Chapter I
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INTRODUCTION

In all the civilized societies existing on this planet, the institution of family is deemed as the single most significant influence in the development of children. From their birth to their maturity, children remain under the direct and personal influence of their parents. The child initially experiences and learns the meaning of meaningful behavioural patterns from his/her parents. As children interact in the family, they tend to internalize the values and habit patterns of their parents. It is the parents who sow the seeds for the development of personality traits in children. Serving as the first socializing agents, parents facilitate the learning of manifold activities around which the human life revolves. Children observe and imitate the behaviour of significant adults in life and surely parents are in the category of most significant personalities for them. Parents are universally acknowledged as first teachers for children. They consciously and unconsciously provide basic education to children with regard to social sensitivities, values and ideals.

Affectionate and approving parental behaviour has far-reaching effects on the course of healthy development of children. This kind of behaviour generates environment in which children develop on healthy lines enthusiastically and without experiencing emotional hurdles. Children learn to interact and deal with others affectionately and develop ongoing orientations. Their sense of reality of living continues to develop and they find themselves on the paths leading to the development of attributes required for constructive and optimistic living.

The finding of numerous empirical research undertakings almost all over the world have repeatedly and convincingly long back reached the conclusion that parental behaviour patterns, values and attitudes go all the way in influencing and determining every aspect of human development during infancy, childhood, early adolescence, late adolescence and even beyond.

Sears, Maccoby and Lewin (1957), documented that warmth, guidance and reward serve to produce effective disciplinary values in children.

Sen (1993), pointed out that a stable, warm and harmonious family relationship is the bulwark of child’s mental health.
Aurora (1998), also suggested that for healthy personality development a child needs healthy environment and proper interaction with parents.

According to Sylva et al (2004), interactions between parents and their children play crucial roles in children’s social, emotional and cognitive development. Parent-child relationships and parenting practices (ways in which parents relate to their children) have strong influences on short-term and long-term learning and development of their children.

In their Report to World Health Organization’s Commission on the Social Determinants of Health, Siddiqi, Irwin and Hertzman (2007) named the family environment as the primary source for children’s experiences and contact with the larger community.

In his significant research undertaking Bhargava (1994), convincingly goes to hold the conclusion that children should be given a lot of freedom and open environment to the maximum possible extent so that they are in position to make the best use of their innate intelligence and aptitudes for the creative development of their personalities.

It is well recognized by all the authorities on human development that the tense atmosphere at homes, the unpleasant interpersonal relations are sure to bring about maladjustments in the development of children. The parents are rightly expected to function as a model of manifold adjustments for children.

Emotional and social adjustments of children coming from families with favourable parent-child relationships are definitely superior to those of children coming from families, where relationships are less favourable. The unpleasant atmosphere, occasional bickering and outbursts of parents have adverse effects on the tender mind. According to Shah and Lakhera (1986), conflicts and attitude of extreme nature on the part of parents are significant causes for maladjustment in the children.

Conducive and stimulating environment is needed right from infancy for proper development. With the dawn of the period of adolescence, the task of human development becomes most crucial from its every angle. Right from the beginning of the twentieth century psychologists after psychologists have been pointing out that adolescence period is the most important period in the learning curve of humans. An
outstanding name among them, **Hurlock (1955)** explained that adolescence is both “A way of life and span of time in physical and psychological development of an individual. It represents a period of growth and change in nearly all aspects of life. It is a time of new experiences and new responsibilities”.

Adolescence is a period of stress and storm and a period of heightened emotionality. Problems after problems relating to physical, emotional, intellectual and social dimensions of adjustment continue to arise. These problems primarily hover around the imparities of adjustment with the self, the family and the world around. A warm and supportive behaviour of the parents helps the adolescents to make proper adjustments with the changing environment, internal as well as external.

Adolescence is a transitional period between childhood and adulthood. Major decisions have to be taken by them concerning their future profession and later life. Adolescents need enlightened guidance. It is of paramount importance that parents must understand their children. Only correct understanding can enable them to guide their children on right lines. Frustration among adolescents is wide spread. Evidence on their frustration is indicative of the fact that there is something wrong in the families and larger social settings. The situation seems to be largely the same in almost all societies including the Indian society.

What has been stated in the earlier lines stands corroborated by many research studies

**Badony (2000),** states that adolescents need their parents both for guidance and support during this crucial point of life. The parents lay the strong foundation for the social skills and self roles which have a long term impact on the adolescents' decisions and plans.

**Ehrlich (1981),** very aptly recognized the importance of parents in children’s education. He has identified four roles that parents adopt in educating their children. Parents as advocates of educational competence and parents as providers of independent training. Parents show interest in their children’s academic efforts by verbally praising their achievements, attending parent teacher conferences and taking time to discuss school related problems at home. The strength of parental involvement as motivator shows that children’s class behaviour improves by it.
In the light of the findings of their research study Grotevant and Cooper (1986), also recognized the importance of Parental behaviour in child’s life. They concluded that parental behaviour is a good predictor of adolescents’ identity formation.

Conger et al (1994), also succinctly brought out the importance of parental behaviour by concluding a study that lack of Parental warmth is linked to adjustment problems and parental hostility increases the likelihood of adolescents’ emotional and behavioural problems.

According to Cummings and Davies (1995), Parmer and Rohner (2005), parental availability has been hypothesized to influence human beings’ adjustment from infancy to late adolescence.

Kraft (1999), pointed out that the effect of parental love is not restricted to mothers. However, the lack of love from fathers, during childhood, associated with college students’ neuroticism.

Numerous researches over the years have also shown that students have higher grade, better school attendance, increased motivation, better self-esteem, lower rates of suspension, fewer instances of violent behaviour and decreased use of drugs and alcohol when parental behaviour is supportive.

1.1. PARENTAL BEHAVIOUR

In Penguin Dictionary of Psychology, Reber (1995), says, "Parental behaviour is behavioural characteristic of a parent, that is specifically focused on the care, protection, feeding, nurturing etc. of offspring. It is used as under:-

a) A term for those behaviours that are "Gender free," i.e., those that are normally carried out by either the male or female parent.

b) An umbrella term encompassing all behaviours of both parents - maternal behaviour and paternal behaviour”.

In Dictionary of Keywords in Psychology, Bruno (1986), defines, “Parental behaviour as the characteristic pattern of behaviour exhibited by a given parent towards a particular child”.
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According to English and English (1958), in Comprehensive Dictionary of Psychological and Psychoanalytical Terms. “Parental behaviour is the care and nurture, physically and psychologically, of a young organism”.

According to Statistics of Canada (2011), “Parental behaviour consists of three separate measures. “Monitoring behaviour” reflects the parents’ awareness of what their child is doing and with whom they are friends. “Nurturance behaviour” captures a set of variables that measure the degree to which parents are supportive of their youths’ education and have a firm but responsive parenting style. “Inconsistent discipline” Captures how parents address their child’s inappropriate behaviour.

Baumrind(1967), tried to conceptualize three global styles of parental behaviour. According to her, authoritarian parents are those who have strict ideas about discipline and behaviour which are not open to discussion. They attempt to shape, control and evaluate the behaviour, attitudes of their children in accordance with an absolute set of standards. Verbal give and take between parents and children is discouraged. In the second category is of authoritative parents who have ideas about behaviour and discipline which they are willing to explain and discuss with children. Parents expect mature behaviour from their children. They encourage bi-directional communication and verbal give and take. Permissive parents are those who have relaxed ideas about behaviour and discipline, who are tolerant, who rarely use punishment and try to avoid using restrictions and control when possible. Further, Baumrind (1978) conducted a research to identify the Parental behaviour and its association with children’s behaviour. She obtained two major dimensions such as parental demandingness and parental responsiveness which are pertinent in the understanding of parental behaviour. Parental demandingness is defined as the amount of degree of control the parents attempt to exert over the child whereas parental responsiveness is defined as the frequency of parental interactions. It also refers to being sensitive to children’s needs, warmly supportive of their efforts and broadly interested in what they are thinking, feeling and doing.

Saxena and Saxena (1980), rightly said that Parental behaviour, as perceived by child has great impact on child’s development. The important thing is that how a child perceives the behaviour of his/her parents, rather how they behave in real. The
perception of child is very important in shaping his personality. He gave different
dimension of parental behaviour like Acceptance, Child-centeredness, Possessiveness,
Rejection, Control, Enforcement, Position Involvement, Intrusiveness, Control
through Guilt, Hostile Control, Inconsistent discipline, Hostile detachment, and
Extreme autonomy.

**Garg(1982),** constructed a study on Parental behaviour towards children and
the perception of a child for parental behaviour, disciplinary practices used by the
Parents and the perception of a child of these disciplinary Practices. Dimensions of
Parental behaviour included in the study were Dominance, Love, Hate, Negligence,
Acceptance, Rejection and Punishment.

**Chauhan and Khokhar (1985),** measured parental behaviour in terms of
'mothering' and 'fathering' for the two 'ends' of the seven dichotomous dimensions.
The main dimensions discussed by them are Hate- Love, Discouragement-
Encouragement, Rejection- Acceptance, Dependence- Independence, Autocratism-
Democratism, Submission- Dominance, and Conservation- Progressivism.

According to **Maccoby and Martin (1986),** parental behaviour may be
discussed in terms of many different dimensions such as Acceptance, Affection,
Control, Warmth, Permissiveness, Restrictiveness and Demandingness. Typically
warmth and control are thought to be the most important ways in which parents
influence the development of their offspring.

After conducting research **Rohner and Rohner(1981), Rohner (1986),**
reported major parenting dimensions in different human societies. These dimensions
are parental control (Permissiveness, Strictness) and Parental warmth (Acceptance,
Rejection).

**Bhardwaj, Sharma and Garg (1998),** also have a view that family as a unit
of social organization serves as an effective agent of socialization and parental
behaviour is to be a central factor in children's social development and also influences
the segments of personality. They highlighted the following dimensions of parental
behaviour - Rejection Vs Acceptance. Carelessness Vs Protection, Lenient standard
Vs Moralism, Neglect Vs Indulgence, Utopian Expectations Vs Realism, Freedom Vs
Discipline, Faulty Role Expectations Vs Realistic Role Expectations and Marital
Conflict Vs Marital Adjustment.
Peterson and Hann (1999), noted that two major categories of parental behaviour are evident in the research literature: parental support and parental control. Parental support encompasses variables such as warmth, closeness, and physical affection. According to Peterson and Hann (1999), parental support is positively associated with a range of favorable outcomes in children and adolescents. In general, parental support appears to be a key component of parenting that promotes the development of social competence or the ability to function effectively in the family and broader social environment. Parental control includes the strategies parents use to provide guidance or to influence their offspring (Peterson & Hann, 1999). The three parental control variables examined, are Induction, Monitoring and Punitiveness. Parental Induction is a strategy of firm parental control that emphasizes the communication of clear expectations and the rationale behind those expectations (Peterson & Hann, 1999). Parental Monitoring is a control attempt that involves efforts by parents to carefully supervise their children’s schedules, their peer associations, and their movement in the neighborhood and beyond (Peterson & Hann, 1999). Parental Punitiveness is the parental control behaviours that involve the direct and sometime arbitrary use of force and power and that can include both psychological and physical parental over-control (Peterson & Rollins, 1987).

Lakshmi and Arora (2002), in their study on “Perceived Parental Behaviour as Related to Student’s Academic School Success and Competence” discussed parental behaviour in terms of different dimensions like perceived Parental Acceptance / Rejection, Perceived Parental Encouragement / Discouragement, Perceived Psychological control / Autonomy granting, Perceived Behaviour Restriction / Freedom.

It is evident from the survey of the various conceptions and definitions of the term parental behaviour that it is a multidimensional construct and refers to a socio-psychological bonding of parents to their offspring.

1.2. TYPES OF PARENTAL BEHAVIOUR

For past many years numerous efforts have been made to systematize parental behaviour. Baumrind (1971) has done pioneering work in the field of parental behaviour. Her parenting styles were based on two aspects of behaviour viz.
responsiveness and parental demandingness. Using these two dimensions she recognized three different types of parents.

- **Authoritarian Parents**
  Authoritarian parents value control and unquestioning obedience. They try to make children conform to a set standard of conduct, and punish them forcefully for acting contrary to that standard. They are more detached and less warm than other parents. Their children tend to be more discontented, withdrawn and distrustful.

- **Permissive Parents**
  Permissive parents value self-expression and self-regulation. They make few demands on the children allowing them to monitor their own activities as much as possible. They consider themselves as resources and not standard bearers or role models and explain the reasons underlying the few family rules that do exist and hardly punish their children. They are non controlling, non demanding and relatively warm. The children tend to be immature the least self-controlled and the least exploratory.

- **Authoritative Parents**
  Authoritative parents respect child’s individuality, and at the same time stress social reality. They direct their children’s activities rationally, pay attention to the issues rather than to a child’s fear of punishment or loss of love. While they have confidence in their ability to guide children, they respect children’s interest, opinions and unique personalities. They are loving, consistent, demanding and respectful of children’s independent decisions, but they are firm in maintaining standards and willing to impose limited punishment. They explain the reasoning behind the stands taken and encourage verbal give and take. They combine control with encouragement. Their children apparently feel secure in knowing that they are loved and what is expected of them. The preschool children of authoritative parents tend to be most content, self reliant, self-controlled, self assertive, and exploratory.

Gottman and Declaire (1997) have explored the emotional domain of parenting. Since the affective bond between parents and children is the crucial component of interpersonal relationship in the family, the way parents handle the emotions of children becomes critical to the development of emotional competence in
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children. Working within this framework these authors have empirically identified four parenting styles i.e. dismissing, disapproving, laissez faire and emotional coaching which differ in the manner the emotional life of children is regulated by parents.

- **Dismissing Parents**
  
  Dismissing parents treat a child’s feeling as unimportant and trivial. Such parents disengage from or ignore the child’s feelings. They want the child’s negative emotions to disappear quickly and characteristically use distraction to shut down child’s emotions. These parents may ridicule child’s emotions and believe that children’s feelings are irrational. They focus more on how to get over emotions than on the meaning of the emotions themselves. They believe that focusing on negative emotions will just make matters worse. They do not solve problems with the child and believe that the passage of time will resolve most problems. The children learn that their feelings are wrong, inappropriate, and not valid. They may learn that there is something inherently wrong with them because of the way they feel. They may have difficulty regulating their own emotions.

- **Disapproving Parent**
  
  Disapproving parent displays many of the dismissing parents’ behaviours, but in a more negative way. They judge and criticize the child’s emotional expression. They are over aware of the need to set limits on their children and emphasize conformity to good standards of behaviour. They reprimand, discipline, or punish the child for emotional expression, whether the child is misbehaving or not. They believe that negative emotions need to be controlled, as they are unproductive and a waste to time. They see negative emotions (especially sadness) as a commodity that should not be squandered. The effect of this style on children is the same as the disapproving style.

- **Laissez-faire Parent**
  
  Laissez-faire parent freely accepts all emotional expressions from the child and offers comfort to the child experiencing negative feelings. Such parents do not teach problem-solving methods to the child and believe there is little you can do about negative emotions other than ride them out. The effect of this style on children is that

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they don’t learn to regulate their emotions, have trouble concentrating, forming friendships, and getting along with other children.

- **Emotion coaching parent**

  Emotion coaching parent values the child’s negative emotions as an opportunity for intimacy. Parents of this type can tolerate spending time with a sad, angry, or fearful child and do not become impatient with the emotion. They see the world of negative emotions as an important arena for parenting. They are sensitive to the child’s emotional states, even when they are subtle. They are not confused or anxious about the child’s emotional expression and know what needs to be done. They respect the child’s emotions. They see emotional moments as a time to listen to the child, empathise with soothing words and affection, help the child label the emotions he/she is feeling, offer guidance on regulating emotions, set limits and teach acceptable expression of emotions and teach problem-solving skills. The effect of his style on children is that they learn to value their feelings, regulate their own emotions, and solve problems. They have high self-esteem, learn well, and get along well with others.

1.3. **FACTORS INFLUENCING PERCEIVED PARENTAL BEHAVIOUR**

Experts in the field of Child Development, Education, Psychology, and Sociology unanimously agree to the fact that the quality of parental behaviour is influenced by various factors viz. child’s age, gender, parents’ education, occupation, family composition and socio-economic status.

- **Age**

  Parental behaviour was found to be influenced by the age level of children.

  **Aleksandra (1983)**, noted that young adolescents overrated the degree of their parental control, guidance and the frequency of punishment than the older adolescents.

  **Peek et. al. (1985)**, opined that older adolescents in their senior class perceived their parents as more punitive, strict and violent towards them than the younger Adolescent. They also revealed that older adolescents’ violence was more directed towards father than mother.
In an investigation by Smetana (1988), on adolescents and parents conception of parental authority, pointed that with increasing age of the adolescents, there was a decrease in their perception of parental control on multifaceted and personal issue.

- **Gender**

  Suman and Umapathy (2003), observed that there was no significant difference in the parent child relationship scores of fathers and mothers. Both parents were perceived to be similar by the adolescents.

  Kaur and Kalarama (2004), revealed that fathers were significantly higher in favour of punishment to their sons as compared to their daughters where as the mothers attitude towards daughter was more indifferent as they were more loving towards their son.

  Varte et. al. (2006), observed that there was no gender difference on parent child relationship and academic achievement. Boys and girls in the population under study manifested more or less equal relationship.

  Ravi and Rayalu (2007), observed that the difference in perceptions of adolescent boys and girls with regard to area of behaviour, discipline and education. They noticed differences in the perceptions of boys and girls. In setting behaviour limits boys perceived mothers to be authoritarian where as girl’s perceived mothers to be permissive. In case of value orientation boys perceived mothers approach as permissive while girls perceived mothers to be authoritarian. In selection of academic courses boys perceived mothers to be authoritative. In the domain of monitoring study habits, boys perceived mothers to be permissive where as girls perceived mothers to be authoritative.

- **Socio-Economic Status**

  Socio-economic status also plays a significant role in parent child relationship. Unemployed or low income parents tend to see themselves as incapable because they can not meet the needs of their children and family. Inadequate resources create conflict in the family. Such a state of affairs may influence the parent child relationship and subsequently the holistic development of child.

  Singh (1986), indicated few significant relationships between parental variables and socio-economic status of parents. Low socio-economic status was not found to be a good predictor of parental behaviour.
Mcloyd (1990), stated that the poverty diminishes the capacity for supportive consistent and involved parental relationship. A major mediator of the link between economic hardship and parental behaviour was psychological distress from negative life events, undesirable chronic conclusions.

Ahmeduzzaman (1992), conducted a study on socio demographic factors, functioning styles, social support and father’s involvement with pre-schoolers in African American families and states that the family income was a chief variable associated with different dimensions of father’s involvement with children.

Lewbank et. al. (1993), stated that socio-economically disadvantaged mothers had less effective discipline and their sons were at greater risk for antisocial behaviour problems because of disrupted parental relationship practices.

- **Parents Education and Occupation**
  
  Singh(1983), points out that the educated parents can help the children to develop proper personality characteristics and equip them better to adjust socially. Based on behaviour patterns of educated and uneducated parents, author concluded that higher degree of literacy leads to more positive and healthy pattern of behaviours.

  Zaslow (1985), examined that the mother-father and infant interaction for employed and unemployed mothers. Mothers in the two groups showed very little difference in their interactions with their babies. Fathers who were single wage earners interacted more than dual wage families.

  Michille et. al. (1993), conducted a study on correlation of disciplinary practices in working middle class African American mothers. It was evident from the results that maternal education was associated with restrictive discipline.

- **Type of Family/Family size**
  
  Kundu and Maiti (1983), pointed out that children from the smaller families get better and balanced attention from parents.

  In the thinking of Richardson et. al. (1986), the family size had significant influence on the parent child relationship in the early adolescence.

  In the judgment of Sirohi and Chauhan(1991), The acceptance of children was a feature of small family size, because in small family, it was natural to have intimate relations with children.
Vaishnav and Dungrani (2007), observed a significant relationship among parents and children of joint family.

1.4. ROLE OF PARENTAL BEHAVIOUR

Parental behaviour plays very important role in all round development and social, educational adjustment of children so parents remain role modal, serving as a consistent, stabilizing influence especially during various stages of early development. (Veenes 1973) has been described Parental behaviour as the style of child upbringing in relation to a privilege or responsibility of both mother and father, together or independently to prepare a child for the society and culture. Where the child uses his parent as models for making his social adjustment. Parents at this stage are supposed to play a key role in perpetuating for them a more congenial, happy, lucid, and warm atmosphere along with careful nurturing for their children (Erickson, 1974) and the relationship between parents and child happens to be a central factor in the social upliftment of the individual. Further more, the relationship of the parent with child and of the child with the parents always remain in a constant state of flux and requires adequate adjustment on the part of the both of them. This results in a continuous delicate interplay of psychological forces, if a state of well being in the parent-child relationship is to be maintained (Hurlock, 1956). Any emotional experience that disturbs the psychological equilibrium of one member in the family will bring about a disturbance in the psychological equilibrium of all the members of the family (Berman, 1948) and affect adversely the effort of modification of behaviour.

1.4.1. Role of Parents

The two distinctive roles of parents include both mothering and fathering. A child bestows on both mother and father, together or independently, the responsibility of upbringing him/her. It is important to note that most of the children show a fairly definite concept of father that is markedly different from their concept of the mother (Meltzer, 1943).

• Role of Mother

The role of the mother is associated with the congenial development of personality because the child first comes in contact with her and usually depends to
satisfy his basic and psychological needs. According to Kegan (1995), at this stage, the mother stands for infinite care with full of warmth and affection to keep her child pure, peaceful and healthy. Moreover it stands for friendship with less punishment and dominance and emerges as a symbol of emotional support, interpersonal sensitivity and help. For (Farren and Ramsay, 1977) she plays an important role in making a child more imaginative and productive. The patterns of inadequate maternal behaviour seem to be responsible for the development of frustration and conflicts in a child.

- **Role of Father**

  According to Khokhar (1983), “The role of father stands as a bridge by which the child comes into contact with outside world and who also encourages curiosity and a will to face the challenges of socialization process. To love children is predominantly a feature of fathering in non-deviant families and relates to acceptance, satisfaction and differentiating experiences in children”. Where as inadequate fathering is usually understood to be a prime source of maladjustment (Erickson, 1963), truancy, guilt, self-devaluation and dependency (Coleman, 1970).

Therefore, the parenting should be considered as a whole as well as separately in terms of both the roles of mother and father to understand the etiologies associated with mental or behavioural disorders. In addition to it, the proper blending of father’s supervision and mother’s tenderness is of utmost importance in the upbringing of a child which can ensure a normal and healthy growth of personality.

1.4.2. **Role in Social and Educational Adjustment**

  Parental Behaviour has great impact on socialization of a child. Its effect on the process of socialization can only be analyzed on the basis of results obtained from the studies in the field of parental behaviour.

  A few studies clearly indicate that the performance of the child depends on the various parenting styles by which they are being brought up. It was found that good relations with parents tend to show better adjustment (Lewis 1945) emotional adjustment (Lewis 1945) and self-esteem development (Dembo, small and Savin 1987) Where as deprivation of opportunities to be loved and beloved retards the development and affect the patterns of personalities (Gold Frob 1943). Faulty parent child relationship ends in child Maladjustment (Erickson, 1963).
1.4.3. Role in Development of Self-confidence

Effective parent-child interaction help in the development of self-esteem, self-confidence, sharing family responsibilities and fulfillment of physical, mental and emotional needs of a child. With the increasing awareness to the external world and feeling of belongingness to the family, he learns to orient himself with routine. The initial affectionate bond between the mother and the child gradually leads to further stimulating interaction with other members of the family. Friends, school and the society at large.

As pointed out by Hoffman (1960) a healthy father child relationship leads to the feeling of being loved and accepted with a high degree of self-confidence and non dependency. Jain (1986) also observed that father accepts and encourages children in non-deviant families. Where as, Fromm, (1956) demonstrated that the absence of fathering may promote delinquency among boys who live with mothers. To love children in non-deviant families happen to be a conditional one and is acquired or earned by the child’s performance of duty, obedience and fulfillment of father’s expectations.

1.4.4. Role in Educational and sports achievement

Parental behaviour plays an important role in educational & sports achievement of a child. Woolger and Power, (1993) very rightly points out that Parental acceptance is positively related to sports achievement. Where as parental rejections makes children fearful, insecure, attention seeking, jealous, aggressive, hostile and lonely. (Baundra and Walters 1959) emotional less stable with poor educational adjustment and more aggressive tendencie. (Verma and Bansal, 1989).

1.4.5. Role in Personality Development

Parental Behaviour is considered as a very important determinant in shaping and development of balanced personality of a child. It is only parents who always motivate their children for curricular and co-curricular activities. In modern life, it is found that with a number of family and financial problems, parents are not in a position to establish harmonious relationship with the children. Therefore children perceive themselves as rejected which affects the temperamental, motivational and cognitive aspects of their personality adversely. In many studies (Sandhu & Bharagava , 1988; Bhargava and Sandhu, 1989; Bharagava and Bansal, 1996) it
was noticed that rejected children had a weak physique, disorganized personality, and pessimistic view of life. Such children also had a tendency to develop feeling of revenge and criminal mind, having neurotic and psychotic disorders.

Researchers at the National Scientific Council on the Developing Child at Harvard University (2004) established that the quality of early relationships between children and the significant adults in their lives sets the foundation for later developmental outcomes and affects virtually all aspects of their social-emotional, physical, and cognitive development. The significant adults around children are the most important contributors to their social and emotional development. Early relationships lay the foundation for social competency and later relationships with peers. Parental support greatly increases the likelihood that children will develop early emotional competence Boyd et al., (2005). Children who feel safe in a supportive environment are more likely to take risks in problem-solving and inquiry as their self-confidence and competency grow.

A review of literature shows that most of the data available on parental behaviour with infants and young children are limited to the mother-child interaction only (Lamb, 1976). Undoubtedly mother is the primary caretaker of the child and spends most of her time with him. But now the time has changed. The percentage of women entering the work fields rising constantly. Their job requirements do not allow them to spend the whole day with their children. Therefore, the decreased availability of the time that the children spend with the mother necessitates increased interaction of fathers with their children. The researchers have always been in favour of father’s increased participation in child care especially in working mother’s families Rao & Rao (1982). Therefore, it is quite reasonable to conceive the concept of parenting in the context of changing demands of society and changing role of parents. This is asserted that parental rejection is associated with children passivity, non-compliance, low self-esteem, and reduced social competence (Ainsworth, 1992). Cohen et al. (1990), observed that overprotection leads to passive dependent personality, emotional negativity and social withdrawal, where as responsive and warmth stimulating parental behaviour leads to better cognitive development Clarke Stewart, (1973) and social emotional characteristics Kuczynski, (1984).

1.5. DIMENSIONAL LINES OF PARENTAL BEHAVIOUR

As we go through relevant literature, we find a number of dimensional lines of parental behaviour relating to upbringing and development of children. Many parental behaviour dimensions stand mentioned and elaborated in relevant literature virtually in every society. The relatively more important parental lines mentioned by above quoted authorities are described as under:

- **Rejection – Acceptance**

  A child develops shocks when he does not find proper care and response of his parents. The child’s honesty and truthfulness meets an adverse atmosphere and therefore, the psychological growth of the child is affected. It is quite natural that a child needs proper nourishment of his genuine feelings. Denial of love and affection freezes the genial current of infantile simplicity. Various aberrations in the behaviour of a child are the product of this denial of natural love to them.

  Rejection of parents manifest itself in interpersonal relationships in direct ways, when the child has to face excessive criticism, invidious comparison, harsh and inconsistent punishment by both or either of the parents in his (child’s) upbringing. Rejection of parents may also evince itself in physical neglect, denial of love and affection, lack of interest in his activities and failure to spend time with him.

  On the other hand, parental acceptance implies an attitude of love for the child. The accepting parents put the child in a position of requisite importance at the home and develop a relationship of emotional warmth. Parental acceptance
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encourages the child and makes itself apparent in receptive or positive attitude towards the child’s idea and judgment, worthiness and capability, love affection and admiration along with adequate attention towards him.

- **Carelessness – Protection**

  Parental behaviour on carelessness dimension manifest itself, when one or both parents do not pay adequate heed towards child’s activities thus giving an impression of unwantedness by careless and unthoughtful negligible behaviour towards him even in presence of his proper and worthy behaviour in day to day matters.

  On the other hand the sense of protection in the child makes him better and more confident. It is true that over protection is a disease and obstructs the independent growth of the child. But the sense of protection gives him strength and psychological support. So the sense of protection should not be confused with the term overprotection which consists in excessive contact of parent with the child, such as fondling him or sleeping with him, prolongation of infantile care as nursing, bathing and dressing when child can do it by his ownself, prevention of the growth of self reliance by supervising the child’s activities too much and defending him or solving his problems. It also shows over anxiousness towards the child’s health and shields him from vigorous participation in competing activities. Thus, over protection signifies giving more care to their child than what is necessary and can only be deemed as the hyper state of protection.

- **Utopian Expectation – Realism**

  The utopian expectation dimension exhibits itself in expecting a very high quality of performance from the child even against his capabilities. Some parents use their children as means of achieving their own thwarted ambitions without taking into consideration their abilities and limitations. Such parents are over-ambitious regarding their children. The more children achieve, the more parents expect of them. Thus, very high, unrealistic and imaginary demands of parents regarding the performance of their children come within the purview of utopian expectations. A parental attitude of realism signifies itself in reasonable expectation, i.e., taking into consideration the objective realities pertaining to both, the child’s capabilities and outside world while setting up and expecting his level of performance.
• **Lenient Standard – Morality**

This mode of parenting takes into account lenient standard as a negative dimension and morality as a positive dimension. Lenient standard means lesser restrictions from deviations from ethical and moral behaviour and an attitude showing indifference against such inhibitions to restrict child’s freedom and individuality.

Morality as a socio-cultural product refers to the doctrine of duties of life, principles and conduct, i.e., adhering to what is right and virtuous and plays an important role in the dynamics of social relations. It would be an admirable exercise, if a child is prone to inculcate a reasonable degree of morality in his personality orientations. If parental behaviour evinces morality to an excessive degree, it harms the child’s natural and dynamic integration. Certain parents develop an attitude of condemnation of the child’s mild departure from the ideals of morality and force them to live a strong puritan life. This attitude is also harmful.

• **Demandingness – Responsiveness**

Demandingness can be defined as the degree to which parents use control to demand that their children meet their high expectation with regard to mature responsible behaviour.

Parental responsiveness refers to the degree of warmth acceptance and non-coerciveness evident in parent’s interactions with their children.

• **Discouragement – Encouragement**

Discouragement denotes the way parents try to prevent the child from doing an activity by expressing disapproval or raising objection.

Encouragement denotes the way parents motivate the child in an activity by way of providing verbal, non-verbal, material or immaterial rewards. It involves appreciating or praising child behaviour, giving them any kind of support in their pursuits, offering gifts etc.

• **Freedom – Discipline**

Freedom manifests itself in absence of restraints over all matters to what they may pertain to. In fact, the child is a sole decision maker of his activities. There is hardly any questioning or impediments on the part of parents. He may disregard or disobey his parents without any fear of punishment from them.
other hand, parents with a penchant for strict discipline simply pass on their children who have to merely obey them. The child is not allowed to express himself regarding his dress, appearance, manners, friends or other activities of his life. Disobedience is met with punishment whereas obedience is appreciated. Although, the discipline is strong need of social orientations yet the severe discipline on the part of parents hamper the delight and liberty of the child which he wishes to obtain at every stage of life.

- **Faulty Role Expectation - Realistic Role Expectation**

  On the dimension of faulty role expectation parenting, the child is always confused and embarrassed because of the unpredictable expectations of his parents. Parents usually expect divergent and contradictory roles from their children.

  The other dimension of realistic role expectation is just reverse. Parents present themselves as an example to be followed by the children and their behaviour is thoughtful, consistent and predictable in day to day strife. The children know for certain what their parents are like and what is expected to them.

- **Marital Conflict - Marital Adjustment**

  On the negative dimension marital conflict affects the child as and when he/she witnesses open conflict between their parents. The child is not able to reconcile with and it leaves a non palatable feeling on his mind.

  Marital adjustment exhibits itself in a calm and composed adjustment between the parents thereby creating a solidarity and congenial atmosphere of peace and harmony in the family.

  Symonds (1939) concluded that there are two major factors or dimensions of Parental behaviour Acceptance-Rejection and Dominance-Submission subsequently, Roe (1957), Sears, Maccoby and Levin (1957), Schaefer (1961), Baumrind (1971) and Rickel and Biasatti (1982) used diverse Methodologies, report strikingly similar dimensions of Love-Rejection and Autonomy-Control. De Boeck, 1976; Imperio and Chabot, 1980; Roe and Siegelman, 1963; Schaefer 1965; Sims and Paolucci, 1975) revealed that there are three major dimensions of Parental behaviour. These studies agree in general to love-rejection and autonomy-control dimension. But besides these, there is one more dimension of Parental behaviour which may be
termed broadly as anxious emotional involvement or overt attention. Ojha, (1991) also discerned three such dimensions. Each dimension represented a type of Parental behaviour. For example, Love-Rejection dimension included expression of affection, emotional support, positive evaluation, rejection, irritability, negative evaluation etc. Autonomy-control represented lax discipline Permissive treatment, strictness, parental direction, punishment etc. The overt attention factor included child centeredness, possessiveness, protectiveness neglecting, ignoring etc.

In the present study, the investigator selected six components from the above quoted dimensional lines of parental behaviour. These components are:

1. Restrictive - Permissive.
2. Neglecting - Protecting.
3. Rejecting - Loving.

1. Restrictive - Permissive

Restrictive-Permissive is analogous to autonomy/control factor. In restrictive foam of parental behaviour, parents value control and unquestioning obedience. They try to make children conform to a set standard of conduct and punish them forcefully for acting contrary to that standard. They are more detached and less warm than other parents. Their children tend to be more discontented, withdrawn and distrustful.

The permissive parents value self-expression and self-regulation. They make few demands on the children allowing them to monitor their own activities as much as possible. They consider themselves as resources not standard bearers or models and explain the reasons underlying the few family rules that do exist and hardly punish their children. They are noncontrolling, nondemanding and relatively warm. Their children tend to be immature, the least self-controlled and least exploratory.

2. Neglecting – Protecting

Neglecting the children even when the parents are conscious of their need is again injurious to their psychological health. It manifests itself in lack of attention and cooperation with them, willfully ignoring them and their activities and avoidance of their genuine needs. Giving more importance to self designs of work also least attention to their feelings and needs, come within the purview of neglect.
On the other hand, the sense of protection in the child makes him better and more confident. It is true that over protection is a disease and obstructs the independent growth of the child. But the sense of protection gives him strength and psychological support. So the sense of protection should not be confused with the term over protection, which consists in excessive contact of parent with the child, such as fondling him or sleeping with him, prolongation of infantile care as nursing, bathing and dressing when child can do it itself, prevention of the growth of self reliance by supervising the child’s activities too much and defending him or solving his problems. It also shows over anxiousness towards the child’s health and shields him from vigorous participation in competing activities. Thus, over protection signifies giving more care to their child than what is necessary and can only be deemed as the hyper state of protection.

3. Rejecting – Loving

Rejection of parents manifest itself in interpersonal relationships in direct ways, when the child has to face excessive criticism, invidious comparison, harsh and inconsistent punishment by both or either of the parents in his upbringing. Rejection of parents may also evince itself in physical neglect, denial of love and affection, lack of interest in his activities and failure to spend time with him.

On the other hand, parental loving implies an attitude of love for the child. The accepting parent puts the child in a position of requisite importance at home and develops a relationship of emotional warmth. Parental acceptance encourages the child and makes itself apparent in receptive or positive attitude towards the child’s idea and judgment, worthiness and capability, love affection and admiration along with adequate attention towards him.

The present research work was conceived and implemented to find out, how parents using restrictive-permissive, neglecting-protecting, rejecting-loving lines, were perceived by their adolescent children studying in class (10+1) in senior secondary schools.

For reasons unknown, the earlier investigators did not find themselves tempted to investigate the nature of perceived behaviour of parents by adolescents, for whose development and control of behaviour, their parents make use of the said dimensional lines. In the state of Panjab and in the adjoining states, no study of this nature has
been undertaken in past several decades and perhaps never so far. It can be safely asserted that the cultural milieu and social atmosphere cast their impact upon parental behaviour and this kind of going does influence the nature of perceived behaviour.

In the earlier pages of this chapter, it has been adumbrated that the perceptions of children related to parental behaviour are influenced one way or the other, by the nature of parental behaviour adopted by parents for control and upbringing of children.

1.6. SELF-CONFIDENCE AND PERCEIVED PARENTAL BEHAVIOUR

Development of Self-Confidence in children, who are in their infancy and childhood essentially depends upon parental ways of upbringing them. The influences exercised by the parental modes remain engendered in the subsequent periods of human development as well. In the initial pages of this chapter, authorities were quoted to prove how human development in terms of personality traits including the trait of Self-Confidence, is crucially influenced by different patterns of parental behaviour.

“Parents who help their children find out their strengths not only make them feel more confident, but also gain their imaginable respect and love”, opined by Bigner (1996).

1.7. SELF-CONFIDENCE

According to Raghunathan (2001) Self-confidence is the first step to progress, development, achievement and success. If one has a lot of ability and a lot of knowledge, but does not have self-confidence, one cannot be a successful person. On the contrary, even if one has only average ability and knowledge, and has an unfailingly true self-confidence, chances are that one achieves what one wants to be. The successes and achievements in turn strengthen one’s self-confidence. People respect, believe and trust persons who are self-confident. It is natural that persons with good confidence are offered leadership and responsibilities of groups. More and more opportunities automatically come on the way of the person with a high self-confidence. In short, success flows to those who have self-confidence.
Self-confidence refers to a person’s perceived ability to tackle situations aggressively without leaning on others and to have positive self evaluation. In recent years, considerable attention has been focused upon the importance of self-confidence as a very distinctive and concise measure of personality. This enables an individual to communicate assertively, without any deference or aggression. Self-confidence is internal state of mind of individual which renders him capable of meeting any situation in life with reliance and with optimism.

Self-confidence is not necessarily a general characteristic which pervades all aspects of a person’s life. Typically, individual will have some areas of their lives where they feel quite confident like in academics and athletics, while at the same time they do not feel at all confident in other areas like personal appearance, social relationships etc.

A self-confident individual perceives himself as socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, assertive and having leadership qualities. In simple words, we can say that self-confidence refers to all inclusive terms meaning relationship between individual and his environment through which his needs are satisfied in accordance with social demands.

Self-confidence is a phenomenological construct. It is a characteristic or an aspect of self-concept itself. It is simply an attribute of perceived self, like self esteem. Self-confidence is another self-construct. In a factor analytic study of self-concept data Smith(1962) identified six dimensions of self, the first of them being self-confidence. This factor had high projections on elements such as confident, valuable, stable, satisfied, smart, active, popular etc. It is the perception of qualities such as these in oneself that constitutes an individual’s self-confidence.

Ogilvie (1908), in Student’s English Dictionary views “Confidence is firm belief in integrity, stability or veracity of another or a truth and reality of a fact.”

Good (1959), says in his Dictionary of Education “Self-confidence means faith in one’s own ability”.

In the words of Basavanna (1975), “Self-confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right”.

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Agnihotri (1985), referred to self-confidence as an attitude of perceived self
to tackle situations successfully without leaning on others to have positive self-
evaluation.

In Webster’s Dictionary (1989), “Confidence means belief in the trust
worthiness or reliability of a person or a thing. It is an attribute of perceived self.”

In Penguin Dictionary of Psychology, Reber (1995) says “Confidence is trust,
belief in person’s trust worthiness.”

Oxford Dictionary (1999) defined self-confidence as feeling of trust in one’s
abilities, qualities and judgment.

According to Collins English Dictionary (2000) “Self-confidence is one’s
own powers and judgment.”

Confidence is defined by Fowler and Fowler in Oxford Advanced
Learner’s Dictionary (2000) as “A belief in one’s own ability to do things and be
successful.”

In the words of Hollenbeck, and Hall (2004) “Self-confidence is our
judgment of whether or not we can do something.” A number of implications flow
from this definition:

- Self-confidence is a judgment
- Self-confidence is based on perceptions
- Self-confidence is task specific
- Self-confidence is something that can be changed
- Self-confidence develops in self-reinforcing positive cycles.

The brief description of these implications follows as under:

1) Self-confidence is a judgment

Self-confidence is the result of our thinking. Like any other judgment, it can
be accurate judgment about self or inaccurate, and is influenced by how well we make
judgments, how accurate is the data on which we base the judgments, the data we
choose to consider, and how we process the data.

2) Self-confidence is based on perception

Self-confidence is based on perception of both our capabilities and what the
task or challenge requires. Our self-confidence concerns what we believe we can do,
what we think we have and what we think we have to do. Self-confidence is a function of our perception of our own capabilities and our perception of the requirements of the task. Anything that affects our view of our capabilities and our perceptions of the task requirements can result in having more or less self-confidence.

3) **Self-confidence is task specific**

One can be confident in doing a particular or specific task in which another one may not. Although the task may be small or big, only some of us are confident in every area of life.

4) **Self-confidence is something that can be changed**

Self-confidence is not fixed but can change. Either our perceptions of our capabilities change or we change the way we view what a task requires. We are using a self-confidence formula to express this, and to guide the efforts to change:

\[
\text{Self-confidence} = \text{Perceived Capability} - \text{Perceived Task Requirements}
\]

5) **Self-confidence develops in self-reinforcing, positive cycles**

Self-confidence grows and feeds upon itself-as the saying goes, “success breeds success.” In the operation of this self-confidence cycle we take a small risk and make a step toward some important goal, when we succeed in that, we become more confident in our abilities. As a result, we set higher goals, and when our efforts meet with success, we gain more self-confidence. This leads to a higher level of aspiration, and so on, and so on.

![Figure 1.1 Self-Confidence cycle by Hollenbeck and Hall (2004)](image)

Thus, self-confidence is a quality over which the person can have considerable control. One’s level of confidence results from one’s specific experiences, and it
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devlops through a cognitive sense-making process. We are not born with self-confidence but we develop self-confidence. So the self-confidence is one of the self-management factors that people can influence.

It is evident from the survey of the various definitions of the term self-confidence that it is a phenomenological construct. It can be defined as having a positive, realistic self-image. With self-confidence comes the ability to handle criticism, show affection, and be optimistic and assertive. Self-confident people have a positive outlook and think positive thoughts about themselves, believing that their abilities match the tasks that they must take on. Emotional maturity and the ability to pragmatically evaluate capabilities are also markers of confidence.

1.8. ELEMENTS OF SELF-CONFIDENCE

Karageorghis (2007), identified six elements of Self-Confidence these are as under.

1. **Performance accomplishments** are the strongest contributor to boost self-confidence. When we perform any task successfully, we generate self-confidence and are willing to attempt something slightly more difficult.

2. **Being involved with the success of others** can also significantly bolster our self-confidence, especially if we believe that the qualities of performer we are involved with (e.g. a team-mate) closely match with our own qualities or abilities. In effect, it evokes the reaction: ‘if they can do it, I can also do it’.

3. **Verbal persuasion** is an attempt to change the attitudes and behaviour of those around us by verbally motivating and this includes changing one’s self-confidence.

4. **Imaginary experiences** are a person’s creation of multi-sensory images of his own successful performance in his mind. Through creating such mental representations, mastery of a particular task or set of circumstances is far more likely what you see is what you get.

5. **Physiological states** can reduce feelings of confidence through phenomena such as muscular tension, palpitations and butterflies in the stomach. The bodily sensations associated with competition need to be perceived as being facilitative to performance and this can be achieved through the application of
appropriate stress management interventions such as the “five breath technique” and “thought-stopping”.

6. **Emotional state** is the final source of self-confidence. It relates to our methods to control the emotions such as excitement and anxiety associated with competition. Very often, importance of the occasion creates self-doubt. Therefore, it is essential to control our thoughts and emotions.

### 1.9. SELF-CONFIDENCE AFFECTS PERFORMANCE

Self-confidence affects one’s performance, Hellonbeck and Hall (2004) has identified some surprising ways by which self-confidence affects the performance of an individual, by influencing his motivation, perceptions and thought patterns.

- **Motivation**

  For any individual motivation is a key ingredient of success. Greater motivation is one of the concomitants of high self-confidence. Those with higher self-confidence work harder in approaching a task, exert more efforts while at it, keep at the task longer without feedback and will stick to it longer in the face of problems and difficulties. The motivational impact of high self-confidence also varies from individual to individual because of their different nature of their work.

- **Perceptions**

  Fear and anxiety may be useful motivators in getting one to prepare, but typical effective performance demands a cool head and steady hand. Self-confidence helps one to see situations as less threatening and less fearful. By its nature, it helps to believe that one will be able to cope with the threats or fears as and when they arise. Threat and fear are relational concepts. They occur in relation to some thing or some situation. As a result, one’s view of a situation as a threat or an opportunity depends on one’s perception of the situation and ability to cope with it. Threat is in the eye of the beholder, what may be threatening to one person may not cause another to blink an eye, or vice versa. Self-confident persons, sure of their abilities, will see fewer situations as threatening.

- **Thought Patterns**

  Research has shown a number of ways in which thought process of highly confident people differ from people with less confidence. Confident people use their
analytical thinking abilities more effectively in finding solutions. They set higher goals than less confident people, and those goals in turn spur them to better performance. They also make different choices of working associates, of projects, of the challenges they face. These choices in turn influence the opportunities and the milieu in which they operate.

1.10. SOURCES OF SELF-CONFIDENCE

Stanford University professor Bandura (1997) came up with a theory about “self-efficacy,” or self-confidence. Bandura (1997) believes that confidence comes from four primary sources. The first and most important source of self-confidence is experience of small successes and ability to celebrate own role in those successes. Success of other can also help boost people’s belief in them selves. Personal persuasion or being told verbally that they can achieve their goals, is another way of building their self-confidence. Another way is by interpreting moods as well as emotional and somatic states. People are able to judge their stress levels and vulnerabilities toward failure.

According to “Hollenbeck and Hall”, (2004) If self-confidence is a judgment, how is that judgment formed? What kinds of data persuade people to think that they have the ability to do something? Research has described four basic sources of data that are used to make the self-confidence as judgment:

1. Actual experience, the things we have done;
2. The experiences of others, “Modeling;”
3. Social persuasion, the process of convincing by someone else; and
4. Emotional arousal, how we feel about events around us and manage our emotions.

1.11. BARRIERS TO SELF-CONFIDENCE

The major barriers of having good self-confidence are briefly mentioned by Karageorghis (2007), these are as under.

Fear is the first obstacle to self-confidence. Fear can be either fear of failure or fear of ridicule. Failure should be taken as a first that step of success. Success is never ending and failure is never final. It is better to do something imperfectly than do
nothing flawlessly. Fear and ridicule arise because of comparison, which should be avoided.

**Inferiority complex** is another obstacle, which arises due to unfair comparisons. The only way by which one can overcome this barrier is thinking of one’s strength than weakness.

**Worrying is predominant factor** which affects one’s self-confidence severely. It has to be understood that worrying never solves any problem. Worrying makes a problem more complex. Personality is affected adversely by worrying and if one’s personality is lost, everything is lost.

**Negative thoughts** act as another kind of barrier to self-confidence. One should try to replace it by positive thinking. Negative thoughts generally arise due to lack of information, lack of familiarity and lack of recognition.

### 1.12. FACTORS TO BOOST THE SELF-CONFIDENCE

Self-Confidence may be to some extent, a fundamental personality trait, but it also undoubtedly depends on success in dealing with particular situations. Individuals who usually have been able to solve problems in the field of his work will have confidence in attacking new problems, while in contrast, the another individual who had very little success will expect to fail to solve new problems, and they may, for that reason, refuse to put forth much efforts in that direction. *Raghunathan (2001)* gave numerous suggestions to enhance self-confidence. These are:

- **Improve your self esteem**

  Self-confidence and self esteem are very closely related. They go hand in hand. To be a happy, healthy and fully functional person, you need both. To improve self-confidence, one needs to improve one’s self esteem. Self esteem depends on how one evaluates own self, own abilities and achievements and not the quality and absolute quantity of these. By improving one’s self acceptance, self-concept and self image, one can improve one’s self esteem. Unless one is not able to love, respect and accept oneself as one is with all the defects one has, it is not possible to have high self esteem. People do not accept him who does not accept himself.
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- **Analyze confident situation and situation of doubt**

  To achieve a greater sense of stability in your confidence, it is necessary to know exactly what causes it to fluctuate. Divide a clean page into two columns. Label the first column high confidence situations’ and the second ‘Low confidence situations’. In the first column, list all of the situations or circumstances in your tasks in which you feel completely confident. In the second column, list the situations or circumstances that may cause your confidence to diminish. Clear identification the situations that make you feel uneasy, is the first step towards building a greater self-confidence. It should just serve you well to increase your awareness of areas that can be improved.

- **Positive self-talk**

  Positive self-talk will affirm that you possess the skills, abilities, positive attitudes and beliefs that are the building blocks of success.

- **Think and act positively**

  Be Positive. Think of your wins and successes. Think of your achievements, and Positives. Find out new opportunities. Be optimistic and be realistic. Start to act confidently and positively. Write down all your positives, strengths, virtues, recent successes and achievements you had. Keep the list with your self and expend it whenever possible.

- **The spotlight of excellence**

  This visualization exercise recreates the mental state associated with past performance and success. This can help you in bridging the gap between your ability and confidence.

- **Company of confident Friends and peers**

  Mingle yourself with people who are optimistic, positive and active. Work with those who have confidence in themselves and in you. Avoid the company of those who destroy your self-confidence and enthusiasm.

- **Alignment with Stereotypes and Expectations**

  Behave in line with stereotype behaviour of those who are confident. This makes others think that you are confident. Dress neatly and smartly, keep yourself straight while walking, standing and sitting. Don’t be absent minded. Keep yourself energetic and enthusiastic.
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- **Using the power of sound**
  
  Music has many properties, one of which is its ability to inspire, motivate and boost one’s confidence. There are many tunes with inspirational lyrics or strong extra-musical associations that help increase your confidence.

- **Self Image**
  
  Development of self-confidence is based on a good self image. The self image can be measured by doing self evaluation, which would highlight three forces of personality, namely, the man you think you are, the man other think you are and the man actually you are.

- **Self Evaluation**
  
  Through self evaluations, SWOT analysis is possible. In SWOT, ‘S’ refers to strength, ‘W’ reveals weakness, ‘O’ represents opportunities and ‘T’ means threats. An individual has to think and list out one’s own strengths, weaknesses, opportunities and threats. This knowledge is to be utilized to uplift the weakness. All the threats that stand before the progress of strengths are to be overcome. When these kind of exercises are done, goals would be properly set. Then all these threats and weakness would be converted into opportunities. The success of the one activity would lead to a boost in self-confidence which would be developed further, when the success in continued.

1.13. EDUCATIONAL PROBLEMS AND PERCEIVED PARENTAL BEHAVIOUR

No one sincerely concerned with the education of children can afford to remain oblivious of the possibilities of intimate connections between educational problems faced and experienced by children and the parental lines of control and counseling adopted by their parents. If the parental lines of control and counseling are realistic and positively psychologically oriented, the chances of developing education disabilities and the problems are kept at way or at least considerably minimize. If however, parental lines of control and counseling are thoughtlessly and unrealistically conceived and carried out, the possibilities of developing educational problems are surely aggregated, academic motivation is adversely affected and levels of achievement remain as unrealized dreams.
1.14. EDUCATIONAL PROBLEMS

The main purpose of education is self realization, personality development and social adjustment. Education makes an individual a fit person for the society. Without education, man is like an animal. Results of proper education are multifaceted and multi dimensional. The process of education sets the goal, paves the way for an individual and makes him reach the desired ends. Education helps the parents to provide congenial environment to their children. All education commissions have one way or other, emphasized the importance of guidance in education.

The secondary education commission (1952-1953) in their memorable report observes that “the secret of good education consist of enabling the students to realize his talents and aptitude and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right type of employment. In democratic society the purpose of education is to prepare the child not only for a good life but also for an efficient life. For attaining this, a full development of the personality is essential”.

According to Jan et. al. (2002) “good quality education can play active role in the enhancement of productivity, efficiency, social and economic development of a country. It brings a change in the individual for promoting greater productivity and cultivating modern attitude, value and beliefs about work and quality of life”.

Education is considered as an important index to measure human development. This is the reason that education is taken as priority sector for development by all developing as well as developed nations. Every nation develops the system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The role of educational development in mitigating several problems of the human society has been realized at all levels. School education is an important segment of the whole educational structure and it is considered as a powerful instrument to develop human behaviour and hence the society. Every educational system has some problems, which affects the achievement and motivations of children. In Indian educational system, children face many educational problems. Educational problems are the problems related to imparting and receiving education. There are lots of educational problems faced by the students who belongs the age group of 13-19 years. They also have personal, social, intellectual and
psychological problems, which creates a negative impact on education and the students are highly disappointed with their performance.

There have been many studies related to education issues in India. While discussing the education and cast in India, Chauhan (2008) pointed that low school enrolment and completion rates, high dropout and failure rates are reported are the characteristics amongst the weaker section of the society. Shortcoming related to teaching staff has also been identified as the major problems in effective teaching learning (Desai, 1999). Despite of government’s effort to provide uniform level of education for its citizen, non-uniform academic experiences of students belonging to different schools are evident in India. Such differences are not only between urban and rural schools, but also amongst the schools having similar location. The existences of varying academic experiences viz., rich and poor, rural and urban in India are also reported (Banaji, 2005). The micro level investigations are also conducted to assist effective teaching-learning in India. The importance of curriculum reform through changes in evaluation process in effective teaching-learning process is evidenced (Agrawal, 2004). Until such problems do not end, educational can not reach to its goals.

1.15. TYPES OF EDUCATIONAL PROBLEMS

Govindaraju and Venkatesan (2010),and Chugh (2011) identified educational problems. These are as under:

1. Problems related to teacher and teaching-

Education is a tri polar process its three poles are (I) Teacher (II) Students (III) environment. All these poles contribute to the genesis of the educational problems but some times, educational problems arise due to inefficient and untrained teachers and their unpsychological methods of teaching. Following are the problems related to teacher’s behaviour and teaching.

- Lack of teacher’s knowledge and preparation

For efficient and effective teaching learning process, the teacher should have mastery over her/his subject. Lack of knowledge and preparation poses educational problems. A teacher can not teach effectively if his knowledge is not up to date. If he
has not prepared the lesson well, he will lack confidence in teaching. Consequently the students may become undisciplined.

- **Problems concerning personality of the teacher**
  Weak character of a teacher, his ill emotional and mental health, his frustrations and conflicts, his authoritative unjust and partial attitude pose many disciplinary and other classroom problems.

- **Rigid attitude**
  Rigid attitude of the teacher creates many educational problems. Strict repression of instinctive, emotional and creative energies of the pupil and strict repression of physical activities cause tension, restlessness, anxiety, nervousness, frustration and ill mental health. Restriction of movement and removal of recess privileges as a means of punishment can lead to increased irritation, tension and anxiety among students.

- **Inability to deal with truant and delinquent behaviour**
  Delinquent behaviour in students prompted mainly by very strict or very lenient attitude of the teacher i.e. improper handling of such students by the teacher. These students are subjected to harsh criticism and punishment by the teachers for their lack of interest in studies.

- **Problems due to teacher’s absence/leave**
  When a teacher is absent sometimes, there is discontinuity in the progress of his students. The students become slack as far as that subject is concerned. The teacher’s absence does not only affect his class but upsets the entire school program. It may further lead to noise, confusion and indiscipline. The conscientious students may feel frustrated because of teacher’s absence. The sincere teacher may also become upset at his absence, though unavoidable. It may dislocate his plans and disturb his teaching program.

- **Lack of trained and efficient teachers**
  There is shortage of well qualified and well trained teachers in our schools especially in rural areas. So far as urban areas are concerned, the shortage of teachers is not acute but in several areas, the shortage of qualified teachers is keenly felt. The quality of education depends upon the quality of teachers. At present it is felt that
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secondary school do not attract talented persons. The training of secondary school teacher is also inadequate. No improvement in education is possible without improvement of teaching personals. The problems of securing a high quality recruit to the teaching profession and providing them with the best possible professional preparation have become very acute.

2. Problematic behaviour of students

Some children suffer from many behavioural disorders. Important traits and symptoms of problematic behaviour are truancy, bullying, teasing other students, excessive timidity or apathy, aggressiveness and excitability, excessive rebellion against discipline, shirking work, repressed behaviour or nervousness. Problematic behaviour may be caused due to unpsychological method of teaching, and over crowded classes. Unpsychological handling of the pupil, lack of co-curricular activities and lack of guidance may lead to problematic behaviour.

3. Lack of confidence in teachers and students

Some teachers can not answer the question asked by students because they lack confidence and knowledge. Some teachers believe that discipline is violated when a student asks questions. Sometimes, students ask awkward questions pertaining to sex, birth and death. It becomes problem for some of the teacher to answer such questions. As a result, inferiority complex may be developed.

4. Over crowded classroom

In many schools, the classrooms are over crowded. In many cases the number of students in a class is more than seventy or eighty. In such a fully packed classroom, it is not possible for the teacher to teach effectively. He cannot give individual attention to all the students. Individual checking of work becomes difficult. It becomes difficult for the teacher to control the class also.

5. Rigid time-table end lack of routine

Breaking of routine creates confusion chaos, disorder and indiscipline in the class. Routine should be followed in taking roll call, performing practicals entering or leaving the classroom and after activities.
6. **Problems due to rigid and heavy syllabus**

The teacher is expected to cover the full syllabus which is rigid, heavy, bookish, theoretical, unpsychological, dominated by examination and unrelated to life. The teacher has to work under restrictions of rigid syllabus and timetable. He can not change the syllabus according to the needs of the pupil. Besides teaching, the teacher is expected to perform many other tasks such as correction work, register work, planning and organization of activities, and to provide guidance for the all around development of personality. He can hardly do any justice with the job of teaching. He can not show his originality and modify the subject- matter according to the needs and interest of the pupils. Classroom teaching becomes stereotyped, monotonous and ineffective and there is general loss of interest of students in studies.

7. **Problem of examination**

The system of examination and evaluation in India is very unreal. In our country, examination have always been responsible for causing deterioration in classroom instructions . They adversely affect health of the students due to overloaded curriculum near the examinations days, students work very hard and burn midnight oil. Examination cause emotional and mental tension due to fear of examination. The result is that their physical and mental health is spoiled. We come across many instances of physical break down and collapse at the time of examination or at the time of declaration of result. Failure in examination leads to even suicides. The examinations are subjective in nature. They develop spirit of unhealthy competition among the students and encourage rote memory. They have an element of chance in them. Some of the views highlight the intensity of the problem of examination. *University Education Report*. “For nearly half a century the examination has been recognized as one of the worst features of Indian education”.

8. **Lack of guidance and counseling services in schools**

Though there is a dire need of guidance and counseling in secondary schools still lots of school don’t have these services for their student. Guidance and counseling service are a must for every secondary school but in our school instead of being these services a must, these are an exception. The problems of indiscipline and mass failures in the school examination are mainly due to the lack of guidance counseling services in schools.
9. **Lack of parental encouragement and support**

A lack of parental support and encouragement are among the primary factors driving students to leave high school before earning their diploma. Children face many problems related to teaching, curriculum and adjustment in the schools. Lack of parental encouragement and support they are not even able to discuss their educational problems with their parents.

10. **No Standard Policies**

Schools may fall short in completing the target given by the government to educate every child. They lack in accountability, proficiency, infrastructure and assessment. Sometimes, the required number of teachers may be less than the number of students, making it difficult for the teachers to pay personal attention to each student. Schools cover all types of subjects randomly. They teach English, math, history, science and physical education. Therefore, most of the students prefer private education for specializing in a particular subject.

11. **Poor Academic Performance**

If schools are practicing an old and outdated agenda during examinations, the student will acquire limited knowledge. This will lead to poor academic performance. Children have a tendency to capture new concepts easily, they imitate things the exact way they see and perceive. In today’s world of talent, competition and merits are considered important. Therefore, school should enforce latest learning and teaching guidelines every year. If required, they should provide extra classes or tuition facilities to some students.

12. **Peer Pressure and Violence**

There are many students who might threaten their classmates and juniors. They might use abusive language, dominate or harass them physically or mentally. Teachers should monitor issues like peer pressure and violence in the school. Ignorance on the part of parents and teachers, early in their childhood may develop criminal tendencies amongst students.

13. **Lack of Extracurricular Activities**

Many students switch to special private classes after school, because schools include limited activities that may not be up to the mark. Extra curriculum activities
include games, painting, music, dancing and workshops. They are recreational activities that help build self-esteem, confidence and satisfaction.

14. Learning Disabilities

Children affected by certain learning disabilities are unable to articulate the concepts clearly as taught by teachers in the first stage of learning. They require more practice, revision to learn a particular subject. Some students may learn the concept easily than the others. Students affected by Dyslexia (Attention Deficit Hyperactivity Disorder), physical disabilities will take a longer time to memorize a lesson.

15. Social Problems

Social aspect plays a vital role in education. Students may be affected adversely by violence, race, caste, gender discrimination. In such circumstance, they don’t feel free to go schools. Sexual harassment, another crucial issue are some major causes of dropouts.

George (1968) studied the needs and problems in high school and collage students and the main findings were that there was close correspondence between the problems and needs of school and collage students. Highest frequencies of problem of both the sample were in financial, educational and vocational areas, study habits, personal and social areas. Girls had more problems than boys among school students and less problem among collage students. School students received more help from all sources than collage students. Among collage students, art group students had higher number of problems than science group students. The need of guidance services was brought out in the study even though the sample was not aware of guidance services. The main areas in which guidance was needed were educational and vocational.

Mallum (1981), conducted a study on educational wastage and need for guidance in the Nigerian schools. He found that the wastage in Nigerian schools was due to the insufficient vacant plans in the next class or next level of schools. Other aspects of educational wastage were due to the irrelevant and misguided types of education and the non-employment of those school leavers. He identified the common educational problem among students were under achievements, ineffective study skills and retarded reading ability. According to him the counselors and the school administrators would get many chances to correct them by providing education to even the poorest children, making school subject relevant to the pupils and
community. So that the students could identify their educational and career goals and these activities would develop motivation in students and encourage the parents to show interest in the education of their children.

Mowji (1975-77), has done an investigation into the educational and vocational problems of higher secondary students, in greater Bombay. He came up with different types of educational problem. The main problems are absence of guidance services at school level, absence of proper implementation of policies, lack of properly trained teachers, rigid syllabus, lack of extra curricular activities, large and crowded classes, and no proper library facilities.

Binata (1984), identified the educational needs, probabilities and problems of Santals. The identified educational problems were:-

i) Apathy of community members to education.
ii) Enrolment.
iii) Retention.
iv) Stagnation retardation.
v) Relevance of the content of Education.
vi) Post Education Occupation.

He concluded that the real problem lies in the lack of adequate coordination of resources. For this it’s necessary that

(a) The system of education is locally adoptable.
(b) Content and strategies be based on local culture.
(c) Appropriately trained teachers are provided.

Azeem (2012), identified the major educational problems of Muslim adolescents of Malabar region of Kerala in India. Some major educational problems identified by him are:-

i) Lack of interest in school subjects.
ii) Lack of effective study habits.
iii) Lack of concentration, poor memory etc.
iv) Weakness in reading and writing.

v) Fear in having interaction in class room.

vi) Dull classroom instability of teachers.

vii) Fear of examination.

viii) Poor educational level of parents.

ix) Difficulty due to lack of understanding basic concepts.

x) Partial and rigid attitude of teachers

Hussain et. al. (2010) identified major educational problems causing drop out in the mountainous areas of district Swat in the year 2010.

- Crowded and large schools

  Schools created conditions conducive to dropping out due to crowded and large classrooms. Students were not involved in the learning process appropriately. They were found deprived from participating in extracurricular activities as well as in learning process in crowded schools.

- Uncaring, untrained and irresponsible teachers

  The teachers did not care about the students or help them in school. The role of education department in giving training was of great significance. Some of the teachers were given training through departmental program, but still there were untrained teachers. The teachers were also found attending the schools with mutual arrangement with their colleagues which have badly affected the school students and ultimately used to leave the schools. The corporal punishment was also observed as a major cause of drop outs in these mountainous areas.

- Usage of passive teaching methods

  In almost all the schools it was observed that the teachers were using passive teaching methods for communication. Students were not taught according to their potential and psyche. A lot of Audio Visual aids were found lying in the schools but these were not utilized at all. Due to lack of students’ interest, they used to leave the schools.

- Inappropriate curriculum design

  According to teachers’ perceptions, the curriculum was unstable. From time to time changes in the curriculum made the situation difficult for both the teachers and students. The students were discouraged to take admission in the next classes when failed in the subject once and ultimately caused to drop out.
• **Inappropriate evaluation procedure**

The students’ performance was inappropriately tested and evaluated. Standardized tests were not carried out honestly. Cultural biases were common practice in these hilly areas of the district. Relatives, friends and community members used to compel the teachers to pass their students. The differences and distinctions among students caused the students to leave the schools.

• **Lack of parents’ involvement**

The parents were not taking keen interest in children’s education and used to give attention to education as a secondary thing. No checks were given to the students by their parents neither in the schools nor in home which caused failure the student and ultimately leaving the schools.

• **Lack of checks and Bureaucratic system**

The checks in research area through education department were also observed as a major cause. However, most recently the department started a well planned program to admit all the children in primary schools through primary schools teachers of the district. Many schools were found constructed on the basis of political pressure and interference. The attendance of students and teachers was very difficult there. The number of students was too low. The number of teachers did not match with the number of students and ultimately compelled the students to leave the schools.

• **Long distance and lack of extra curricular activities**

Dispersed primary schools with long distance, some students used to travel, and thus increased their risk of dropping out. Most of the students did not come due to long distance or outside villages, which caused the students to leave the schools. Similarly, many schools do not have drama, clubs, debate teams, and other non-sport extra-curricular activities which caused lack of students’ interest and ultimately caused to leave the schools in the study area.

It is globally recognized that the greatness of any human society or of any nation or country does not depend upon lofty buildings and gigantic projects. Straight way, it depends upon educational system, educational policies and their implementation. Perusal of views of educational researchers would tell us that the major educational problems are over-crowded schools; uncaring, untrained and irresponsible teachers; usage of passive teaching methods; inappropriate curriculum design; inappropriate evaluation procedure; lack of parent involvement; lack of
checks and bureaucratic system and long distance and lack of extra co curricular activities.

In order to make the present study more comprehensive the investigator selected four major areas of educational problems from the broad list of educational problem faced by adolescents. Educational problems included in study are given below:

I. Problems related to teacher and teaching
   - Problems of medium of instruction
   - Problems of adjustment with
     - Curriculum
     - Home work
     - Teachers
     - Time table
     - Examination
     - Teaching
     - Peer group
   - Problems of additional and specific coaching classes.
   - Problems of adequate and efficient teachers

II. Problems due to social and educational atmosphere at home and School.
   - Lack of Parental encouragement
   - Inadequate space facility in the home
   - Problems of low attendance in school
   - Hurdles due to distance between residence and school
   - Non availability of hostel facility
   - Lack of assistance in completing the school home work.
   - Lack of tuition facility at home

III. Problems due to organizational and administrative causes
   - Non availability of library & reading room facility
   - Insufficient Scholarships and their utilization by the students
   - Lesser Co-curricular activities and encouragement to participate.

IV. Problems due to cultural and Historical Causes
   - Traditions, taboos and prejudices
1.16. NEED AND SIGNIFICANCE OF THE STUDY

All research undertakings in the field of education carried out meticulously on scientific lines have their importance for they come out with findings which have both theoretical and practical implications for the discipline of education, for educational institutions and for all the individuals with duties and responsibilities towards the education of children, adolescents and adults.

Since the present study pertain to the domain of education, it was anticipated that its findings too would have important implications for discipline of education and for all those who are concerned with the education of students in one way or the other.

The present study aimed at the exploration of the behaviour of parents as perceived by adolescents. It was on the basis of the nature of the perceived behaviour that the investigator arrived at conclusions pertaining to the parental behaviour dimensions taking the forms of restrictive-permissive, neglecting-protecting, rejecting-loving for control and upbringing of their offspring. The test (Three Dimensional Parental Behaviour Inventory) that was used for eliciting data pertaining to the use of the said dimensions on the part of parents.

It was anticipated that the present study would reveal how adolescent boys and girls treated by parents on restrictive-permissive, neglecting-protecting, rejecting-loving parental behaviour dimensional lines and having different locale as well as different organizational set-ups differ from each other with respect to perceived perceptions of parental behaviour. It was thought that this kind of knowledge could help in adopting more realistic parental behaviour lines for the development of children.

It was also anticipated that this study would reveal how adolescent boys and girls with divergent locale, divergent organizational set-ups and under the impact of different parental behaviour lines of control and upbringing differ with respect to degree of Self-Confidence. In the light of such possible findings pertinent suggestions could be given to parents for adopting such parental lines of control that would enhance the degree of Self-Confidence of children.

Before embarking upon this research venture, It was also reasonably and realistically felt that the findings of the present study would reveal how adolescent boys and girls having different locale, divergent organizational set-ups and under the influence of parental lines of control and upbringing differ with respect to the nature
of educational problem. This kind of findings could be used to take steps for lessening the educational the difficulties and problems of adolescent students.

Hopefully it was felt that the findings of the study along with the findings of many other relevant studies could be utilized by policy makers for the field of education and by all those who actually operate educational institutions for achieving optimum results in the form of human development.

A systematic study of parental behaviour as perceived by adolescents in relation to their self-confidence and educational problems offers a rich and fertile land for yielding a high quality research product.

The investigator is aware of present problems being faced by the adolescents in the educational set-up. The main goal of the study is to estimate the strength of relationship between perceived parental behaviour and self-confidence and between perceived parental behaviour and educational problems, so as to create awareness about the role of parental behaviour in coping with the problems of low self-confidence in the educational setup. Moreover, the findings of previous researchers also call for further inquiry into the association between parental behaviour, self-confidence and educational problems.

The above said facts are such facts which could be utilized for framing policies and practices of education for all that goes by the name of quality in the field of human development and educational system. However, the investigator is fully conscious of the fact that the results of the findings of a single empirical study for the discovery of mentioned facts cannot be deemed sufficient for framing policies and practices of education. For accomplishing this purpose the undertaking of many more such studies would be required.

1.17. STATEMENT OF THE PROBLEM

“PARENTAL BEHAVIOUR AS PERCEIVED BY ADOLESCENTS IN RELATION TO THEIR SELF-CONFIDENCE AND EDUCATIONAL PROBLEMS”

1.18. OPERATIONAL DEFINITIONS OF THE TERMS USED

Parental Behaviour is behaviour characteristic of a parent, behaviour that is specifically focused on Restrictive-Permissive, Neglecting-Protecting, Rejecting-Loving towards their wards.
Self-Confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.

Educational Problems means problems related to different areas of education, problem related to teacher and teaching, problem related to social and educational atmosphere, organizational and administrative problems and problems due to cultural and historical causes.

Adolescence is the development stage between childhood and adulthood with marked biological, cognitive and psychological changes. In present study the age group of 16-18 years old adolescents has been taken as respondents i.e. late adolescence.

1.19. OBJECTIVES OF THE STUDY
The objectives of the study are given below:
1. To find out the gender difference in the parental behaviour as perceived by adolescents.
2. To find out the difference in the parental behaviour as perceived by adolescents on the basis of their locale.
3. To find out the difference in the parental behaviour as perceived by adolescents with respect to organizational set-up.
4. To find out the difference in the parental behaviour as perceived by adolescents with respect to geographical domains.
5. To find out the gender difference in the self-confidence of adolescents.
6. To find out the difference in the self-confidence of adolescents on the basis of their locale.
7. To find out the difference in the self-confidence of adolescents with respect to organizational set-up.
8. To find out the difference in the self-confidence of adolescents with respect to geographical domains.
9. To find out the gender difference in the educational problems of adolescents.
10. To find out the difference in the educational problems of adolescents on the basis of their locale.
11. To find out the difference in the educational problems of adolescents with respect to organizational set-up.
12. To find out the difference in the educational problems of adolescents with respect to geographical domains.

13. To find out the relationship between parental behaviour as perceived by adolescents and their self-confidence.

14. To find out the relationship of between parental behaviour as perceived by adolescents and their educational problems.

15. To find out the conjoint effect of parental behaviour as perceived by adolescents on their self-confidence.

16. To find out the conjoint effect of parental behaviour as perceived by adolescents on their educational problems.

1.20. HYPOTHESES OF THE STUDY

The hypotheses of the study are stated as under:

1. There exists significant difference in parental behaviour as perceived by adolescent boys and girls.

2. There exists significant difference in parental behaviour as perceived by rural and urban adolescents.

3. There exists significant difference in parental behaviour as perceived by adolescents studying in government and non government schools.

4. There exists significant difference in parental behaviour as perceived by adolescents of Majha, Malwa and Doaba regions.

5. There exists significant difference in self-confidence of adolescent boys and girls.

6. There exists significant difference in self-confidence of rural and urban adolescents.

7. There exists significant difference in self-confidence of adolescents studying in government and non government schools.

8. There exists significant difference in self-confidence of adolescents of Majha, Malwa and Doaba regions.

9. There exists significant difference in educational problems of adolescent boys and girls.

10. There exists significant difference in educational problems of rural and urban adolescents.
11. There exists significant difference in educational problems of adolescents studying in government and non-government schools.
12. There exists significant difference in educational problems of adolescents of Majha, Malwa and Doaba regions.
13. There exists significant relationship between parental behaviour as perceived by adolescents and their self-confidence.
14. There exists significant relationship between parental behaviour as perceived by adolescents and their educational problems.
15. The parental behaviour as perceived by adolescents conjointly predict their self-confidence.
16. The parental behaviour as perceived by adolescents conjointly predict their educational problems.

1.21. DELIMITATIONS OF THE STUDY

Every research problem has to be investigated within certain well-defined boundaries. The present study was confined to the following:
1. The study required the collection of the relevant data from adolescents studying in the senior secondary schools in the state of Punjab.
2. Six districts of Punjab were randomly selected from its three major regions, namely Majha, Malwa and Doaba. Two districts were randomly selected from each of the said regions.
3. The choice of secondary schools, Government as well as non-government, was also effected keeping in mind the principle of random selection. The data required for the study was collected from 900 students studying in 10+1 class.
4. The number of respondents from government and non-government schools was kept equal.
5. The study was delimited to variables of parental behaviour, self-confidence and educational problems.
6. Educational Problems was delimited to five dimensions, i.e., problems related to teacher and teaching, problems of adjustment in educational setup, problems related to social and educational atmosphere, organizational and administrative problems and problems due to cultural and historical causes.