Chapter 2
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REVIEW OF LITERATURE

The second chapter deals with review of literature in relation to the variables of the proposed research work. Literature review is carried on to gather information regarding the work done in the past and also to ascertain what is being done currently in the context of variables of the study under investigation. This in turn particularly helps in gathering the information about the topic which is being research upon.

In the proposed study of the ‘impact of parenting practice and coping behaviour on adjustment pattern among adolescents’, parenting practice and coping behaviour are the independent variable, while adjustment is dependent variable. On the basis of the survey of literature the significance of the present study will be ascertain and their significance as well as implications will be emphasized.

Parenting Practice

Parenting is one of the most relevant perspectives in the study of relationship between parent and adolescent. Previous studies have suggested that parenting style directly affects adolescent’s overall development. Infact, different pioneering work of psychologists and researchers in the field of child development have emphasized the importance of parenting and have found that a healthy parenting style links to many aspects of competence among adolescents. These include high self-esteem, self concept, social and moral
maturity, involvement in school learning, attainment to autonomy and academic achievement and other adjustment pattern.

Parish, Thomas S and Mc, Clusky James J. (1994), in this context have carried out a study to examine the relationship between parenting style and adolescent’s self concept and evaluation of parents on 123 college students. Results of the study revealed that fathers and mothers who were perceived as being warm and permissive were rated positively higher than hostile and restrictive parents.

Slaawu, Abdul Ganiya Ayodele. (1995), has also investigated the relationship between 512 adolescent’s (aged 15 – 18 years old) perception of their parent’s behaviour towards them and their self-concept. Girls had a more positive self-concept and mothers were considered the preferred parent. Subject’s perception of both mother’s and father’s behaviour towards them was insignificantly related to their self-concepts, but subject’s perception of parents’ behaviour towards them in general was slightly related to their self-concept.

On the other hand, Schulthesis, Donna Palladino and Blustein, David. (1994), have studied contributions of family relationship factors to the identity formation processes. That is, here the role of adolescent’s separation and parental attachment in the identity formation process was investigated. 92 female and 82 male undergraduate completed measures of parental attachment, psychological separation and ego identity status. For women, parental attachment was also significant predictor of ego identity status. There were sex
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differences in the relations between parent-adolescent relationships and the identity formation process. Results suggested that parental attachment plays a considerably more important role in the identity formation process of women than it does for men.

However, Meeus, Wim a*dNDekovic, Maja.(1995), have a different view. They examined the development and structure of identity throughout adolescence and the influence of parents and peers on identity development in Dutch adolescents. They took 1,249 males and 1,450 females and categorized them into 4 age groups—early (12-14 years), middle (15-17 years), late (18-20 years) and post-adolescence (21-24 years). Relational identity became consistently stronger as subjects grew older. For girls and for 21-24 yrs olds, relational identity was found to be much more important than school or occupational identity. Investigators have revealed that identity development was mostly influenced by peers, with parents having only an additive positive influence.

Jennifer Joyce Romano (2004), investigated the dimensions of parenting and identity development in late adolescent. The investigator took sample of N = 1134 with age range from 18 to 25 years with a median of 19 years and 8 months. The result of this study indicates that maternal rejection on both parents’ lax control and psychological control are related to identity diffusion. The results of this study indicated that parents can facilitate this developmental process of moratorium with psychological autonomy granting and firm control. The combination of these two parenting behaviours was also found to be a
more powerful buffer against a continuous moratorium than either dimension by itself. Therefore, parents who emphasize autonomy and responsibility with firm expectations of behaviour greatly assist their adolescent in this identity formation process.

Faber, Anthony J. et al., (2003), have performed a quantitative study that examines the association between family structure, attachments, and identity formation. Results partially support the hypotheses and indicates that unresolved spouse conflict is associated with low levels of attachment in adolescents and attachment to father is linked to identity achieved and the diffused identity status. Lastly, parental coalition was inversely related to the moratorium and diffused identity status. These findings support a link between parent/adolescent relationships and the identity formation process.

Susan P. H. and Marla R. B. (2008), have studied the role of relational (i.e. parent, peer, and teacher) support as a predictor of identity status by using a sample of 635 early adolescents from an ethnically diverse, low-income school district. Multivariate regression analyses suggested that parental support predicted higher foreclosure and lower moratorium in white students, higher achievement in Latino, and higher diffusion in African Americans. Peer support predicted higher achievement in whites and African Americans and higher diffusion in African Americans. Findings suggest that relational support may play a greater role in promoting the formation and maintenance of commitments than in the exploration of alternatives.
Different studies had taken up the relationship of autonomy with adolescent's outcomes. For instance Mayseless, Ofra. et al., (1998), have investigated age differences, in autonomy and relatedness in adolescent’s relationships with parents as well as the association between adolescent’s relationships with mother, father and with a same gender friend in a cultural rustiness (Israel) that emphasize on collective and family values. The relationship with fathers-mothers questionnaire (RFMQ) was administered to Israeli 88, 9th graders and 88, 12th graders. Older adolescents reported more autonomy in their relationship with parents than did younger ones. On the basis of a cluster analyses of the RFMQ it was found that adolescents who reported an ideal profile of relationship with their parents and those reporting a cold and controlling profile of relationships with them were alike in having higher intimacy with their best friend compared with other group of adolescents.

Similarly, Noom, Marc et al., (1999), studied a high level of autonomy within a context of attachment. This provides the best constellation for psychosocial adjustment. Subjects were 400 adolescents (aged 12 – 18 yrs). Attitudinal, emotional and functional autonomy were connected with attachment to father, mother and peers to predict indices of psychosocial adjustment: Social competence, academic competence, self-esteem, problem behaviour and depressive mood. Only main effects of autonomy and attachment were found.

Also, Singh, and Thazami, in the same year in 1999, have explained the linkage of parenting scales with achievement cognition. The
parenting style scale (PSS); measuring parental involvements (PI), psychological autonomy granting (PAG), and behaviour control (BC) domains of parenting style was studied for psychometric adequacy among 220 adolescents. Girls observed greater behaviour control (BC) than boys, whereas on parental involvements (PI) and psychological autonomy granting (PAG) scales, boys and girls merged as more or less equal.

Various researches have also been carried out to investigate perceived parental behaviour as related to adolescent’s academic achievement. In this context Lakshmi, Aishwarya Raj and Meenakshi Arora (2006), have carried their work on a sample of 500 students (250 males and 250 females) from Varanasi city. Their study was related to student’s academic school success and competence. The results revealed that the maternal encouragement scores were significantly and positively associated with school success in female group. However, for male group school success was negatively associated with maternal psychological control and parental behaviour restriction but was positively associated with parental encouragement. Also, male adolescents who reported low parental control scored significantly higher on academic success than those males who reported high parental psychological control. Same results were with female adolescents. That is even here female students who reported high parental (only father) acceptance group scored significantly higher on academic success that those females who reported low parental acceptance. This study was supported by the work of Mary F. Mcpherson (2004), where she examined the effect of parenting behaviour, on adolescent’s
academic performance, depression, use of alcohol use and tobacco. A sample of 3,174 was taken from 9th and 12th graders. She concluded that an increased in parental monitoring increases adolescent’s grades.

In another study Paulson, Sharon E. and Sputa, Cheryl in (1990) have explored differences in maternal and paternal parenting styles (PS) and parental involvement (PI). Here the differences between parent’s PS and adolescent’s (As) perceptions of PS and PI and changes in PS and PI between the A’s 9th and 12th grades were examined. Each completed questionnaire measuring maternal and paternal demandingness, responsiveness, values towards achievement (VTA) and involvement in school work and in school functions. Both AS and PS perceived mother (MS) to be more involved in parenting than were fathers (FS) during both graders of 9th and 12th. MS and FS were not found to be different regarding their VTA, and they also perceived themselves to be higher on all aspects of parenting than as perceived to be during both grades 9th and 12th. Both As and Ps perceived levels of parenting to drop between grades 9th and 12th, except regarding VTA.

Trusty, Jerry, et al., (1997), on the other hand, have assessed the interaction to which the following variables predicted parental involvement in career development: amount of time the parents spend with their teens, numbers of people financially dependent on the parents, parent’s employment situation life events, gender of the teen, family composition, family size, and parent’s education. There were 11,273 high school seniors and parents in the analysis sample. Student’s indication of how often they talked or did things
with parents was also used to determine parental involvement. Gender was the one-predictor variable that was practically significant. Female teens reported higher level of parental involvement.

Another significant research demonstrating the effect of the several parenting style is a study of nearly 11,000 high school students in California and Wisconsin was conducted by Steinberg, Lauren and Dornbusch, Sanford and their colleagues. Of this sample 6,902 were followed over a period of 2 years, providing valuable longitudinal information (Steinberg, Lamborn, Darling, Mounts, and Dornbush, 1994). Steinberg and Dornbusch measured parental style by asking the teenagers to respond to questions about their relationship with their parents and their family life including questions about both parental acceptance/responsiveness and parental control or demand – the dimensions that defined Maccoby and Martins category system.

In an analyses of data for the nearly 7,000 students on whom they had 2 years of information, Steinberg and Dornbusch found that student who described their parents as most authoritative at the beginning of the study being carried out by the researcher showed more improvement in academic competence and self-reliance with the passage of time and the smallest increase in psychological symptoms and delinquent behaviour over the 2 years suggesting that the family system has a causal and continuing effect. In another indication of the complexity of these relationships, Steinberg and Dornbusch have found that the young people in their study whose friends have more authoritative parents showed more optimal outcomes, regardless of the style of
interaction in their own families. Even authoritative reared teenagers had better grades and lower delinquency when they spend time with friends whose families were also authoritative than when they choose friends from families with other style.

In Indian context this study was supported by a number of psychologists and Ojha, Hardeo and Paramanick, Meena’s (1995), study is one of them. They examined parental behaviour as related to some personality traits of adolescents. The relationship of six kinds of mother’s and father’s behaviours (restrictive, permissive, loving, neglecting, protective and rejective) on three specific personality traits (hostility, self esteem and self disclosure) of their offspring, using 340 adolescents (aged 16 – 18 years) were determined. It was found that both mother’s and father’s behaviour were significantly related with each personality trait. *Multiple regression analysis* revealed that; mother’s reflection and father’s restriction are significantly positive contributors to hostility in adolescents, Protective behaviour of both parents contribute positively while there rejective behaviour contribute negatively to self-esteem and mother’s permissiveness and father’s love contribute significantly and positively to self disclosure.

Nevertheless different studies have questioned whether these results can be generalized or not. Isabel, Martinez and Garcia, Jose Fernando came up with a study in the year (2007) on the impact of parenting style on adolescent’s self esteem and internalization of value in Spain. In the study she cited various research work in the context of varied culture. Here she revealed that
authoritarian parents are not only as good as authoritative parents (Chao, 2001) for Asian American adolescent but also claimed that adolescents from authoritarian parenting predict satisfaction with the overall parent child relationship among Chinese adolescent (Quoss and Zhao, 1995).

According to Isabel and Garcia's study report which they carried out on a sample of adolescents from a large metropolitan area in Spain with an average age of 13.4 years, adolescents from indulgent families achieve the same or higher score in self esteem and internalization of self transcendence and conservation values than adolescents from authoritative families. In the two self esteem dimensions (academic and family) that were related to parenting styles in the study, adolescents from indulgent parents showed higher scores than adolescents from authoritative parents. The result then suggested that the parents use of acceptance/ involvement is related to the highest investigation of values: adolescents from authoritarian and neglectful parents (both characterized by low acceptance/ involvement) generally assign the lowest priority to these values. Although adolescents from indulgent and authoritative parents have the highest scores in these self-esteem dimension, adolescents from authoritative parents have lower academic and family self esteem than adolescents from indulgent parents. Authoritarian, on the other hand obtained the worst result.

Isabel, Martinez and Garcia, Jose Fernando in their another study which was published in the year 2008, have supported their previous work. This time they studied the parenting styles and adolescent's self esteem in Brazil. The
relation between parenting styles and adolescent's outcome was analyzed on a sample of 1,198 15-18-year-old Brazilians. The adolescents were classified into 4 groups (authoritative, authoritarian, indulgent and neglectful) on the basis of their own ratings of their parents on two dimensions: acceptance/involvement and strictness/imposition. The adolescents were then contrasted along with two different outcomes: priority given to Schwartz self-transcendence and conservation values, and level of self-esteem (appraised in five domains: academic, social, emotional, family, and physical). Results showed that in this country authoritative and indulgent parenting is associated with the highest internalization of self-transcendence and conservation values of teenagers, whereas authoritarian parenting is associated with the lowest. On the other hand, adolescents with indulgent parents have equal or higher levels of self-esteem than adolescents with authoritative parents, while adolescents raised in authoritarian and neglectful homes have the lowest scores in self-esteem.

However, numerous researchers still supports that it is authoritative parenting which brings out positive adolescent outcomes. Steinberg, et al., again in this regard carried out a study in the year 1996. He described the result of a 10 year study involving 20,000 students in 9th and 12th graders over a period of 1 to 3 years. According to him adolescents raised in authoritative homes scored highest in all measures in the study. They were more confident, more responsible less likely to use or abuse drugs or alcohol and less likely to be involved in delinquent behaviour. They reported less anxiety and depression and did better in school.
Moreover, parent adolescent relationship also has a significant impact on the development of prevention of risky adolescent health behaviours. Here also, it was suggested by many researcher that authoritative parenting proved out to be affective. For instance, Cohen and Rice, (1997), have found that among 8th and 9th grade students alcohol and tobacco use was associated with lower authoritative and higher permissiveness. Mary McPherson (2004), in her study (mentioned above) where she investigated the impact of parenting behaviour and found that increased parental monitoring predicted a decrease in both adolescent; use of alcohol and tobacco. However, she came up with conflicting results as an increase in authoritative parenting according to her also led to an increase in alcohol use and tobacco use. She explained the inconsistency to be on account of the differences in the sample population and measures used.

Likewise, investigators from several studies have examined relationship between adolescent depression and aspects of parenting styles such as support or acceptance, discipline and control, addressed singularly in various combinations. Radziszewska and Richardson et al., (1996), have made an examination of relationship between parenting styles and depression among a sample of 3,993, 15 years old in California and found that adolescents who reported to have authoritative parents were less likely to have depressive symptoms, followed by adolescents who had permissive, autocratic and unengaged parenting.
Lai, K. W and Mc, Bride-Chang (2001) compared two groups of Hong Kong adolescents, aged 15-19; one group was experiencing suicidal ideation and other was not. Those with suicidal ideation perceived mother and father to be significantly more over controlling and perceive the family climate to be significantly more conflicting and less warm.

However, Mayseless, et al., 2003 has examined whether authoritarian or authoritative parenting practices best prepare youth for coping with an authoritarian context. (i.e., the mandatory military service of 18-year-old men in Israel). A year before their conscription, 85 male adolescents (age = 17.5) and their parents filled out questionnaires regarding their relationships; during basic training, they did so again regarding the new recruit's coping and adaptation. Two peers from each adolescent's basic training unit also rated their coping and adaptation. Findings demonstrated that authoritative parenting practices were advantageous with respect to coping and adaptation in an authoritarian context and that these associations were to some extent mediated through the adolescents’ self-esteem.

Various research works have also been carried out to examine parent-adolescent conflict. Dekovic, Maja and Meeus, Wim. (1997), in this context have tested the factors that might account for variations in the level of parent-adolescent conflict. These factors were grouped into two classes of variables: (1) personal characteristics of the adolescent, such as temperament and pubertal timing and (2) parental childrearing style. The sample consisted of 508 families with 969 parents (aged 30 – 65 yrs old) and 508 adolescents (aged 12 – 18
years old). With regard to the consequence of the parent-adolescent conflict it was concluded that a higher level of conflict is a better predictor of parental rather than adolescent's well being.

Paintal, H., and Pandey, Neelima. (1996), have studied the conflict-based study of attitudes of adolescents towards their parents. Here it was assessed the extent of conflict expressed by adolescents in 3 income levels (Low, medium and high) towards them parents. 168 males and 145 females subjects (aged 15 – 18 yrs.) participated in the study. Results showed that subject’s attitude towards their mothers were highly favorable. Fathers, however, were generally perceived as unfriendly, uncaring, non-communicative. High intensity of conflict towards fathers was found for high income subjects. Female subject’s felt higher intensity of conflicts towards mothers than males’ subjects. Male and female subject’s differed in their expectation for their parents.

Shek, Daniel T.-L. (2002), have carried out a longitudinal study that examines the relationship between perceived parenting characteristics and parent-adolescent conflict in a sample of 378 Chinese adolescents (mean age 13/14 years. At Time 1/Time 2 respectively). Results showed that global parenting styles (concern and harshness) and specific parenting behaviour (responsiveness and demandingness) were concurrently related to parent-adolescent conflict at Time 1 and Time 2. The mean age of fathers and mothers was 44/40 yrs at Time 1 and 45/41 yrs at Time 2, respectively. Although parent-adolescent conflict at Time 1 generally predicted changes in parenting
quality at Time 2 some parental differences in the strength of association between the two domains were found.

Claes, Michel. et al., (2003), on the other hand have examined parental practices, such as affection, control and conflict, in three countries: Canada, France and Italy. The sample was composed of more than 900 late adolescents with an average age of 17 years, from three large cities: Montreal, Paris and Rome. Participants answered a self-report questionnaire that assessed five measures: emotional bonds with the father and mother, parental supervision, tolerance towards friends, punitiveness for violation of rules, and conflict frequency. The result revealed that Canadian adolescents considered their parents to be more tolerant and rated them as using less punitive measures when rules were broken. Canadian parents also seemed to adopt comparable norms for boys and girls, which could be interpreted as a form of sexual egalitarianism, whereas Italian and French parents appeared less tolerant towards girls. Italian adolescents reported strong emotional bonds with each parent, and also identified more conflicts in their relationships with parents. French adolescents reported weaker emotional bonds with each parent and less parental supervision. Results were interpreted in the light of studies that have reported an influence of cultural background on both parental practices and parental decisions in each of these countries.

Paterson, Janis et al., 1995 (un), have examined the relative influence of 493, New Zealand adolescent's (aged 13, 15, 17 and 19 years) perceptions of their attachment relationship with their mothers, fathers and friends on three
measures of self-esteem (SE). Two dimensions of the attachment relationship were assessed. Result suggested that subject's SE was more strongly associated with the quality of affect toward parents and friends than with the utilization of these target figures for support or proximity.

Schneider, Barry and Younger, Alaistair (1996), have hypothesized that adolescents who reported secure attachment with their parents would display higher levels of interpersonal relational competence. 63, 10th graders were surveyed. Little concordance was found between positive aspect of attachment (i.e. trust and communication) and alienation from parents. Although alienation, especially from fathers was a negative correlate of interpersonal competence, results indicate better correspondence between parent - child attachment and the positive aspects of adolescent's social competence. Both positive and negative dimensions of parent - adolescent attachment were correlated with adolescent involvement in extracurricular peer activity. Parents seen by the adolescents as close and trusting have negative opinion of the adolescent's best friends.

Valery, K et al., (1997), have determined whether adolescents received instrumental and emotional support from parents and whether the support they receive is perceived as helpful or not on 206 college students. Subjects received support almost every time it was requested, although few requests were made. Gender differences were present for the type of support received; women received significantly more emotional than instrumental support from both mother and father. A positive correlation was found between
perceived and received instrumental and emotional support from mothers and fathers for women only.

Rice, Kenneth G. et al., (1995a), have studied adolescent-parent and adolescent-friend intimacy from early adolescence to young adulthood in 52 boys and 57 girls assessed at 8th grade, 12th grade, and 4 years after the 12th grade assessment. Boys and girls both reported increase in intimacy with fathers, over time. For boys, the increase in intimacy with mother was greater from 8th through 12th grade than from 12th grade through the young adult follow up. Mother-daughter intimacy followed a consistent increasing linear path; with most of the increase occur in after 12th grade. Correlations indicated stability in parents-daughter and mother-son intimacy over time. Intimacy in adolescent relationships also predicted concurrent and future social self-image, but the pattern of prediction differed for boys and girls.

**Coping behaviour**

Adolescence is a particularly difficult time and teenagers undergo many rites of passage, as well as deal with the usual problems of living in a family and being at school (Moulds, 2003; Rigby and Cox, 1996). They must be flexible and frequently can adapt to difficult situations. Coping with stressful situation has been identified as an important protective factor at a personal level.

Coping resources during adolescence includes those aspects of the self (e.g. interpersonal skills) and the social environment (e.g. the availability of
supportive social network) that facilitates or makes possible successful adaptation to life stress (Compass, 1987). Adequate coping during adolescence predicts good future outcomes, including higher levels of ego-development, fewer developmental problems, higher self-esteem, lower levels of depressive symptoms, and positive adjustment.

In order to examine adolescents' coping strategies, different researches have been carried out. Kardum, et al. (2001) in this context have examined personality traits, stressful life events, and coping styles in early adolescence. On a sample of 265, 11-14-year-old subjects, a junior EPQ, questionnaire of coping styles and scale of subjective stress were applied. The direct and indirect effect of personality traits and perceived intensity and frequency of stressful life events (subjective stress) on three coping styles (problem-focused coping and avoidance coping) were tested. Results demonstrated that extraversion has a direct positive effect on problem and emotion-focused coping styles while neuroticism and psychoticism have direct positive effect on avoidance coping styles. The indirect effects of personality traits on coping styles through subjective stress are low for all the three coping styles. In another study Cheng, (2003) examined optimism-pessimism as a moderator of the link between recent hassles and psychological maladjustment (viz. depressive symptoms and hopelessness) in a sample of adolescents (N = 263). Results indicated that optimism-pessimism and hassles significantly predicted scores on each adjustment measure. Moreover, a significant optimism-pessimism hassles interaction was found in predicting depressive
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symptoms and hopelessness. Consistent with the proposed interaction model, a plot of the significant interactions indicated that the link between hassles and poor psychological adjustment was significantly more exacerbated for pessimistic compared to optimistic adolescents. In this regard Brissette, I., Scheier, M. F., and Carver, C. S. (2002), have investigated the role of optimism in social network development, coping, and psychological adjustment during life transition. College students of both gender completed measures of perceived stress, depression, friendship network size, and perceived social support at the beginning and end of the 1st semester of college. The result indicated that social support and greater use of positive reinterpretation and growth contributed to the superior adjustment.

In yet another study, Julian C. L. (2009), has assessed the moderating effect of dispositional optimism on the link between daily hassles and mental health. The sample consisted of a group of 345 Chinese high school students in Hong Kong. Optimism, daily hassles and mental health were measured. Results of multiple linear regression analyses showed that optimism had a significant stress-buffering effect. Specifically, optimistic students tended to fare better than their pessimistic peers when the experience of hassles increased. These findings suggest that the stress-buffering effect of optimism, which has been demonstrated largely in student or adult samples, may be extended to younger age groups in a non-Western context.

Kevin L. Rand. (2008), has presented a synthesized model of trait hope and trait optimism. In this model hope and optimism are conceptualized as
facets of an overarching trait called goal attitude. 345 students in a university psychology course were taken as a sample. The synthesized model is used to examine the unique and common influences of hope and optimism on grade expectancy and academic performance in 312 students who completed the course. The results show that hope uniquely influenced students' grade expectancies, whereas optimism did not. In turn, grade expectancies influenced academic performance. Neither hope nor optimism had a unique, direct influence on academic performance. In contrast, the shared aspect of hope and optimism (i.e., goal attitude) had a direct influence on academic performance.

Parsons, Alexander, et al., (1996), have investigated another coping strategy that is overachievement. In his study overachievement and coping strategies in adolescent males were being examined. The relationship between achievement above that expected on the basis of IQ and preferred coping style, on 374, 9th, 10th and 11th graders at an independent boys' school in metropolitan Melbourne was detected. It was concluded that overachievement might be better regarded as approaching one’s full potential by the use of optimal coping strategies and avoidance of alternative responses to stress, which appear to be non-productive.

Fickova, Emilia et al., (2002), on the other hand have done a study on impact of negative emotionality on coping with stress in adolescents. It was hypothesized that coping with stressful situation and the preferences of coping strategies in adolescents are influences by positive/negative affectively and negative emotionality. 230 high School freshmen and juniors (aged 14-17
years) participated. Girls and boys with high scores in state and trait positive affectively prefer coping strategies focused on the problem. In high negative affectivity and emotionality, they prefer to use mainly avoidance and emotion-focused strategies.

O’Lonnor, Rory C. and O’Lonnor, Daryl B. 2003 (Jul), have predicted hopelessness and psychological distress. This study investigated an integrative model involving the relationship between perfectionism and coping to predict changes in hopelessness and general psychological distress among college students. Results indicated that changes in psychological well being (4-5 week late) were predicted by socially prescribed perfectionism and psychological well being beyond initial level of distress. Support was also found for the adaptive effects of cognitive reconstruction coping and other orientated perfectionism which was shown to be maladaptive. These findings offer support for the proposed model.

Constantine, et al., (2002), has examined religious participation, spirituality, and coping among African American college students. The authors explored the relationships among religious participation spirituality, agricultural coping styles and religion problem-solving styles in a sample of 144 African American college students (Aged 17 – 29 years). Results revealed that religious participation and spirituality accounted for significant variance in aspects of agricultural coping styles and religions problem-solving styles. Mc Whirther, et al. (2002) have examined the relationship among types of loneliness, empathy, coping skills and self-esteem among a sample of high risk,
adolescents enrolled in and alternative high school in the US (N = 75; 43 male and 32 female; mean age 17 years). Results of 2 forward- selection *multiple regression analysis* with intimate loneliness and social loneliness serve as criterion variables with self-esteem and empathy. These types of coping significantly predicted high intimate and high social loneliness. Low emotional coping also significantly predicted high intimate loneliness.

Lopez, Frederick G. et al., (2001), has examined relations among adult attachment orientations, maladaptive problem coping styles, and a composite measure of current distress within a sample of 55 undergraduates. Results indicate that each adult attachment orientation and each problem coping style measures was related as expected in direction to student’s distress. In addition problem coping styles largely mediated the impact of insecure adult attachment orientations on distress. Sinha, et al., (2000) have done cross-cultural study of stress and coping, 198 students in India and 344 in Canada (all subjects aged 16 – 25 years) were compared with respect to stress, coping and selected psychosocial variables namely, laws of control, self-esteem, life orientation (optimism- pessimisms) . The results revealed that the Indian students report less stress than the Canadian students and prefer emotion-focused coping strategies.

Michelle Andrew et al., (2004), on the other hand have examined the relationships between coping style, self-efficacy and emotions during problem solving. An interactive computer program was used to monitor adolescents’ responses to a problem solving task. General coping skills were also assessed.
Participants were 166, 7th to 10th grade students (93 females and 73 males) from a coeducational government high school in an outer suburb of Melbourne, Australia. The study proposed that a productive coping style would be positively related to both self-efficacy and positive emotions during problem solving.

Mc dvedova et al., (1995), have researched the adaptability of coping processes among adolescents and the personal resources that influence it. 229 adolescents (aged 14.6 - 18.3 years) were assessed. Multiple regression analyses indicated that for both boys and girls’ assessment of the presupposition for adaptive stress coping concerned component of activity, personal, social, family and self-concept were the first variables in order of importance.

Different researches have studied different coping strategies in regard to adolescent’s adjustment. For instance, Randall, S. Jorgensen and Jerome, B. Dusek (2009), have examined the relation between psychosocial adjustment and coping strategies among college freshmen. Three hundred thirty-one college students were taken as a sample size. For each subject a relative salutary effort score was calculated to reflect the proportion of coping efforts ascribable to mature, salutary coping efforts. Optimal adjustment was associated with adolescents whose reported means of dealing with tension reflected a high proportion of salutary effort. These findings, which support the notion of a co variation between styles of coping and psychological adjustment
among adolescents, are discussed in light of psychosocial development, coping and methodological issues related to research on coping and adjustment.

In another study Griffith, et al., (2000), have studied developmental and cross situational differences in adolescent's coping strategies which they use to cope with family, school and peer stressors. The sample included 148, 7th graders, 124, 9th graders and 103, 12th graders. Approach coping increased across the 3 grade level, especially in relation to family and peer stressors across stressors. Approach coping predicted more favorable outcomes and avoidance coping predicted less favorable outcomes coping strategies in response to a specific stressor.

Byrne, Bruce (2000), have investigated the relationship between anxiety, fear, self-esteem and coping strategies in a sample of 224 of post primary students (aged 12 -18 years: subjects in school years 7th, 9th and 12th in Australia). In particular, it sought to determine whether these changes were gender specific. The results indicated that the girls had consistently low level of self-esteem. The boys showed a significant decrease in both anxiety and fear by year. Finally, the findings suggested that by year 12, boys and girls were using different coping strategies with boys more successful reducing both fear and anxiety.

Hess, Robyn S. et al. (2001), in another study has compared student's stress, coping strategies, and school completion. This study investigated the relationship between two interpersonal variables. Stressful life change events and reported coping strategies – and high school completion status among early
adolescents. The sample was composed of 92 students (44 females and 48 males). A 2 years follow-up study of these students was completed to determine whether they finished high school. Discriminate analysis was used to build a prediction model and indicated that the coping factors of social activities and seeking professional support significantly predicted high school dropout status whereas family involvement was negatively related to this outcome.

Apart from interpersonal skills that facilitates or make possible successful adaptation to life stressors, the family relationship with parents in particular have traditionally been regarded as a culture context of development for adolescents affecting their personality, academic achievement, coping and adaptation (Bronfenbrenner, 1979). Specifically, close and warm relationships with parents and moderately demanding and supervising parenting were found to be associated with positive outcome including aspects such as self esteem, social competitiveness, coping and adjustment with stressful events (Steinberg, 1990).

Dusek, et al. (1994), has identified adolescent’s coping styles and perception of parental child rearing. To relate adolescent coping styles to parental rearing practices, 107, 10th and 12th graders were classified into 4 groups (authoritative authoritarian, indulgent, or neglectful) based on perceptions of their parent’s rearing practices. In contrast to those who characterized their parents as authoritative, those who viewed their parents as neglectful engaged in fewer problems - focused and more emotion - focused
and cognitive coping. Those in the indulgent and authoritarian groups had a mixed pattern of scores. Perception of parents as more warm and supportive was related to greater problem-focused coping. Whereas, Perceiving the parents as higher in monitoring was related to receive emotion-focused and cognitive coping. In another study Mc Intyre, et al., (1995), have explored Perceived parental rearing practices and style of coping among young adults. 75 females and 65 male university students completed the children’s report of parental behaviour inventory and the coping operations preference enquiry. subjects whose parents had an authoritative rearing styles (warmth and nurturance coupled with close monitoring and age – appropriate demanding ness) used more social support and problem – focused coping than did other subjects. Perceived parental warmth was related to greater use of social support and problem – focused coping. Parental firm control was associated with the increased problem – focuses and less emotion focused coping.

Meesters, et al., (2004), have studied relationships between parental rearing practices and coping styles of adolescents on a sample of 122 young adolescents. Subjects completed the child version of the EMBU, a self-report inventory for assessing perception of current parenting practice. As predicted, co relational and regression analysis showed that perceived rejection by both father and mother was significantly associated with the use of passive coping strategies. Finally, perceived control by both parents was linked to higher scores of active coping. Also, Stern, et al., (1990), have examined stress, coping and family environment and how the adolescent’s response to naturally
occuring stressors. 73 adolescent, 13 – 20 yrs old, were surveyed. Results demonstrated that adolescent employ a range of coping strategies in response to stressors within and external to the family, which varied with age, types of stressor, and perception of the quality of the family environment. In interpersonal conflicts, younger adolescents were more likely to use emotion-based coping strategies than were older adolescents.

In another study McIntyre, Julie Guay and Dusek, Jerome B. (1995), have studied the relation between parental rearing practices and coping dispositions on 75 females and 65 males. Those who reported their parents had an authoritative rearing style (warmth and nurturance coupled with close monitoring and age-appropriate demandingness) used more social support and problem-focused coping than those who reported their parents used other rearing styles. In general, perceived parental warmth was related to the greater use of social support and problem focused coping. Parental firm control was associated with increased problem focused and reduced emotion-focused coping.

Boekaerts, Monique 2002 (Dec.), has presented this article to examine adolescents; reports of how they cope with a specific social stressor, authority conflict with parents. This situation was presented to 626 adolescents (aged 14-16 yrs) as part of a larger study on coping with stress of emotions. The relation between these 2 coping, models and various aspects of the student’s mental representation of the stressor were examined. It was predicted that the way students framing the coping goal would affect their choice of coping strategies.
Ohannessian, Christine Mc Cauley et al., (1994), have used a sample of 235, 6th and 7th graders to assess the predictive relationship between family adjustment (FMA) and emotional adjustment (EMA). As expected, perceived FMA and EMA were reciprocally related. Subjects who were not satisfied with their families at the beginning of the school year were more likely to report higher levels of depression and anxiety than were subjects who were initially more satisfied with their families. Subjects who had high levels of self worth, high levels of peer support and good coping technique appeared to be somewhat protected from the potentially harmful effects that maladaptive family functioning may have on EMA.

Marilyn Stern and Michael A. Zevon. (1990), assessed the specific coping responses of adolescents as a function of age, type of stressor, and quality of family environment. The findings demonstrated that adolescents employ a range of coping strategies in response to stressors within and external to the family. These strategies varied as a function of age, type of stressor, and perceptions of the quality of the family environment. Specifically, among those who identified interpersonal conflicts as their primary stressor, younger adolescents were more likely to use emotion-based coping strategies than were older adolescents. Using emotion-based strategies, however, was associated with less adaptive family functioning. Further, these coping strategies were orderable on the dimension of preference. The findings underscored the importance of examining moderating factors and individual differences when studying coping responses to stressful situations.
Holahan, Charles J. (1995), has applied an integrative predictive model to examine interrelationships between parental support, adaptive coping strategies and psychological adjustment among late adolescents. The sample includes 241-college freshman. Adolescents with high parental support were better adjusted and less distressed than were those with low parental support was associated with psychological adjustment both directly and indirectly through a higher percent of approach coping strategies. On the other hand Wolfradt, Uwe. (2003), has emphasized on perceived parenting styles, depersonalization, anxiety and coping behaviour in adolescents. A normal high school student sample (N = 276; aged 14-17 years) was taken. It was found that perceived parental psychological pressure was correlated positively with depersonalization and trait anxiety among adolescents. Perceived parental warmth was positively associated with active coping and negatively correlated with trait anxiety in the adolescent. A cluster analysis revealed 4 types of parenting styles: authoritarian, authoritative, permissive and indifferent. The group with the authoritarian, parenting styles showed higher scores on depersonalization and anxiety. The groups with the authoritative and permissive styles of both parents showed the highest scores on active problem coping.

Henry, Carolyn S. and Peterson, Gary W. (1993) (Apr) have investigated adolescent social competence, parental qualities, and parental satisfaction. A sample of 349 white fathers and 387 white mothers were taken while adolescents with an average age of 14 – 20 years were taken. Subjects
appeared to experience greater satisfaction when they viewed their adolescent’s capabilities as legitimate in terms of age-appropriate social expectation (or age norms). The adolescent gender control variable was the only socio demographic predictor to attain significance, indicating that father’s experienced greater satisfaction with sons than with daughters.

Greenberger, Ellen and Mc Laughlin, Caitlin S. (1998), have explained psychology and attachment, coping and explanatory style in late adolescence on 157 college students. The result revealed that the secure attachments were positively related to support-seeking and active problem-solving coping styles to females but not male’s tendency to explain hypothetical success and failures in a positive or self-enhancing manner. Security of adult (non-parental) attachments had stranger associations with young women’s coping strategies than did security of early attachment to parent, whereas the reverse was true for males.

Adjustment pattern

The influence of parents on their offspring’s is not limited to childhood but continues throughout the adolescent years. Little is, however, known about which mechanisms link adolescent functioning in family. Various Findings showed the effect of parental practice; such as responsiveness, autonomy cohesion as well as parental attachment mediated the effect of adolescent’s social skills.
In this regard Fushrman, Teresa and Holmbeck, Grayson, (1995), has examined emotional autonomy and adjustment in adolescence. The relation between emotional autonomy (EA), emotional autonomy scale (EAS), and adolescent adjustment as moderated by individual, familial, and cultural contexts was studied here. Ninety six adolescents (aged 10-18 years) and their mothers and teachers were taken as a sample. When the affective nature of the parent-adolescent relationship was found to be positive, positive adolescent adjustment was more likely when adolescents reported less EA. When the family environment was found to be more stressful, EA was positively associated with adolescent adjustment. Higher scores on the EAS may indicate emotional detachment from parents. Noom, , (1999) has also examined the assumption that a high level of autonomy within the context of attachment provides the best constellation of psychosocial adjustment. Subjects were 400 adolescents (aged 12 -18 years). Attitudinal, emotional and functional autonomy were connected with attachment to fathers, mothers and peers to predict indices of psychosocial adjustment “social competence, academic competence, self-esteem, problem behaviour and depressive mood. Only main effects of autonomy and attachment were found.

In another study related to parenting style on adolescent’s adjustment Milevsky, Avid et al., (2007), have examined variations of adolescent’s adjustment as a function of maternal and paternal parenting styles. Participants included 272 students in grades 9th and 11th from a public high school. Participants completed measures of maternal and paternal parenting styles and
indices of psychological adjustment. Authoritative mothering was found to relate to higher self-esteem and life-satisfaction and to lower depression. Paternal parenting styles was also related to psychological adjustment, however, although the advantage of authoritative mothering over permissive mothering was evident for all outcomes assessed, for paternal styles the advantage was less defined and only evident for depression. While on the other hand, Kristen Jacobson and Lisa Crockett (2000), has investigated the associations between parental monitoring and adolescent’s adjustment. Participants were 424 adolescents from a single rural school district in central Pennsylvania. The sample included 197 boys and 227 girls in grades 7 through 12 (89 seventh graders, 90 eighth graders, 69 ninth graders, 68 tenth graders, 57 eleventh graders, 51 twelfth graders). All adolescents were white and came from predominantly lower to middle class backgrounds. The results provided evidence that parental monitoring is related to adolescent psychosocial adjustment. The *bivariate correlation* demonstrates a moderate-to-strong association between parental monitoring and all indexes of adolescent’s adjustment, with the exception of boys’ depression. Moreover, the addition of parental monitoring in each of the *hierarchical regressions* was significant, indicating that, when all adolescents are combined, parental monitoring had a significant main effect on adolescent’s outcomes. However, it was also found that some of the relations between parental monitoring and adolescent outcomes were moderated by gender and grade level, gender and maternal employment, or both. Evidence of moderating effects was found for the two
problem behaviours: delinquency and sexual activity. Similarly, Kerr, Margaret and Stattin, Makan (2000), has examined as to what parents know, how they know it, and several forms of adolescent adjustment. Further support for a reinterpretation of monitoring. Participants were 1,186 14 year olds. The results supported and intended a reinterpretation of parental monitoring. Across sex and informant, high parental knowledge was linked to multiple measures of good adjustment. Parent control efforts were related to good adjustment only after the child’s feeling of being controlled, which were linked to poor adjustment were partialled out. Also, Steinberg L, et al., in the year 1989 has examined the over-time relation between 3 aspects of authoritative parenting—acceptance, psychological autonomy, and behavioural control and school achievement was examined in a sample of 120, 10-16-year-olds in order to test the hypothesis that authoritative parenting facilitates, rather than simply accompanies, school success. In addition, the mediating role of youngsters’ psychosocial maturity was studied. Results indicated that; authoritative parenting facilitates adolescents’ academic success, each component of authoritativeness studies makes an independent contribution to achievement, and the positive impact of authoritative parenting on achievement is mediated at least in part through the effects of authoritativeness on the development of a healthy sense of autonomy and, more specifically, a healthy psychological orientation toward work. Adolescents who describe their parents as treating them warmly, democratically, and firmly are more likely than their peers to
develop positive attitudes, and as a consequence, they are more likely to do better in school.

In the year 2000 Van Wel Frits et al., has investigated parental bond and the well-being of adolescents and young adults of Netherlands. It concerns a longitudinal study among youngsters in the age of 12 to 24 (their age varying between 15 and 27 when assessed for the second time 3 years later). In total 1.688 adolescent young adult (730 boys and 958 girls) participated. Only the bond between sons and their parents became somewhat less positive in the transition from early to middle adolescence. It is concluded, however, that adolescents and young adults maintain a rather good and reasonably stable relationship with their parents. Parents also prove to be of lasting importance for the psychological well-being of their growing up children, daughters in particular.

Noak, Peter et al., (1999), on the other hand have presented differential trajectories of parent-child relationships and psychosocial adjustment in adolescents. In this year longitudinal study, trajectories of family development during the 2nd half of adolescence were examined. Cluster analysis of 208 adolescents (mean age 15.4 years) were done. Reports of family connectedness and individually yielded 3 groups families who were high on connectedness and showed an increase in individuality over time, and families who were high on individuality than connectedness at every point in time were presented. Adolescent in the latter group had higher level of aggressiveness and depressive mood than those in the other 2 types of families.
Engels, Rutger C.N., et al., (2001), in one of his studies has examined parental attachment and adolescent's emotional adjustment. Structural equation modeling was used to estimate the models and paths between concepts using data from a sample of 412, 12-18 years old. In the 12 – 14 years old age group, no effect of parental attachment on social skills and relational competence were displayed. However, in the 15 – 18 years old age group, parental attachment was moderately related to social skills, which in turn affected middle adolescents' competence.

Sang Min Lee, et al., (2006), have investigated distinct patterns of parental practices that differentially influence adolescent's behaviour. The clusters of parenting practices in the current study showed convergence with Baumrind's parenting style. The results indicated that these four clusters differentially affected students' self-concept, locus of control, and academic achievement. The authors have discussed how these identified parenting behaviour patterns are linked with children's adjustment, development, and achievement.

Slicker (1998), on the other hand has researched on the four prototypic parenting styles that has consistently demonstrated their relationship to psychosocial and behavioural adjustment in offspring ranging in age from preschool children to high school students. The present study used self-report surveys administered only to graduating high school (HS) seniors (2250 participants). Students indicated their levels of participation in a variety of problem behaviours and conventional behaviours, as well as rating their
perceptions of their parents on three parenting dimensions: acceptance (responsiveness), behavioural control (demandingness), and democracy (psychological autonomy granting). Using these values, students could be assigned to 6 groups representing the parenting style with which they perceived they had been reared: authoritative plus, authoritative, authoritarian, midrange, indulgent and neglectful. The democracy dimension, although an important component of parental attitude, was found to be unnecessary in effectively defining authoritative parenting after the other two dimensions, acceptance and behavioural control, were considered.

In another study, Crouter and Bumpus, Matthew (2001) have studied linking parents’ work stress to children’s and adolescents’ psychological adjustment. The effects of parental work stress on children’s and adolescent’s adjustment appear to be indirect; work stress is linked to parents’ feeling of overload and strain, which in turn predict, lower parent-child acceptance and higher conflict processes, that in turn are related to use positive adjustment of children and adolescents. In the face of high work stress, withdrawing from family involvement may be adaptive in the short run but ultimately problematic. The investigator here revealed that the strength of this association depends on parents’ personality qualities, parents coping styles and work and family circumstances.

Shek, Daniel T. Leu (1998), on the other hand has examined the relations between parent-adolescent conflict and adolescent psychological well-being. In this longitudinal study, the relationship between parent-adolescent conflict and
adolescent psychological well-being were examined in a sample of Chinese adolescents (N=378). The results indicate that parent adolescent conflict based on rating obtained from the different sources was concurrently related to hopelessness and life satisfaction. The strength of association between parent-adolescent conflict and adolescent psychological well-being was found to be similar for male and female adolescents.

The period of adolescence represents a time of transformations in social relationships. Adolescents spend increasing time in activities with peers without the supervision of adults such as parents and teachers. It is important for them to come in contact with new friends or to strengthen existing bonds. In this way, they get reflections on their own opinions, ideas and emotions (Brown, 1990). Adolescent friendships become more intimate and personal by more frequent disclosure of feelings and thoughts and by provision of emotional support (Buhrmester and Furman, 1987). Despite the increasing relevance of peer relationships, parents do not become less relevant in shaping adolescents' cognitions and behaviours. In contrast, recent studies have documented that the impact of parents is not limited to children but that they maintain significant influence on the social functioning of their offspring in adolescence (Parke and Ladd, 1992). In other words, the ways in which young people move around in friendships are affected by aspects within the parent-child relationship.

Lapsley, Daniel et al., (1990), in this context has assessed the relationship between late adolescent attachment to parents and peers and
personal identity (PI), social identity (SI), and adjustment (ADJ) to college among 148 males and 105 female college students. Freshmen scored higher on PI than did upperclassmen. Women reported less alienation from peers, had more trust and better communication with peers and had higher scores on PI and SI attachment variables were also significant predictors of PI and SI.

Meeus, Wim (2003), has studied parental and peer support and identity development, respectively. The aims of these studies were; to report on age-related changes in parental and peer support and identity development, and to predict psychological well-being by parental and peer support and identity. The first study showed parental support to decrease as adolescents grow older, while peer support increases. Parental support a separation effect was found. The second study showed identity to develop progressively with age, and also the relation between identity status and psychological well-being was found to become stronger with age.

The extent of adolescent’s perception of academic support from parents and peers affect their level of adjustment and academic achievement. Any laxity on the part of the parents in assisting and guiding the adolescents may result in academic backwardness and development of unwholesome behaviours. Parents therefore have a very important role to play in seeing to it that the adolescent acquire a proper academic development (Salami, 1998).

Attaway, Nicole, and Bry, Brenna Hafer. (2004), in this regard have studied parenting style and black adolescents’ academic achievement. 59 black mothers and female guardians of adolescents, age 11 to 19, were taken as a
sample. The analysis revealed that higher maternal belief in control was significantly associated with lower grade point averages. The amount of time spent in school serves not only to educate students, but also to shape their social world, contributing to overall development. Yet, changing schools represents a specific life transition that is acknowledged as a challenging and potentially stressful life event.

Slicker, Ellen K. (1998), has studied the relationship of parenting style to behavioural adjustment in graduating high school seniors. Graduating high school senior completed surveys indicating their levels of participation in a variety of problem behaviours and conventional behaviours and rated their perceptions of their parents' on 3 parenting dimensions; acceptance (responsiveness), behavioural control (demandingness) and democracy (psychological autonomy granting). Parenting style was significantly related to older adolescent behavioural adjustment even after statistically adjusting for the effects of gender, SES and family structure, it was found to be a powerful mediator.

De Bruyn, Eddy (2003), on the other hand has carried out a study which was designed to investigate the chain of association between parenting behaviour and early adolescent's school success. The sample consisted of 327 previously – tracked pupils in their first year of secondary school. Results indicated that boys and girls shared the same pathway from material disciplinary strategies to school success mediated by the child’s goal orientations and cognitive classroom engagement.
Kurdek, Lawrence-A. (1994), have done a study on the relation between parenting transition and adjustment in young adolescents. For three independent samples (359 boys and 352 girls, mean age 12.33 yrs; 61 boys and 55 girls, mean age 10.89 years; and 265 boys and 266 girls, mean age 12.05 years), young adolescents who had experienced 0,1,2, and multiple parenting transitions were compared on adjustment scores. This relationship was moderated by gender, type of adjustment score and source of information, with controls for parenting transition effects, the adjustment of adolescents was melted positively to parenting practices regarding involvement and supervision.

Soucy, Nathalie and Lorose, Simon (2000), have done a study on attachment and control in family monitoring content as determinants of adolescent’s adjustment at college. One hundred fifty eight adolescents (63 men and 95 women, 16 – 20 years old) filled up the questionnaire. Analysis yielded 4 findings: (a) Parental control was predictive of adolescent adjustment to college; (b) Above and beyond perceptions of parental attachment and control, perception of a secure relationship with a mentoring was predictive of adolescent adjustment; (c) This relationship was found to be stronger for adolescents who reported having high levels of security in the relationship with their mothers; and (d) Psychological control by both parents appeared to be a significant determinant of academic achievement.

Wintre, Maxine, Gallander and Yaffe (2000), have presented first year student’s adjustment to university life as a function of relationship with parents. Data was collected from a sample of 408, 17-27 year Subjects
completed questionnaire and then students’ records were examined. Results show that mutual reciprocity and discussion with parents, as well as the psychological well-being variables, have direct links to adjustment to a university. Furthermore, the predictor variables differed by both gender and outcome measures.

Larose, Simon and Boivin, Michel. (1998), have studied attachment to parents, social support expectations and socioemotional adjustment during the high school-college transition, 298 subjects (aged 15 –20 yrs) completed 6 self-report measures to assess attachment security, general and specific perception of social support and perception of emotional adjustment throughout the transition. Results show that during the transition, the adolescent who had left their families to attend college experienced improved means of perceived security, decreased perception of social support, and increased feelings of loneliness and social anxiety.

Shao, Tao, et al., (2000), has aimed to explore how perceptions of social support changed across time during the first semester of university, and how social support, coping strategies, and adjustment were interrelated among 390 first-year students in Beijing, China. Results indicated that overall levels of social support among students did not change significantly across the first term, but that support from different sources (parents, peers, teachers, siblings) showed distinctive patterns of change. Support was positively related to adjustment and to coping skills in a dynamic way, and an integrative structural equations model showed that the role of social support operated both directly in
relation to adjustment and indirectly through its relations to coping styles. These findings were related both to previous research on the transition to university in the west and to unique factors within the Chinese context.

Larose, Simon and Boivin, Michel, (1997), have examined structural relations among attachment working of parents, generate and specific support expectations, and personal adjustment in late adolescence. Participation were 459 students who completed measures of attachment, social support, loneliness and anxiety at the end of high school. Evaluation of the model by the EQS method indicated an acceptable level of fit, with the model explaining 51 percent of the variance of personal adjustment problems general and specific expectations of social support were shown to be different construct each mediating the relations between attachment and adjustment. The results are discussed in light of the relations between attachment, perception of social support, and social cognitive theories.

Boles, Scott, (1999) have showed a model of parental representations, second individuation, and psychological adjustment in late adolescence. 150 individuals between the ages of 18 and 22 years participated in the test. Results indicated that the quality of parental representations facilitates the second individuation process, which in turn facilitates psychological adjustment in late adolescence. Furthermore, the results indicate that the second individuation process indicates the influences that the quality of parental representation has on psychological adjustment in late adolescence.
In another study Kostas, Andrea Fanxi. (2005), has carried out a study on the parent-adolescent relationship and college adjustment over the freshman year. The sample consisted of 20,000 undergraduate. The result revealed that the close, parent-adolescent relationships, especially with the mother, can help students adjust to their new and demanding college life. Moreover, parents continue to be amongst the first people to whom college students go to for support in times of stress during the freshman year, with more students reporting their mother as their first supportive figure than their father.

Melodie Wenz-Gross, et al., (1997), has examined in this study middle school stress, social supports, and adjustment of 482 sixth-, seventh-, and eighth-grade adolescents. Multiple regression analyses were used to relate differing types of stress and social support to students' self-concept, feelings of depression, and liking of school. The effects of adolescent's characteristics (gender, grade level, grade point average, and education placement status) also were assessed. Results showed that higher academic stress and less emotional support from the family were related to lower academic self-concept, and higher peer stress and less companionship support from peers were associated with lower social self-concept. Emotional support from the family moderated the influence of peer stress on feelings of depression. Problem-solving support from adults outside the family moderated the effects of teacher/rules stress on adolescents' liking of school.

From the afore-mentioned studies cited, it may be observed that, adjustment pattern among adolescent is a function of quality of family
environment and family structure. The parenting style directly affects adolescent overall development namely, high esteem, self-concept, social and moral maturity, involvement in school learning attainment to autonomy and academic achievement. It was further observed that adolescents who describe their parents as treating them warmly, democratically, firmly are found to be associated with positive outcomes.

Moreover, coping resources during adolescence also facilitates or make a possible successful adjustment. The adaptability of coping process predicts good future outcomes namely higher level of ego-involvement, fewer developmental problems, higher self esteem, lower level of depression symptom and positive adjustment.

Finally, apart from age and gender of adolescence has also being found to be associated with positive outcome such as self esteem, social competitiveness, coping and adjustment with stressful events.