264 girls).

(4) Kramschuster, J. (2001), in a study, “Self Concept and the Influence of Cross-Age Mentoring Relationships and the Implications for Developmental Guidance and Curriculum”, indicated a positive correlation between self-esteem and conflict as well as self-esteem and involvement in a cross-age mentoring program, secondly, students who
were involved in cross-age mentoring programs may show a sign of more positive, crucial and confident self-concept than students who were not involved in the program. The objectives of the study were to examine involvement in cross-age mentoring programs; the effect of participation in cross-age mentoring programs on students’ self-concept and the need for incorporating such programs to promote self-concept as a fundamental life skill. The sample of the study consisted of a total of fifty-eight students’ grade through five.

(5) Salisch, Maria von. (2001), In an article, “Children’s Emotional Development Challenges in their Relationship to Parents, Peers and Friends”, highlighted that among several components of children’s emotional development, including emotional appraisals, subjective experiences and emotional expressions, two aspects a of parent-child relationship help in exploring the challenges, the support it provides and the teaching that goes on in the relationship and uniqueness in the characteristics of the parent, also taken into consideration. Parents are very important for the intellectual and emotional expertise who always teach their children on the use of emotion labels, appraisals, expressions and regulation strategies but their social role comes as a constraints for the emotional development of their children because parent-child relationship is asymmetrical where parents are expected to transmit cultural rules even when it is not appreciated by the children’s expression of emotions. The peer relationships are symmetrical and have a permeative influence in children’s emotional development. On the basis of converging empirical evidences, display rules among peers support the suppressing of the many emotional expressions in different situations, especially related to weakness and anger. If
the rules are not followed by the peers then the children’s have to face peer rejection. So, dampening of many emotional fronts becomes a challenge for the children to learn the skills of self-expression and impression management which are important in social life.

(6) Rubin, Kenneth H. et.al. (2004), in a study, “Attachment, Friendship, and Psychosocial Functioning in Early Adolescence”, suggested that the relationships with both, parents and friends, independently as well as interactively, are significant in providing young adolescents psychological adjustment. Adolescents having higher paternal support are less rejected and victimized by their peers. Internalizing and externalizing difficulties and peer victimization can be predicted by perceived paternal support. Perception of friendship quality is positively connected with self-esteem, social competence and internalizing problem. Friendship quality predicted less rejection and less victimization, only for girls. The sample of the study was 162, out of which 93 girls of fifth grade elementary schools in the Washington D.C. Respondents reported on parental support, the quality of peer relationship, self-worth and perceived social competence.

(7) Popoola, BI. (2005), in his study, “Prevalence of peer victimisation among secondary school students in Nigeria”, found that (i) secondary school students in south western Nigeria faced high level of peer victimization which was the most frequent form of peer victimization i.e., attack on property; (ii) peer victimization was significantly influenced by gender; (iii) social and verbal victimization faced by females was more than their male counterparts; (iv) Boys are more often victimized than girls; (v) Age was a major factor
in the level of peer victimization, in that adolescent students faced higher level of peer victimization than adults. The study investigated the major dimension of peer victimization its relation with age and gender and peer victimization at junior and senior levels. The participants in the study were 385 school students (204 males and 181 females) of secondary level selected from 10 secondary schools of Nigeria. The participants aged between 10 and 19 years were divided into junior secondary and senior secondary groups. The data were analyzed with the help of descriptive statistics.

(8) Buhs, Eric S., Ladd, Gary W., & Herald, Sarah L. (2006), in their study titled “Peer Exclusion and Victimization: Processes That Mediate the Relation between Peer Group Rejection and Children’s Classroom Engagement and Achievement?”, suggested that (i) early peer rejection is associated with peer maltreatment; however, (ii) the form of maltreatment is different (exclusion abuse); (iii) classmates’ rejecting sentiments significantly influence chronic peer exclusion and chronic peer abuse; (iv) chronically excluded children were more likely to become disengaged from classroom activities during the middle grade school years; (v) chronically abused children were more likely to stay away from the school context; (vi) excluded children frequently become the targets of the long-term peer maltreatment; (vii) the type of maltreatments they are facing has varied consequences for their classroom engagement and achievement; and (viii) chronic peer exclusion influenced more by children’s classroom participation and achievement than chronic peer abuse. Studying the role of peer relationship in children’s school adjustment, they established a new structural hypothesized model based on initial model which investigated or evaluated the following predictions based on Bush and Ladd model
(a) peer exclusion better predict children’s classroom participation than peer abuse and peer abuse better predict increment in children’s school avoidance than peer exclusion; and (b) classroom participant act as a mediator for studying the relationship between peer exclusion and achievement and the relation between peer abuse and achievement is mediated by school avoidance along with central modify allows. The sample were 380 children’s selected for measuring the children’s psychological and school adjustment.

(9) Bester, G. (2007), in a study, “Personality development of the adolescent: peer group versus parents”, indicated that the peers had a stronger relationship with the development of adolescent personality in comparison of parents. This correlation was stronger in boys than in girls. The objectives of the study were- (a) To find out whether peers and parents differently influence the personality development of adolescent; and b) To assess the role of gender in the same. The sample of the study was 98 adolescents from grades 8 to 11 (53 boys and 55 girls).

(10) Steinberg, L., & Monahan, Kathryn C. (2007), in their study, “age differences in resistance to peer influence”, showed that across all demographic groups, resistance to peer influences gradually increases between 14-18 years of age irrespective of their demographic pattern. Middle adolescence is considered to be an important period for adolescent development. It is a period of adolescents’ more dependence on peers than parents but parents have still play an important role in their life. In this study they tried to determine age differences and developmental change in resistance to peer influence for which they used a new self-report tool that measured susceptibility to peer pressure from
willingness to engage in anti-social activity. Data were collected from 3600 males and females aged between 10-30, by conducting one longitudinal and two cross sectional studies.

(11) Uba, I., Yaacob, N.S., & Rumaya, J. (2009), in their study, “Relationship between Peer relations and depression among adolescents in Selangor, Malaysia”, confirmed a relationship between peer relationship and depression; proved victimization as a unique predictor of depression among peer; bullying and depression positively related with each other; correlation between pro-social behaviour and depression was non-significant; A significant but small difference exists between males and females in bullying where males are more involved in it. Insignificant difference was found between males and females in victimization and pro-social behaviour. The purpose of the study was to find out the relationship between the components of peer relationship and adolescence depression, to find out the difference in depression, bullying, victimization and pro-social behaviour among male and female teenagers and also to determine the unique predictor of depression among peers. The sample consisted of 240 high school adolescents( age of 13-17years) from Selangor, Malaysia in which 49 % were male and 50.8% were female and the remaining did not reveal their identity.

(12) SJ, Pijl., & Per, F. (2010), in their study, “Peer acceptance and self-concept of students with disabilities in regular education”, showed that level of acceptance and self-concept are moderately related. Students with disability are not accepted by their peers thus, the risk of low self-concept. Students with moderate learning disability showed a
marked relationship between peer acceptance and self-concept. They tried to find out the relationship between the acceptance of students with disability by their peers and their self-concept. The sample included 498 seventh grade students, out of which 37 were disabled, as having a disability.

(13) Turner, Heather A., Finkelhor, D., & Ormrod, R. (2010), in their study, “The effects of adolescent victimization on self-concept and depressive symptoms”, revealed that only expose to sexual victimization was independently related to decline in self-esteem; Nominal relationship was found between non-sexual, maltreatment and reductive in self-esteem; Insignificant influence of peer victimization on self-concept (mastery)was found; A strong association was found between peer victimization and depression symptoms when changes in self-concept were manipulated. Indirect effects of victimization on depression symptoms, through changes in self-concept may be more prominent in female adolescents. The objectives of this study were (i) to analyze the influence of different types of child victimization (sexual, non-sexual, maltreatment and peer victimization) on changes in self-concept; (2) To investigate the influence of different types of victimization on levels of depressive symptoms; and (3) To determine the level to which changes in mastery and/or self-esteem mediated association between victimization and depression. This study used data from wave II and III of Developmental Victimization Survey (DVS), which involved a national sample of youth, aged 11 to 18.
Liem, GAD., & Martin, AJ. (2011), in their study, “Peer relationships and adolescents’ academic and non-academic outcomes: Same-sex & opposite sex peer effects & the mediating role of school engagement”, revealed that academic performance influenced by same sex peers not opposite sex. Same sex and opposite sex peers influenced general self-esteem; school engagement influenced significantly by same sex as well as opposite sex peers but same sex peers greatly affects it. School engagement as a mediator connects the same sex peer with scholastic and co-scholastic outcomes more than the opposite sex peers. The central parameter that is the same sex and opposite sex peer relationships models are constant across gender and age groups. The study explored the role of adolescents, perceived relationships with peers of same sex and opposite sex; their school engagement, academic performance and general self-esteem and used school engagement (operationalized via valuing school, enjoyment of school, participation, academic intentions, and disengagement measure) as a mediator for establishing the relationship between academic and non-academic outcomes based on same sex and opposite sex peer relationships. They also explored whether these effects are generalizeable across gender and age. For the study, 1436 students of 7 to 12 years as a participant were selected from three co-educational high schools of Australia.

2.1.4 Studies on Teacher Influence

Skinner, Allen E., & Belmont, Michael, J. (1993), in their study, “Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the year”, revealed that teacher involvement was vital to children’s classroom experiences,
autonomy support and optimal structure in the classroom which can predict children’s motivation across the school year. Reciprocal effects of student motivation on teacher behaviour were also found. The study examined (1) The long term relationship among the three aspects of teacher behaviour (involvement, structure and autonomy support) and student’s active engagement in the classroom (behaviour and emotion); and (2) The reciprocal association between student’s engagement and teacher behaviour was also examined. The participants of the study were 144 children, equally based on their gender and class, aged from 8 to 12 years and their 14 female teachers from a rural sub-urban school distraction upstate New York.

(2) Reddy, R., Rhodes, Jean E., & Mulhall, P. (2003), in their study, “The influence of teacher support on student adjustment in the middle school years: A latent growth curve study”, revealed that those student showed decrease in depressive symptoms and increase in self-esteem perceived their teachers supportive. Gender differences were found in the perception of students regarding teachers support; and in their general self-esteem. It was a longitudinal study and involves multi groups. The purpose of the study was to examine the effect of perceived teachers support on the trajectories of depression and self-esteem in middle school by using a longitudinal method. The sample of the study were 2,585 students followed from 6th to 8th grade since 1995.

(3) Tella, Adedeji. (2007), in a study, “The impact of motivation on students’ Academic Achievement learning outcomes in Mathematics among Secondary School Students in Nigeria”, showed that (i) significant difference exist between boys and girls in respect of
academic performance when both were motivated; (ii) students’ difference based on the extent to which they were motivated; and (iii) academically, those students who were highly motivated performed better than less motivated students. In this study two hypothesis were tested a) There is no significant difference in the impact of motivation on academic performance of male and female students in mathematics. b) There is no significant difference in the academic performance of highly motivated and lowly motivated students in mathematics achievement test. 450 secondary school students were the participants selected from 10 schools of Ibadan.

(4) Saleemee, Seyyed-Hassan., Baghbanpoor, R., & Adib, M. (2008), in their study, “Investigating influence of teacher’s behaviour on the students’ Self regulation”, showed that friendly and sincere relationship between teachers and students, teacher’s acceptable efforts, as well as students’ family success, become a reason for the increase in students’ self-regulative behaviour. The main purpose of this research was to examine the role of teacher in students’ self regulations. This study finds the relationship between the role of teacher and students’ self-regulations and used self-made questionnaires for the same. Being an ex-post facto study, it examined various hypotheses. The students of tenth grade from four schools were randomly selected as sample from the city of Tehran.

(5) Nugent, Tisome T. (2009), in a study, “The impact of teacher-student interaction on student motivation and achievement”, found that (i) the teacher-student relationships are very important for the student success; and (ii) a negative correlation between the
motivation and achievement were formed. The sample of the study included the students of grades nine through twelve from two high schools of Florida.

(6) Eugenia N, Jackolski. (2010), in a study, “Teacher-student relationship, sense of belonging, academic self-concept and academic achievement of students enrolled and not enrolled in small learning communities”, indicated that all the variables of the study were associated with each others. Having a positive relationship with their teachers and a feeling of sense of belongingness within the classroom environment develops strong academic self-concept among students. Insignificant differences existed between enrolled and not-enrolled students. This study examined the correlation between the perceptions of high school students enrolled in small learning communities and those not enrolled in small learning communities with respect to teachers-students relationship, sense belonging, academic self-concept and student achievement.

(7) P, Kususanto., Ismail, HN., & Jamil, H. (2010), in a study, “Students’ Self-esteem and their Perception of Teacher Behavior: A study of Between Class Ability grouping”, found that high achievers group students scored more than low achievers group on self-esteem and a significant difference between high and low achievers was existed regarding the perception on teachers’ behaviour. High achievers group students perceived their teachers to be more supportive than low achiever group students. Low achievers group students perceived their teachers more controlling than supportive. The self-esteem of high achiever group students was significantly affected by their perception of teacher’s behaviour on their self-esteem. The purpose of the study was to analyse the effect of
student’s perception of their teacher’s behaviour on their self-esteem. Students’ perceptions were divided into two categories: Controlling students’ behaviour and supporting students’ academic achievements. The sample consisted of 304 students from public secondary school.

(8) Ilias, K., & Nor, Mubin Md. (2012), in their study, “Influence of teacher-student interaction in the classroom behavior on academic & student-motivation in teachers training institute in Malaysia”, showed (i) dimension of control was positively significantly correlated with students’ academic behaviour; and (ii) dimension of self control is positively significantly correlated with efficacy. The study concentrated whether there is a significant correlation between the dimensions of student teacher classroom interaction on academic dimensions of student motivation. The participants were 92 students from Institute of Teacher Education.

2.2 Overview

Notably most of the studies available on Self-concept were done on its relation with different variables such as academic achievement, academic self-concept, adjustment, life skills etc., except just a few on how self-concept is affected or influenced by variables like peer relations, parenting styles, and teachers’ relation with their wards. Studies related to self-concept, parenting styles, teachers’ behaviour, teaching styles etc do have their input value for the study in hand, e.g., Gender differences and gender issues in self-concept have been areas of interest for at least a decade. The empirical base of such studies could have a positive carry over effect on various parameters under investigation,
that would be aptly tapped to support the study. Gender differences in self-concept being undertaken e.g., requires close and precise investigation because it may vary according to the cultural differences, which is also very much an integral part of the probe; So too, peer relationships where only scanty work is visible in the Indian context; whatever has been done is mostly out of India, focused primarily on its single dimension. Peer relationship is generally examined in terms of negative connotations such as substance use, depression, delinquency etc but it needs also to be investigated in the context of self-concept which is an important aspect of individual development. As far as parenting style is concerned, most of the studies available are only related to adjustment factor. Authoritative parenting, considered best among other parenting styles especially in South-Asian countries may not be patable in our context today, with an upward trend for broken families, besides unitary families rather than the joint family system. The told taken by this swift change speaks for itself. Shall it have a bearing on the current study poses a big question to be addressed. The reviewed of literature does throw many a cue to guide and direct the study in hand. Hence, it offers a valuable support and encouragement for this work.