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The entire empirical research work on the problem "A Study of Parental Expectations, Attributional styles, and Coping Strategies of Students Experiencing Psychological Distress" has been presented systematically in six different Chapters.

In Chapter-I, the first part deals with the concept, phenomenology of psychological distress, different theoretical perspectives, definitions of psychological distress, and difference between stress and distress. The next part of this chapter describes the concept of perceived parental expectations, realistic and unrealistic expectations and its relationship with physical and psychological health. The third part of this chapter describes the concept and definition of attribution, attribution theories, meaning of attributional style and its relation to physiological as well as psychological health related functioning. The last part of the chapter is concerned with the concepts and definitions, types, and dimensions of coping strategies.

Chapter-II deals with the review of the literature so that the issues and problems related to the phenomenon are clarified and highlighted. The second chapter is divided into three parts. The first part includes a review of research studies on parental issues like parental attachment, parental expectations in relation to psychological distress. The second part is concerned with the review of researches conducted in the field of attributional style and health related
functioning such as anxiety, depression, and distress. The third part, more remarkably, deals with the review of studies on coping strategies as related to psychological distress. In the light of aims and objectives of the present investigation, 7 hypotheses were formulated. These hypotheses are presented in the last section of the second chapter.

Chapter-III was designed for describing methodology, where the sample, tools, procedure and statistical analyses opted in carrying out the investigation have been comprehensively enumerated. The sample consisted of 150 boys and 150 girls of senior secondary school students Aligarh Muslim University (Aligarh, U.P.). The tools used were Perceived Parental Expectations Scale (developed by the investigator), Attributional Style Questionnaire (ASQ) (Peterson and Seligman, 1984), Coping Strategies Scale, (Carver, Scheier and Weinraub, 1989), and PG1. Health Questionnaire N-1, (Verma, Pershad and wig, 1985).

In chapter-IV, the results have been presented systematically in various tables. Descriptive statistics have been provided which follows the results of the main analyses that is stepwise regression analyses.

In chapter-V, the results are discussed in the light of earlier research studies.

In chapter-VI, the conclusions, implications, limitations and suggestions for further studies are presented.