Chapter II
Review of the Related Literature
CHAPTER–II
REVIEW OF THE RELATED LITERATURE

Review of related literature is an integral part of every research undertaking and straight way essential for every researcher keen to proceed meaningfully in choosing his/her research problem. Work in the form of review is undertaken for evolving an edifice of knowledge to reveal that the proposed study would be a needed addition to the field. The task of reviewing literature is highly tedious because the researcher has to critically synthesise the available knowledge to provide the rationale of her problem.

Review of the related literature paves the way for defining the limits of the study. It gives researcher several ideas on how to select and formulate the research problem and the required theoretical and conceptual framework for the research. It allows the researcher to browse several kinds of research designs, sampling techniques, and statistical procedures.

In this chapter, an attempt has been made to review the relevant literature on perceived parental behaviour, self-confidence and educational problems of adolescents.

The work has been based on survey of articles, speculative essays, empirical papers published in research journals, educational survey published by National Council of Educational Research and Training, Books and M. Phil or Doctoral dissertations related to the theme. The review of related studies was categorized as under-

2.1 STUDIES RELATED TO PERCEIVED PARENTAL BEHAVIOUR.

2.2 STUDIES RELATED TO PERCEIVED PARENTAL BEHAVIOUR AND SELF-CONFIDENCE.

2.3 STUDIES RELATED TO PERCEIVED PARENTAL BEHAVIOUR AND EDUCATIONAL PROBLEMS.

2.1 STUDIES RELATED TO PERCEIVED PARENTAL BEHAVIOUR

Studies related to perceived parental behaviour were categorized in to two broad categories.
Review of the Related Literature

(a) Studies conducted Abroad

Studies related to perceived parental behaviour conducted Abroad

Rohner (1975) conducted a study on “Parental Acceptance-Rejection and personality development” and reported that maternal rejection correlates significantly and negatively with generosity in children. The more rejection children perceive, the less generosity they exhibit in their behaviour.

Robertson and Simson (1989) tested on family factors leading to depression on the part of adolescents. The sample consisted of 300 subjects with age ranging from 13 to 17 years and found that parental rejection leads to depressive symptoms.

Cohen et. al. (1990) in their study “Perceived parental behaviour, Parental divorce and transexualism” observed that overprotection leads to passive dependent personality, emotional negativity and social withdrawal, whereas responsive and warmth stimulation parental behaviour leads to better cognitive development.

Baumrind (1991) conducted a study bearing the title “Effective parenting during the early adolescent transition” and reported that parents who are authoritative were more successful than authoritarian parents, especially in helping their adolescents to avoid problems associated with drugs. Also, consistent utilization of external reinforcement and too much focus on conformity to authority decrease awareness of competence, self-sufficiency and inner enthusiasm of adolescents.

Barber (1992) carried out a study bearing the title “Parental Behaviour and Adolescents’ Self Esteem in United States and Germany” and found that the lack of parental supervision and poor parental control are significantly linked to adolescents’ problem behaviour.

Barber, Olson and Shagle (1994) assessed parental behaviour control and the associated behavioural outcomes in adolescents. Insufficient behavioural control was defined as lack of parental control in the form of restrictions and rules. Results from this study found a significant relationship between insufficient parental behavioural control and adolescent externalizing behaviour.

Rueter and Conger (1995) tested a theory suggesting that the level of parent-adolescent conflict is, in large part determined by family context. According to this
theory, a family atmosphere of warmth and supportiveness promotes successful negotiation of disagreements between parents and adolescents and thereby helps to keep conflict at low to moderate levels. Under hostile coercive conditions, however, parents and adolescents are unlikely to resolve disagreements and conflicts tend to escalate dysfunctional levels. The results from analysis of data, collected from 335 families over a period of 4 years supported the theory.

Wagner et al. (1996) conducted study on “Parent-Adolescent Relationship Moderators of the Effects of Stressful Life” and reported relatively warm parenting, with both mother and father, had a smaller association of stressful events with symptoms of depression as compared to other adolescents. Further, those adolescents who reported relatively harsher discipline by both parents had a higher association of stress with depressive symptoms as compared with other adolescents.

Drotar (1997) conducted a study on “The Effect of Parent and Family functioning on Psychological Adjustment of Children” and observed that less adaptive family relationships (greater conflict and maternal psychological distress) consistently lead to problematic adjustment.

Shonkoff & Phillips (2000) reported that parental sensitivity, responsiveness, and consistency are associated with positive outcomes in children.

Statin and Kerr (2000) discussed three strategies namely direct parental supervision of behaviour, parental solicitation of information from children, and voluntary self-disclosure by the children of information, by which parents might gather information about their children. The study arrived at the conclusion that parental monitoring communicates to youth that parents are interested in their friends, activities, and interests and this kind of conduct on the part of parents leads to a variety of positive outcomes in adolescents.

Colarossi and Eccles (2003) conducted a study on “Differential Effects of Support Provider on Adolescents’ Mental Health” and revealed that male adolescents perceived more support from fathers than female adolescents did, and no gender differences were found in perceptions of support from mothers.

Laible and Carlo (2004) conducted a study to examine how the parental relationship of both mothers and fathers independently and together predict adolescent’s outcomes. 180 adolescents completed self report measures on their
perceived relationship with parents. Parental behaviour form (Worell and Worell, 1974) was used to assess the adolescents perceptions of their relationships with parent on seven dimensions viz., acceptance, active involvement, equalitarianism, cognitive understanding, strict control and rejection. Findings revealed that perceived maternal support and rigid control were the most consistent predictors of adolescent adjustment. In contrast support and control from fathers was generally unrelated to adolescents’ adjustment. High levels of perceived maternal support and low levels of maternal rigid control were related to adolescents’ social competence and self worth.

Darling, Mccartney and Taylor (2006) found a significant relationship between parental behaviour and depression. The study indicated the children of authoritarian parents have more depression as compared to children of uninvolved parents.

Emmelkamp (2006) reported that parental rejection, lack of emotional warmth and negative evaluation of children by their parents leads to an internalized maladaptive cognitive set in children.

Sommer (2007) carried out a study on “The Relationship between Parenting Style, Parental Reading Involvement, Child behaviour Outcomes, Child Classroom Competence and Early Childhood Literacy” and revealed that permissive parental behaviour is positively associated with children’s externalizing behaviour problems.

Odubote (2008) in his study named “Parenting Style, Race and Delinquency: A Comparative Study of European American, African American and Nigerian Families” reported that authoritarian parental behaviour is significantly correlated with delinquent behaviour, and the authoritative parental behaviour has been associated with positive outcomes. In contrast, permissive and authoritarian parental behaviour has been associated with delinquency.

Willam et al (2009) conducted a study on “Impact of Behavioural Inhibition and Parenting Style on Internalizing and Externalizing Problems from Early Childhood through Adolescence”. They claimed that high authoritative parental behaviour was associated with fewer tendencies in internalizing symptoms in children.

Wu (2009) studied on “The Relationship between Parenting Styles, Career Decision, Self-Efficacy and Career Maturity of Asian American College Students”
and demonstrated that mother’s permissive behaviour is associated with anti-social behaviour among adolescents.

**Harper (2010)** studied that increased authoritative fathering is associated with increased internalizing problems.

**Studies related to perceived parental behaviour conducted in India**

**Mukherjee (1973)** conducted a study on “Parental Personality and Adolescent’s Maladjustment” and concluded that parental rejection is the main cause of anti-social behaviour like indiscipline, disobedience, aggressiveness etc.

**Pandey and Nagar (1980)** made an attempt to study personality dynamics of early truants and observed that due to depravedness in love, adolescents felt the emotional instability and feeling of insecurity.

**Singh (1983)** carried out a study on “Impact of Education on Parental Behaviour - An Empirical Investigation” and revealed that educated parents can help the children to develop proper personality characteristics and equip them better to adjust socially. He concluded that higher degree of literacy leads to more positive and healthy patterns of behaviour.

**Sandhu (1986)** drawing on a larger study on “Parental Acceptance-Rejection as Correlates of Personality Development with Reference to Rural Families” and found similarity in the personality traits of mothers and their children under the conditions where there was mutual acceptance. However, dissimilarity in the personality traits of mothers and children under conditions of mutual rejection and incongruent parent-child relationship.

**Sandhu and Bhargava (1987)** conducted a study on “Background Factors as Determinants of Mother’s Perception of her Attitudes of Acceptance-Rejection” found that family size, family pattern, sex and birth order had shown significant effect on mother’s perception of her attitude of acceptance-rejection of the children.

**Nagaich (1987)** in his study titled “The Effect of Home Environment and Parenting Style on Some Personality Variables” revealed that parenting style had a great influence on the personality development and disposition of the children.

**Krishnan (1988)** in his study on Indian mothers named “Parental Acceptance-Rejection and Attitudes to Helping Behaviour” concluded that helping attitude
behaviour of Indian mothers significantly determines their children’s prosocial inclination.

Sinha and Prasad (1989) carried out a Study on “Parental Attitudes in Child Bearing of School Students”. reported that the male students perceived their father as restrictive, neglecting and rejecting whereas females perceived them as permissive, loving and protecting. On the other hand with respect to mothers’ behaviour, male students perceived them as restricting, neglecting and rejecting whereas female perceived them as loving in greater frequency.

Sengar and Srivastava (1990) conducted a study bearing the title “Perceived Parental Acceptance and Rejection and Value System of School going Adolescents” and determined that adolescents rejected by parents, showed more absence of love and affection, more hostility and aggression and they gave high preference to economic and political values and low to the theoretical and religious values.

Saxena (1993) in his study “Perceived Maternal Acceptance-Rejection among Delinquent and Non-Delinquent” investigated that delinquent adolescents perceived greater maternal rejection that their non-delinquent counter-parts.

Kapoor (1993) in his investigation found that maternal acceptance and rejection is more related to adjustment in case of female rather than male adolescents.

Mishra (1993) conducted a study on “Adolescent’s Motivational Patterns as Related to Perceived Maternal Acceptance-Rejection” and revealed that eight need variables were found related to perceived maternal acceptance and rejection. These motivational patterns are need for achievements, order, affiliation, dominance, abasement, endurance, heterosexuality and aggression.

Mathur and Misra (1994) studied in their investigation on influence of maternal employment on children’s personality and reported that children of employed mother found to be relatively more outgoing, emotional, expedient, apprehensive and restrained as compared to their counter parts. On the other hand, personality traits like reservedness, ego, strength, conscientiousness, vigorousness were found relatively more in the children of unemployed mothers.

Varshney (1996) studied that lack of adequate parental love, encouragement, democratic attitude and parental acceptance seem to be important for truant
behaviour. Lack of maternal acceptance and autocratic parental behaviour tends to be socio-pathic.

**Biswas (1992)** explored the influence of parental behaviour on adolescents’ frustration on a sample of 334 students of 8th grade (boys = 164 and girls = 170) from seven Bengate Medium Secondary Schools in Midnapole district, West Bengal. The reactions to Frustration Test (Biswas, 1988) and Parent Behaviour Description Inventory by Cornell (1966) a Bengali adaptation made by Sarkar (1985) were used. The results pointed out that behaviour of parents being positive, reduced adolescents’ frustration.

**Sharma and Nanda (1997)** in their study on “Effect of Parent-Child Relationship on Aggressive Behaviour of Adolescent Boys” and reported that those who had good relationship with their parents showed little/no aggression as compared to their counterparts. He studied on 120 adolescent boys in Ludhiana by using Aggression Scale by Pal and Nagvi (1991) and Parent-Child Relationships test by Tiwari (1977).

**Roychowdhary and Basu (1998)** studied the impact of parent-child relationship on adolescents’ adjustment by taking a sample of 105 boys in age of 14 to 15 years from Calcutta. The parent child relationship scale (PCRS) by Rao, the Adjustment Inventory by Sentia and Culture Fair test by Cattel and Cattel were administered. It was discerned that parenting had significant association with the adjustment of adolescents.

**Sinha and Singh (1998)** examined the effect of parent’s affection and competence on the home adjustment of school students. The study was conducted on 240 adolescents in age group from 11-14 years with the objective of testing parental affection and adjustment of school students. Parent-Child Relationship Questionnaire (PCRQ) by Govind Tiwari (1980) and Modified version of Bell’s Adjustment Inventory (Bell, 1934) and Adjustment Inventory by Jehan (1987) were used and it was concluded that respondents belonging to high affectionate parents showed better home adjustment than that of their counterparts.

**Tiwari and Poornachand (1998)** in their study. “Adjustment among High and Low Achieving Adolescents” studied the adjustment of adolescents during 1991-92 on 10th and 11th class students of colleges of Pantnagar and Rudrapur. The
sample consisted of 757 students tested using Adjustment Inventory by Kumar. It was concluded that parental response, emotional support, praise, motivation, parental approval and peer group approval significantly and positively correlated to better social, home and emotional adjustment.

Aggarwal and Magan (1999) made an attempt to explore the influence of maternal acceptance on the temperamental characteristics of female children. They found that girls who were accepted by their mother have different temperamental characteristics as compared to their counterparts. Girls of affectionate mothers were found socially and emotionally stable and energetic.

Bhargava and Sidhu (2000) conducted a study on “Personality Characteristic of Parentally Accepted and Rejected Children”. A sample of 240 girls of six rural middle schools of Ajmer District was taken. Parental acceptance rejection questionnaire (PARQ) by (Rohner 1978) and children’s personality questionnaire (CPQ) by (Cattell 1967) were used. The results revealed that the accepted children differ significantly from rejected children on nine personality factors. Accepted children are outgoing, emotionally stable, obedient, happy go-lucky, venturesome, vigorous, self assured, controlled, relaxed and un-frustrated. Whereas rejected children tend to be reserve, emotionally less stable, aggressive, serious, shy, shrewd, apprehensive, careless and tense. They concluded that the personality of accepted children is significantly different from the personality of rejected children.

Kaushik and Rani (2005) reported that perfectionist attitude of mothers is positively related with anxiety among children. Similarly unreasonable parental expectation especially when accompanied by faulty parental behaviour patterns adversely affects the child’s psychological well-being.

Rai, Pandy and Kumar (2009) conducted a study on “Perceived Parental Rearing Style and Personality among Khasi Adolescents”. The study was conducted on a sample of 50 boys and 50 girls. The result revealed that boys perceived significantly more rejection from father as compared to girls and girls perceived significantly better emotional warmth in comparison to boys from father. The boys and girls did not differ significantly on the factors over protection. No reliable difference was ascertained between boys and girls in anxiety, depression, semantic problems, anger, hostility and self-esteem in girls.
THE REVIEW

The review of the above quoted research studies relating to perceived parental behaviour reveals that the phenomenon of parental behaviour as perceived by adolescents has been attracting researchers in India as well as in foreign countries. By and large, researchers have remained focused more on acceptance and rejection dimension of perceived parental behaviour. Some of them have been studying the main styles of parenting propounded by Baumrind (1978) authoritarian, authoritative and permissive parents. On the other dimensions of parental behaviour, the investigator could trace only a few studies not directly related to the parental behaviour as perceived by adolescents. However, this investigator could find some studies relating to parent-child relationships, family environment and parental attitude as perceived by adolescents. The review suggested that the studies on parental behaviour as perceived by adolescents await empirical investigations. Hence the need was felt to study the parental behaviour as perceived by adolescents with its various dimensions like Restrictive-Permissive, Neglecting-Protecting, Rejecting-Loving to ascertain the impact of perceived parental behaviour on the self-confidence and educational adjustment of adolescents. It was also felt that it would be interesting and instructive to gauge the influence of gender, locale and organisational set-up on perceived parental behaviour.

2.2 STUDIES RELATED TO PARENTAL BEHAVIOUR AS PERCEIVED BY ADOLESCENTS AND SELF-CONFIDENCE

(a) Studies conducted abroad
(b) Studies conducted in India

Studies related to Parental behaviour as perceived by Adolescents and Self-confidence conducted abroad

Mead (1934) revealed that rejected children developed a sense of overall negative self evaluation, feeling of negative self esteem and also negative self adequacy.

Hoffman (1960) found that healthy father-child relationship leads to the feeling of being loved and accepted with a high degree of self-confidence and no dependency.
Finney (1961) in his study, “Maternal Influence on Children’s Personality and Character” found that maternal hostility and rigidity are considered as responsible factors in making the child pessimistic and revengeful. Delinquency in children was reaction to parental neglect.

Baumrind (1971) in his study, “Parental Control as Significant Predictor of Self-Confidence among Adolescents” found that perceived warmth of mother was a good predictor of adolescents’ self-confidence for both girls and boys. The mother’s warmth, her emotional support and presentation of positive feelings was related to high positive self-feeling. On the other hand, when the mother was perceived as a person who expresses often negative feelings, who often reproaches and talks about children’s mistakes and insufficiencies, then children’s self-confidence was lowered. Regarding the perceived father’s warmth, it was identified as a significant predictor for boys only. It had no direct influence on girls’ self-confidence.

Symond (1974) reported that rejected children tend to show attention seeking behaviour, problematic in school as well as at home and tend towards delinquency. They also developed the feelings of insecurity and inferiority complex with low self-concept, they often tried to win parental affections by various attention seeking behaviours.

Bonney (1976) found that rejected children have experienced some form of rejection by one or both parents. They have excessive emotional attachment with one of the parents. The rejection and abnormal pulling of the children towards one side of parental axis result in various forms of personality distortions such a sense of inferiority, a deep seated feeling of revenge, an immature and confused love life and an expectation of greater pleasure without efforts and responsibility.

Lifley (1974), Berg and Kelley (1979) indicated that self esteem of daughters was significantly related to maternal self esteem and love.

Cheung and Lau (1985) conducted a study on, “Self-Esteem its Relationships to the Family and School Social Environment among Chinese Adolescents”. They investigated the relationship between family relations, school relations and self-esteem among Chinese adolescents in Hong Kong. Results from this study indicated that family variables were more strongly related to self-esteem than school variables. Specifically, higher self-esteem was a positive correlate of (i) greater family cohesion
and support that family members provided to one another, (ii) greater independence, assertiveness, and self sufficiency of family members, (iii) greater participation by teenagers in social and recreational activities, (iv) clearer structure and organization of family responsibilities and activities provided by parents (i.e. functional control) and (v) greater moral and religious emphasis placed by family.

Bohrnsted and Fisher (1986) in their study, “The Effect of Recalled Childhood and Adolescent Relationships compared to Current Role Performances on Young Adults” evaluated the effects of childhood and adolescents’ peer and parental relationships compared with the effects of current role performance and found stronger effects of childhood and adolescence experience on adults’ current self-esteem.

Gecas and Schwalbe (1986) in their study, “Parental Behaviour And Adolescents’ Self-Esteem” examined the relationship between parental behaviour as reported by parents, children’s perceptions of parental behaviour and the effects of each on various aspects of children’s self evaluation-specifically self worth, self efficiency and general self esteem. The study is based on a sample of 128 families each consisting of a mother, a father and a child in late adolescent (17-19) years of age and found that little correspondence between parents’ reports of their behaviour (on measures of control/autonomy, support and participation) and children’s perception of their behaviour were much more strongly related to their perceptions of parental behaviour than to parents’ self reported behaviour. Boys self esteem were found to be more sensitive to the control/autonomy aspect of parental behaviour. Girls’ self esteem was more strongly affected by parental support and participation. In general, perceptions of paternal behaviour somewhat more consequential for adolescents’ self esteem than perceptions of maternal behaviour and surprisingly, these parent-child interaction variables were found to be more strongly related to boys’ self esteem than to girls’ self esteem.

Hoelter and Harper (1987) in their study, “structural and interpersonal family influences on adolescent self-conception” examined the effects of structural and interpersonal family influences on adolescents’ self-concept. The results indicated that family support was positively related to adolescents’ self-concept.
Amato (1989) revealed that higher level of parental control resulted in lower level of self-competence for adolescents, whereas higher level of parental support is consistently found to be positively related with the higher degree of self-worth in adolescents.

Wiltfang and Scarbecz (1990) indicated that adolescent variables, such as school grades, group leadership, and peer relationships, have stronger effects than parental class variable on adolescents’ self-esteem.

MacEwen and Barling (1991) revealed that parental manifest anxiety and emotional instability in the process of parenting characterize anxious parenting. Small and little difficulty that arises while raising and disciplining the child makes the parent very anxious and maladaptive approach of handling problem is used. In anxious parenting the child constantly receives anxious feed back that affects his self-confidence and effective problem solving skills. Identification of the child with his anxious parent leads to the stage of anxious attachment, which makes the child to develop similar anxious traits as his parents has poor self esteem, low achievements, poor adaptability, emotional problems, inter personal problems are some of the important causes of anxious parenting.

Lau and Leung (1992) conducted a study on 1668 Chinese secondary school students and the results showed that better relations with parents was associated with higher general academic achievement, appearance, social and physical ability and self-concept.

Brooks, Gunn, Guo and Furstenberg (1993) Parental relationship play a very important role in determining high self esteem of students. Students, who are excellent in study, spend more time on home work. They pay more attention in class and seldom cheat. They are likely to have authoritative parents, who expect them to get good grades and who are involved with them.

Hopkins and Klein (1993) found a positive relation between parental nurturance and global self-worth. Nurturance is positively related with several dimensions of self-perception. This research underscored the importance of nurturance in the development of self-esteem and the usefulness of a multidimensional construct of self perception.
Clark and Barber (1994) in their study “Adolescents in Post Divorce and Always-Married Families: Self-Esteem and Perceptions of Fathers’ Interest”, indicated that adolescents who perceived their fathers as more interested in their siblings had lower self-esteem than those who said their fathers treat all children equally.

Nielsen and Metha (1994) investigated the relationships between multiple dimensions of self-esteem and adolescent's perceptions of parental behaviour using non-clinical (N=119) and clinical(N=30) samples of adolescents. Perceptions of parental behaviours were consistently unrelated to dimensions of self-esteem among adolescents in the clinical sample. Among adolescents in the non-clinical sample, perception of parental support and autonomy granting were related to multiple dimensions of self-esteem. Perceptions of parental discipline were inconsistently related to dimensions of non-clinical subjects’ self-esteem.

Young, Miller, Norton, and Hill (1995) conducted a study bearing the title “The Effect of Parental Supportive Behaviours on Life Satisfaction of Adolescent Offspring” and found parental support predictive of adolescent well being and perceived parental competence was linked to adolescent psychosocial development.

Allen et al.(1996) revealed that insecure attachments result in the construction of negative schemas of self and the environment, which contribute to the formation of a poor self-concept.

Behamdouni (1993) found that mother's acceptance was significantly and positively associated with adolescent's self-esteem and was also found to be the most powerful predictor of adolescent self esteem. Other significant predictors of self-esteem were mother's use of firm discipline and psychological control and father's authoritativeness.

Demo and Acock (1996) explored the effect of family structure on adolescents’ emotional adjustment and well being. They found that mother-adolescent interactions were significantly related to adolescents’ emotional adjustment. Lower levels of interaction between the mother and adolescent were associated with lower levels of emotional adjustment, and well being.

Lyman and Bird (1996) in their study “A Closer Look at Self-Image in Male Foster Care Adolescents” evaluated the aspects of self-image and emotional health in
Review of the Related Literature

adolescents placed in foster care. The findings indicate that foster care is associated with lower scores on measures of self-image. Insecure attachment relationships underlie a negative self-concept in adolescents.

Bogenschneider, Small and Tsay (1997) examined perceived parental competence and psychosocial competence in adolescents and found higher psychosocial competence in adolescents with competent parents. Factors that were associated with parental competence in this study were adolescents’ openness to socialization and parenting stress.

Brody and flor (1997) found that self-esteem was linked with parent-child relationship quality and suggested that individuals who perceived the presence of supportive parental behaviour more likely to feel greater self-esteem. Family harmony can easily be affected due to parental conflicts. In reality conflicts occur in the family. The degree of parental conflict varies from mild to serious. However, if parents purposely ignore the existence of conflicts and refuse to take up initiatives to resolve the problems. It would create bad consequence especially for the relationship of family members. At the same time, it would affect the self esteem of their children.

Conger et al. (1997) carried out a study on Parents, sibling, psychological control and adolescents’ adjustment and approved that psychological control by parents contributed to adolescents’ maladjustment leading to externalizing and internalizing behaviour problems resulting to diminished self-confidence.

Dekovic and Meeus (1997) reported that there is a significant and positive relationship between parental acceptance and adolescents’ self-concept.

Harter et al. (1998) carried out a study on “Relational Self Worth: Differences in Perceived Worth as a Person across Interpersonal Contexts among Adolescents” and revealed that the parental behaviour perceived by adolescents set the stage for reflected appraisals that are integral to the development of self worth.

Leung et al. (1998) in their study titled “Parenting Styles and Academic Achievement: a Cross-cultural Study” found that general authoritarianism, defined as strict obedience towards parents, positively related to academic achievement among Hong Kong Chinese adolescents, but not related to grades among European-American and Australian adolescents.
Gray and Steinberg (1999) evaluated the effects of parental acceptance-involvement, parental monitoring, and parental support and autonomy granting on aspects of adolescents’ development. Results from this study found a significant relationship with both autonomy granting and parental acceptance-involvement on psychosocial competence in adolescents.

Peterson and Hann (1999) carried out a study on “Socializing Children and Parents in Families” and found that perceived parental support provides a secure base for adolescents that enables them to explore their environment and feel more confident to meet challenges and they further stated that effective monitoring by parents (i.e. knowledge) enhance the development of social competence in adolescents. Thus, it is conceivable that youth who report higher levels of parental knowledge will have stronger parent-child connections, feel valued, and consequently report higher positive self-esteem and self-efficacy.

Chiang, Huang, and Len (2000) conducted a study on parents’ parenting style, family support, teachers’ teaching practice, student’s self-esteem and health related behaviour and found that the “authoritative” parenting (i.e., demanding and responsive) may predict a higher self-esteem for junior high school students.

Furnham and Cheng (2000) examined the paternal and maternal rearing styles (authoritarian, authoritativeness and permissiveness), personality (extraversion, neuroticism, psychoticism), and self-esteem predicted self-rated happiness in a normal, nonclinical population of young people in their late teens and early 20s. The Eysenck Personality Questionnaire (revised), the Rosenberg Self-Esteem Scale, the Parental Authority Questionnaire and the Oxford Happiness Inventory was used and they found that a reasonable discipline exercised by mothers toward their children was particularly beneficial in enhancing the off spring’s self-esteem.

Wu and Chang (2000) also found that emotional connections with significant adults in the family are associated with higher degree of self-worth for teenagers.

Bagley et al. (2001) indicated that, while adolescents and parents have similar (but distinct) perceptions of their relationships, adolescents’ perceptions of their relationships with parents better predict their self-esteem.
Chu (2002) indicated that six specific domains of self-concept, including math/school, verbal, physical appearance, emotions, parent relations and peer relations, significantly contributed to adolescents’ global self-esteem.

Dusek and McIntyre (2003) in their study on parental behaviour as perceived by adolescents in relation to their adjustment, investigated that low level of parental responsiveness and high level of parental demandingness resulted that children who perceived their parents as using authoritative rearing practices (warm, responsive and supportive behaviour together with demands, expectations and an emphasis on fostering their child’s sense of personal responsibility) were psycho-socially adjusted better than adolescents, who perceived authoritarian parental behaviour.

Shek (2003) in his longitudinal study, the relationships between Hong Kong Chinese adolescents and parents, discrepancies in their perception of family functioning and adolescents’ psychological well being were investigated via adolescents and parents reports of family functioning. After analyzing the data comprising 378 families, results showed that discrepancies in perception of family functioning between adolescents and parents were related to adolescents feeling of hopelessness, life satisfaction, self esteem, purpose in life and general psychiatric mobility at Time 1 & Time 2. Longitudinal & prospective analysis (Time 1 predictors predicting Time 2 Criterion variables) suggested that the relationship between discrepancies in perceptions of family functioning and adolescents’ psychological well being are bidirectional. Adolescents’ father & adolescents’ mother discrepancies had similar impact on adolescents’ psychological well being. The negative impact of discrepancies among family members in perceptions of family functioning on adolescents. Psychological well being was greater for adolescent girls than for adolescent boys.

Bush et al (2004) conducted a study on “Mexican Adolescents’ Perceptions of Parental Behaviours and Authority as Predictors of their Self-Esteem and Sense of Familism” and found that parents’ interest and concern about their adolescent offspring and their activities promote feelings of positive esteem among adolescents.

Gonzalez et al. (2006) found that extreme authoritarianism may lead to social inhibition, and a lack of confidence. The children often are discontented and distrustful of others.
**Macek and Sirucek (2006)** conducted a study on parenting style during adolescence and perception of parents as predictors of adolescents’ self-esteem, in which adolescents self-esteem, perceived warmth of parents, trust in parents and perceived parental control were measured at the age of 12 (Time-1) and the age of 14 (Time-2). They found that when the perceived warmth was high and stable during these two years, then the adolescents also presented a stable and high self-esteem reflected the same trends. In regard to perceived trust, they had found similar results. Adolescents who reported a lower level of trust in their parents showed a lower level of self-esteem. If trust in the parents was decreased, the self-esteem was going down too.

**Macek and Jezek (2007)** found that perceived parental rejection and conflict between parents and adolescents predict poorer self-esteem.

**Plunkett et al (2007)** studied on “Parenting and Adolescent Self-Esteem in Latino Intact Families, Stepfather Families and Single-Mother Families” and found that perceived parental support reflects warm and affirming messages, resulting in feelings of positive self-esteem.

**Önder, Kirdök and Isik (2010)** conducted a research study. They relate the high school student’s career decision making pattern across parenting styles and parental attachment levels. The findings showed that children of authoritative and authoritarian parents are more decisive than the children of neglectful and permissive parents. It was further concluded that the parent’s authoritative style is positively associated with exploration of self and environment in adolescence. They further said that neglectful and permissive parents do not support their child in their career decisions.

**Chiew (2011)** conducted a study titled “Relationship between Parenting Styles and Self-Esteem: Self-Esteem’s Indicator - Parenting Styles”. This study examines the association and relationship between different parenting styles and self-esteem of adolescents in University Tunku Abdul Rahman (UTAR). A sample of 100 UTAR students completed questionnaires that include Parental Authority Questionnaire (PAQ) and Rosenberg Self-esteem Scale (RSE). Result displayed that authoritative parenting style is the predominant parenting style and there was significant correlation between different parenting styles and self-esteem. Significant association was found
between authoritative and authoritarian parenting style on levels of self-esteem. Greater numbers of students from authoritative families have high level of self-esteem than authoritarian families.

**Lin and Lian (2011)** conducted an investigation on Malaysian students and explored the relationship of parenting style and coping capabilities of secondary school students. Malaysian fathers and mothers were perceived at similar level of authoritarian parenting where as mothers are perceived more authoritative then fathers. It was concluded that authoritarian style of both father and mother and authoritative parenting style of mothers significantly correlated with adolescents’ coping capabilities.

**Studies related to Parental behaviour as perceived by Adolescents and Self-confidence conducted in India**

**Saavendra (1980)** conducted a study on effect of perceived parental warmth and control on self-evaluation of Puerto Rican adolescent males and reported that when parents reject the child, he begins to think himself to be unworthy of love, he develop a sense of negative self-evaluation low self esteem and self adequacy.

**Ojha and Singh (1988)** reported that parental rejection related to insecurity of children. These children are less self assured and confident.

**Kalra(1992)** carried out a study on “Parental Attitude of Acceptance, Concentration and Avoidance as Contributive to Self-Confidence of children” and concluded that parental attitude played a significant role in developing self-confidence of their children.

**Bhardwaj (1996)** conducted a study on “Perceived Parental Behaviour and Self-concept among Adolescents” and found that parental acceptance was positively related to self-concept, curiosity, cognitive competence and achievement of adolescent boys and girls.

**Mandura and Murray (2000)** in their study on effects of parental marital status, income, and family functioning on African American adolescents’ self-esteem, found a positive effect of parental behaviour on adolescents’ self esteem.

**Kaur (2002)** conducted a study on family relationship as a contributory factor towards self-confidence and found that in case of parental avoidance there was a
positive and significant relationship with self-confidence among rural students but in case of urban students parental avoidance and self-confidence were significantly but negatively related.

Kaur (2003) conducted a study on family climate as conducive to self-confidence and concluded that there exist no significant relationship between different dimensions of family climate and self-confidence of senior secondary students.

Lakshmi and Arora (2006) conducted an investigation on “Perceived Parental Behaviour as Related to Student’s Academic School Success and Competence” and found that adolescents who perceived their parents as loving, accepting encouraging and less controlling (behavioural) in school and felt more competent and lack of loving, accepting and affectionate behaviour of parents develop feeling of insecurity and low self-confidence. Therefore, it can be stated that parent who are perceived as being more acceptant and using less hostile psychological control tend to have children with higher academic achievement traits.

THE REVIEW

In recent years, considerable attention has been focused upon the importance of self-confidence as a distinctive and concise measure of personality. Self-confidence is the first step to progress, development, achievement and success. Parental behaviour plays a very important role in generating and boosting self-confidence among children. The relationship between the said two variables, whatever its nature is invariably exists. Yet, as one goes through the research works already accomplished one is surprised to find that studies on the relationship on parental behaviour and self-confidence have been woefully negligible. For the present investigator, it was a great disadvantage and disappointment to find that previous research literature does not contain even a dozen studies upon the relationship of the two variables in question. It is not only that research studies on the relationship between said two variables have not been undertaken in India but also in other countries. The variable of self esteem and self-concept has been stealing the light over the variable of self-confidence. There are studies and studies over their relationship with many relevant variables including the variable of parental behaviour. This situation does not even remotely exist in connection with the relationship of self-confidence and perceived parental behaviour. It may be quiet relevant here to mention that self-esteem is generally taken as
component of self-confidence. However, self-confidence is a term with much larger connotation and implications. In this chapter of related studies we could mention only a few studies regarding the relationship between perceived parental behaviour and self-confidence. It may be stated that many studies relating to self-esteem and self-concept have been mentioned in this chapter because of the consideration that self-esteem and self-concept are closely related to self-confidence.

From what has been stated so far about research involving self-confidence as a variable, it can be solidly and definitely stated that research works need to be undertaken involving the variable of self-confidence on a much larger scale in almost all areas of life. The investigator feels proud of the fact that in her problem, she incorporated the task of investigating the relationship between self-confidence and parental behaviour as perceived by adolescents.

2.3. STUDIES RELATED TO PARENTAL BEHAVIOUR AS PERCEIVED BY ADOLESCENTS AND EDUCATIONAL PROBLEMS

(a) Studies conducted abroad

(b) Studies conducted in India

Studies related to parental behaviour as perceived by adolescents and educational problems conducted abroad

Bowlby (1967) stated that most of the children who are successful and well adjusted come from homes where a wholesome relationship existed between them and their parents, whereas children who were discouraged and rejected at home, lacked concentration in school work. They failed to establish desirable skills in academics and sports.

Walter and Stinnett (1971) conducted a study on “Parent Child Relationship of Low and High Achievers” and concluded that extreme strictness and low acceptance tended to be directly related to children’s low achievement in school.

Rohner and Nielson (1978) revealed that parental rejection is associated with poor concept formation, academic problems, and disturbed body image.

Schaefer and Edgerton (1985) evaluated that parents who have more progressive parenting styles and view their children as being active and independent agents tend to have children who score higher in ability tests.
Dornbusch et al. (1987) examined the relation between parenting style and adolescents’ school performance using sample consisted 8,000 adolescents (aged 14-18 years) from a variety of backgrounds and indicated that in virtually each ethnic (including Asian), socio-economic and family structure group, adolescents whose parents were less permissive, less authoritarian, and more authoritative performed better in school performance than their peers.

Steinberg et al. (1989) made an elaborate study on “Authoritative Parenting, Psychosocial Maturity and Academic Success among Adolescents”. In this study, the overtime relation between three aspects of authoritative parenting – acceptance, psychological autonomy and behavioural control and school achievement was examined in a sample of 120, 12-16 year olds adolescents in order to test the hypothesis that authoritative parenting facilitates, rather than simply accompanies, school success. In addition, the mediating role of youngster’s psycho-social maturity was studied. Results indicated that (i) authoritative parenting facilitated adolescents’ academic success (ii) each component of authoritativeness studied made an independent contribution to achievement, and (iii) the positive impact of authoritative parenting on achievement was mediated at least in part through the effect of authoritativeness on the development of a healthy psychological orientation toward work. Adolescents who described their parents as treating them warmly, democratically, and firmly were more likely than their peers to develop positive belief and attitudes towards their achievement and as a consequence they were more likely to do better in school.

Buhmester (1990) carried a study on intimacy of friendship, interpersonal competence, and adjustment during pre adolescence and adolescence on a sample of 102 (10-13) years old pre-adolescents and 70 (13-16) years old adolescents. Data were obtained using friendship intimacy scale, adolescent interpersonal competence questionnaire (AICQ), Rosenberg’s (1965) 10-items scale and 10 items self report questionnaires. Results of the study indicated that intimacy of friendship was consistently and moderately correlated with adjustment and competence among adolescents (13-16 years) but less consistently related among pre-adolescents (10-13 years).
Wentzel, Feidman and Weinberger (1991) in their study investigated two non-intellectual factors (self-restraint and emotional adjustment) which partly explain the relation between parenting and academics achievement in 6th grade boys. Their findings underscore the contribution of social and emotional development to academic and intellectual achievements, and the key role of parent-child relationships influencing such development.

Steinberg et al (1992) conducted a study on an ethnically and socio-economically heterogeneous sample of approximately 6,400 American 14 to 18 year olds and found that authoritative parenting (high acceptance, supervision, and psychological autonomy granting) leads to better school performance and stronger school engagement. The positive impact of authoritative parenting on adolescents’ achievement, however, is mediated by the positive effect of authoritativeness on parental involvement in schooling. In addition, non authoritativeness attenuates the beneficial impact of parental involvement in schooling on academic achievement. Their findings indicate that parental involvement is much more likely to promote adolescents’ school success when it occurs in the concept of an authoritative home environment.

Deroiser et al (1994) carried a study on “Children’s Academic and Behavioural Adjustment as a Function of the Chronicity and Proximity of Peer Rejection” on a sample of 622 second to fourth grade children aged between 7-12 years. Data were obtained using school records, peer ratings by peer rejection and behaviour, modified version of the classroom adjustment rating scale (Lorion et al., 1975). Results of the study indicated that both chronicity and proximity directly influenced later adjustment. All levels of rejection were associated with greater absenteeism from school and more chronic and proximal experiences of rejection were associated with elevated externalizing behaviour problems and teacher rated internalizing behaviour problems.

Grolnick (1994) examined a multidimensional conceptualization of parent involvement in children’s schooling, on a sample of 300, 11-14 year old children and their teachers. The result of factor analyses of a set of parent involvement measures i.e. perceived competence, control understanding and self regulation supported the hypothesized three dimensions of parent involvement; behaviour intellectual/
cognitive and personal. Path analyses revealed indirect effects of mother’s behaviour and intellectual/cognitive involvement on school performance through perceived competence and control understanding and indirect effects of father behaviour on school performance through perceived competence. The results argue against a uni-dimensional understanding of parent involvement and support the views of the child as an active constructor of his or her school experiences. Year follow up study in an

Steinberg et al (1994) revealed the over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent and neglectful families. During their 1- ethnically and socio-economically heterogeneous sample of approximately 2,300, 14 to 18-year olds, it was found that differences in adjustment (psychosocial development, school achievement, internalized distress and behaviour problems) associated with variations in parenting are either maintained or increased over time. However, whereas the benefits of authoritative parenting are largely in the maintenance of previous levels of high adjustment, the deleterious consequences of neglectful parenting continue to accumulate.

Dean (1995) observed that parental attitude and support towards school, books and learning affect the children’s achievement.

Marjoribanks (1996) conducted a study on 900, 11-year old Australian children and their parents and suggested that a parenting model defined by parents’ aspirations, parenting practices, and parenting style mediate substantially the relationships between family social status and children’s academic achievement but not the associations between intellectual ability and outcomes.

Dekovisc and Meeus (1997) found and association between warm supportive parent-adolescent relationship and positive peer relations. Larose and Boivin (1999) also reported similar findings that there exists a relationship between adolescent’s report of parental support and positive expectations in peer relationship.

Hickman et al (2000) examined the influence of parenting styles on academic achievement. They administered a questionnaire to a sample of college freshman to determine the relationship. It was found that authoritative parenting style was positively correlated with student’s academic adjustment. Those parents exhibiting warmth and fair discipline styles had children with greater academic achievement in college.
Johnson (2000) carried a study on “The Peer Group Effect on Academic Achievement among Public Elementary School Students” on a sample of American public elementary school students. Data were obtained by survey method about peer effect, parental education and number of reading materials in the home. Results of the study indicated that peer effect had a strong influence on academic achievement.

Bean et al. (2003) studied the impact of parental support, behavioural control and psychological control on the academic achievement of European-American and African-American adolescents. The sample consisted of 75 African American and 80 Europeans American adolescents from United States. Parental relationship behaviour was assessed with the help of parent adolescent behaviour measure developed by Bush et al. (2002) and academic achievement was assessed by their previous year grades. The results revealed that maternal support was significantly related to academic achievement for African American youth and maternal behavioural control and psychological control were significantly related to academic achievement for European American youth.

Xinyin (2003) carried a study on “The Peer Group as a Context: Mediating and Moderating Effects on Relations between Academic Achievement and Social Functioning in Chinese Children”. Data were obtained using the procedure attained by Masten et al., 1985, teacher ratings, socio-metric nominations and school records. Results of the study indicated that positive relations between individual academic performance and social adjustment was reinforced by the group academic norm. If group academic achievement was high, individuals academic achievement was also high. Thus the above discussed studies indicated that peer relationship had significant influence on adolescent adjustment and academic performance.

Xinyin et al. (2005) carried a study on “The Peer Group as a Context: Moderating Effects on Relations between Maternal Parenting and Social and School Adjustment in Chinese Children” on a sample of 535 third and sixth grade children with average age 12 years 8 months. Data was collected using Revised Class Play (RCP; Master, Morison and Pelligrini, 1985), socio-metric nominations, school administrative records, school records, child rearing practices report (CRPR;Block, 1981), and social cognitive map technique (Cairns et al., 1989). Results of the study indicated that contributions of supportive parenting to child social and school
adjustment were moderated by prosocial-cooperative and anti-social destructive orientations of the peer group.

**Landry, Smith, & Swank (2006)** conducted an experimental study to examine whether mothers’ responsive behaviours could be facilitated and whether such behaviours would boost young children’s learning. A sample of 264 mother-infant pairs participated in the ten-week experiment. Mothers, randomly assigned to an experimental group, were trained by facilitators during home visits to implement playing and learning strategies shown to help improve infant development. Mothers in the comparison group received the same number of home visits, but were not trained in the playing and learning strategies. Four aspects of responsive parental behaviour were evaluated: active response to infant’s attempt to communicate, emotional-affective support, support for infant attention, and language input supporting developmental need. The results of the study revealed that all the mothers who had received the training were more attentive and warm to their infants. Infants whose mothers had received the training demonstrated significantly higher increases in their communication and social behaviours. The researchers concluded that the mothers who had received the training showed improvements in their own behaviour and caused change to their infants’ behaviour.

**Luyckx et al., (2007)** explored the association between parenting styles, specifically the autonomy support vs. psychological control dimension, on students’ academic adjustment. A survey was given to students at a university in Belgium in three waves and found that not only there is a significant association between parenting style and academic adjustment, but it was mediated by the level of identity formation.

**Heaven and Ciarrochi (2008)** carried out a study on parental styles and academic performance in high school children. Parental authority questionnaire PAQ, Buri, (1991) was administered on 784 students in the Wollongong and they observed that family authoritativeness was not significantly related to outcomes in maths or science, but was significantly related to outcomes in Religious studies, English and History.
Landry (2008) contends that children’s development of cognitive and social skills needed for later success in school may be best supported by responsive parenting, a style characterized by affection, warmth and being responsive to a young child’s signals, needs, and interests.

Elias and Yee (2009) in their study “Relationship between Perceived Paternal and Maternal Parenting Styles and Student Academic Achievement in Selected Secondary Schools” examined the relationship between perceived paternal and maternal parenting styles (permissive, authoritarian, and authoritative) and students’ academic achievement (Form Three public examination results). The sample consisted of 247 students from two secondary schools. The data were collected using questionnaire. Results showed that majority of the students perceived both their father \((n = 200)\) and mother \((n = 197)\) as authoritative. The findings revealed that perceived paternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students’ academic achievement. The findings also revealed that perceived maternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students’ academic achievement.

Turner, Chandler and Heffer (2009) in their study named “The Influence of Parenting Styles, Achievement Motivation, and Self-Efficacy on Academic performance in College Students” analyzed that authoritative parenting significantly influence the academic performance of college students.

Studies related to parental behaviour as perceived by adolescents and educational problems conducted in India

Ojha (1984) conducted a study on “Parent Child Relationship and Achievement Motivation among India Adolescent Boys” and found the relationship of achievement motivation among Indian male adolescents with different kinds of parental behaviour. The results indicated that mother’s love goes with acceleration in n-Arch in boys whereas mother’s rejection and protection are associated with retardation in n-Arch level.

Aggarwal (1986) conducted a study on “Effect of Parental Encouragement upon the Educational Development of the Students”. The main findings were (i) The high achieving group had been getting higher parental encouragement. (ii) The high achieving girls got greater parental encouragement in the urban areas but in the rural
Review of the Related Literature

areas the middle achieving group received more parental encouragement. (iii) The urban boys received greater parental encouragement than the rural boys. (iv) The urban girls received greater parental encouragement than the rural girls. (v) The girls in general received more parental encouragement than the boys.

Choudhary and Muni (1995) reported that parental support had positive effect on their children’s academic performance. They carried out a study on “Role of parental support in children’s need satisfaction; and academic achievement”. The sample consisted of fifty children from 7th grade to 9th grade of equal number of boys and girls. “Family effectiveness need satisfactory” inventory and academic marks were used as measures in this study.

Srivastawa (1995) in his study “Effect of the Parent-Child Relationship Perception upon the Academic Achievement” and found that several aspects of parental behaviour like love, discipline and dominance had a positive effect on the pupil’s academic achievement whereas rejection and punishment had a negative effect.

Chetana and Jaya (1997) carried a study on “Academic Achievement of Sociometrically High and Low Status Children” on a sample of 200 school children in the age group of 10-13 years. Data were obtained using peer nomination socio-metric test (Coir et al. 1982) and school examination records. Results of the study indicated that accepted group children had higher academic achievement than the rejected group as revealed in the school examination of the academic year 1993-94.

Choudhary and Jayasmita (1997) performed a study on “Parental Involvement and Academic Achievement of the Peer Accepted and Peer Rejected Children”. A total of 30 children of grade 4th, 5th and 6th belonging to peer accepted and peer rejected group were selected as samples through socio-metric nomination measures. The result indicated the existence of lower parental involvement among peer rejected children. Academic achievements of peer rejected children were found to be less than peer accepted children, due to lower parental involvement.

Kang et al. (1997) in their study titled “A Comparative Study Of Parent-Child Relationships of High and Low Achievers” on a sample of 100 high achievers and 100 low achieving children studying in schools of Ludhiana city and their parents. Data were obtained by using “Parent child relationship test developed by Tiwari
Review of the Related Literature

(1997). The test studied eight dimensions of parent child relations, viz. acceptance vs. rejection, dominance vs. submission, encouragement vs. discouragement, love vs. hate, authoritarian vs. democratic, reward vs. punishment, trust vs. distrust, tolerance vs. hostility. Results of the study indicated that parents of high achievers were more loving, trusted, shared more tolerance toward them as compared to parents of low achievers. Parents of low achievers were found to be less accepting, less encouraging and little democratic.

Lata and Aggarwal (1998) in their study on absence of maternal encouragement and its impact on educational development of the adolescents, found that the child getting proper environment of study with maternal care, concern, guidance and encouragement will flourish like a plant which is given food, soil and sunlight in most congenial influence in enhancing scholastic achievement.

Roychaudhary and Basu (1998) studied on “Parent Child Relationship, School Achievement and Adjustment of Adolescent Boys”. The sample consisted of 105 boys of 14 to 15 years of age. The parent child relationship scale by Rao, Adjustment inventories for school students by Sinha and the culture fair test by Cattell & Cattell were administered. Achievement scores were taken from school records. The correlation coefficient values obtained after partialling the effect of intelligence indicated that the pattern of mothering significantly influenced the school adjustment. Both mothering and fathering styles were associated with academic success, particularly rejection and neglect from parents were found to be highly detrimental. Hindi adaptation of Otis self administering test of mental ability form B were administered to measure intellectual ability of subjects. Some dimensions eg. Loving, rejecting, protecting and disciplining of parent child relations questionnaire were significantly correlated with intellectual ability but only for boys and not for girls.

Rani (2001) investigated “A Study of Parent-Child Relationship of Low and High Achievers.” The objectives of the study were (i) To study the differences in parent-child relationship of low and high achievers. (ii) To determine the differences of parent-child relationship of low and high achieving boys and girls separately. (iii) To find out the association of selected demographic factors i.e. father’s education,
working and non-working mothers, father’s occupation with parent-child relationship of low and high achievers. (iv) Finding out the low achievers and high achievers on the basis of scholastic achievement. She concluded that (i) there were no significant differences in parents-child relationship of low and high achieving boys and girls. (ii) Among the high as well as low achieving groups, girls showed a better relationship with parents than boys. (iii) There was significant association of father’s occupation with parents-child relationship of low as well as high achievers. (iv) Significant association of father’s education with parents-child relationships of low and high achievers was found.

Prakash (2002) in his study on "Challenges to Educational Achievement for Indian Students" found that non-cognitive factors like academic motivation and parental behaviour had significant role in the academic achievement of the adolescents.

Devi and Mayuri (2003) examined the family and school factors that affect the academic achievement of residential school children studying in IX and X classes. The sample consisted of 120 children of Hyderabad city. An interview schedule was developed by the investigator to study the family factors. A significant contribution by family factors like parental aspirations and socio-economic status, to academic achievement was observed.

Jayaswal (2003) in his study “Parental Support and Academic Achievement in Tribal School Student of Jharkhand” concluded that the parents of high achievers exerted significantly more support in their children’s studies than the parents of low achiever students.

Suman and Umapathy (2003) conducted a study on parent child relationship and achievement motivation. The sample consisted of 219 students of IX standard with a mean age of 13.9 years. Parent child relationship questionnaire (Rao, 1978) was used to measure parent child relationship. Sentence completion test by Mukherjee (1965) was used for measuring achievement motivation. The mean achievement motivation score of boys were highest who perceived their parents as less rejecting, followed by high scores who perceive their parents as loving and demanding. The
Review of the Related Literature

achievement motivation score reduced who perceived their parents as neglecting and decreased further when parents were perceived as less loving. The lowest motivation scores were obtained by boys who perceived their parents as rejecting. The t-value indicated that the difference was significant ($P < 0.05$) for the subscale rejecting and not significant for the other subscale.

Kaur (2005) in her study on interest of fine arts students as related to the parental behaviour found that there was negative correlation in the interest of fine arts students with the parental behaviour of accepted dimensions it may be because that the students of fine arts have interest in different fields without considering the behaviour of their parents.

Saini (2005), in their article “Family Environment and Academic Achievement of Adolescents” explored that family environment of adolescent children of working and non working mothers are significantly different. In respect of academic achievement, adolescents of working mothers were better than the adolescent children of non working mothers.

Ahuja and Goyal (2006) investigated the significance of difference in subject wise performance of adolescents belonging to highly involved and those belonging to low involved parents. The sample consisted of 100 adolescents studying in IX grade and their parents from Chandigarh. For the measurement of subject wise academic achievement the scores of previous year’s final examination and unit test score of current year were collected. Ahuja and Sharma’s parental involvement scale was used to assess the parental involvement. Findings showed that high parental involvement led to higher achievement of adolescents in Science, English and Mathematics as compared to the group belonging to parents having low involvement.

Lakshmi and Arora (2006) in their study on “Perceived Parental Behaviour as Related to Student’s Academic School Success and competence”. The sample comprised of 500 high school students (250 male and 250 female). The subjects were administered Adolescent’s Perception of Parental Behaviour Questionnaire (APPBQ) developed by Arora, Sinha, Lakshmi (2002). A school success was assessed by marks obtained in High School Board Examination. Academic Competence Scale was also developed by Arora and Lakshmi. Results of the study revealed that parental
acceptance and encouragement scores were positively related with academic school success and academic competence scores. However, parental control showed negative relationship with academic success and competence.

Yahaya and Nordin (2006) studied the relationship between self-concepts, motivation and parenting styles affected students’ achievement. They found that authoritative parenting style seems very suitable to be practiced because it is proven to have very good impact on the achievement.

Thergaonka and Wadkar (2007) carried out a study titled “Relationship between Test Anxiety and Parenting Style” in which democratic attitude of parents, acceptance of parents by the child, parental attitude regarding academics, parental expectations and gender stereotyped perceptions of parents regarding academics were evaluated in the domain of parenting style with a convenience sample of 207 students and 200 mothers and revealed that there is a significant negative correlation between test anxiety and democratic attitude of parents and acceptance of parents by the child. A democratic style of parenting and greater acceptance of parents among children may prevent or ameliorate test anxiety.

Kamble (2009) carried out a study bearing the title “Influence of Parental Relationship and Self-Concept on Academic Achievement of students”. Students from science, commerce and arts colleges studying in PUC-I and PUC-II year were selected by stratified random sampling. Total sample constituted 360 students out of which 180 were boys and 180 were girls. Rao’s (1989) parent-child relationship scale and Saraswat’s (1992) self-concept scale were used to assess the parental relationship and self-concept of the students. Average of previous two years annual examination was taken as an index of academic achievement. Results revealed that majority of the students perceived their parents as moderately protecting, demanding, loving and less indifferent. Boys and girls did not differ significantly in their perception of mother where as they differ significantly in their perception of father on demanding and loving behaviour. Science, commerce and arts students’ perception towards their parents differed significantly on protecting and loving behaviour. Loving, protecting
Review of the Related Literature

and demanding behaviour positively and significantly influenced academic achievement. Majority of the students had above average and high self-concept. Boys and girls differed significantly on self-concept and academic achievement. Students overall, educational, intellectual and temperamental self-concept positively and significantly influenced academic achievement.

THE REVIEW

The present study along with the other objectives, aimed at finding out the relationship between parental behaviour as perceived by adolescents and their educational problems. The perusal of related studies quoted in this chapter revealed three main reasons for the adoption of the said aim in this research work. In the first place, the number of such studies undertaken to discover the relationship between parental behaviour as perceived by adolescents and educational problems has not been large. The studies undertaken so far in the said respect, however, have not so far produced convincing results.

In the second place the study of the quoted related studies revealed that no study has been undertaken regarding the relationship between restrictive-permissive, neglecting-protecting, rejecting-loving dimensions of parental behaviour as perceived by adolescents and educational problems faced by them in the state of Punjab.

Thirdly and finally the perusal of the related studies quoted in this chapter also revealed that earlier investigators have not so far cared to find out the relationship between parental behaviour as perceived by adolescents and various dimensions of educational problems. The investigator could trace only some studies related to perceived parental behaviour and academic achievement, academic motivation, school adjustment, school absenteeism and peer relationship. Thus, it was reasonably felt that there was definite need of research for exploring the relationship between parental behaviour as perceived by adolescents and educational problems of adolescents.
2.4. THE OVERVIEW

The perusal of the contents given in the earlier pages of the chapter reveals that only a few studies have been undertaken so far to explore the gender, locale and organisational set-up differences relating to perceived parental behaviour as perceived by adolescents. This researcher has found that almost down to this date earlier investigators have remained indifferent to the need for conducting studies on restrictive-permissive, neglecting-protecting, rejecting-loving dimensions of perceived parental behaviour.

Reading of the research studies in this chapter can also easily convince the discerning minds that there is little work in the earlier literature, concerning the relationship between the variable of parental behaviour as perceived by adolescents and the variable of self-confidence.

The study of research studies quoted in this chapter have also reveal that there has been dearth of the substantial research work in our country aiming at discovering the relationship between the parental behaviour as perceived by adolescents and educational problems taken up for investigation in this study. This is particularly true in case of adolescents studying in secondary schools in India.

From the research literature stated and reviewed in this chapter it is clear that nothing even remotely adumbrates that the earlier investigators in our country ever seriously thought of undertaking empirical researches on an extensive scale for discovering the facts regarding the relationship of parental behaviour as perceived by adolescents, in relation to their self-confidence and educational problems.

2.5. EMERGENCE OF THE PROBLEM

No true research work can be undertaken without adequate reasons. The reasons for undertaking the present study were many and all the reasons were equally cogent. It would have been a risky venture, if this investigator had impulsively proceeded to compare the reasons in terms of their strength. The principal reasons in the mind of this investigator for this weighty undertaking were as under:-
The perusal of the related studies stated in this chapter reveals that the earlier investigators in the field of education have undertaken a large number of studies concentrating and focusing upon the variable of perceived parental behaviour. In fact, it is not only in the field of the discipline of education that numerous research problems involving the variable of perceived parental behaviour have been undertaken. The situation is vibrantly more or less the same with regard to the realms of discipline of knowledge like sociology and psychology.

The importance of perceived parental behaviour as such stands well recognized by significant branches of knowledge. As this investigator went through the related literature, she discovered that although the variable of perceived parental behaviour has been tested on many counts and surely much more counts that stand mentioned in the previous pages of this chapter. It has explicitly remained untouched in the context of its relationship with educational problems of late adolescents and with the varying degrees of self-confidence, the population of adolescent pupils tend to exhibit in different context of their world of study and in the context of their career dreams.

Earlier investigators in the fields of education have perhaps inadvertently overlooked the need and urgency of ascertaining on scientific lines the relationship of perceived parental behaviour (parental behaviour as perceived by adolescents) with the problems which pupils almost inevitably face in educational institutions. This situation primarily prompted the investigator to undertake this manifestly significant research venture.

As for as the importance of the study is concerned there can be least doubt about its essentially great significance. Teachers, who are professionally committed, can not afford to remain unaware from the impact of perceived parental behaviour on the learning problems of pupils and on the course of development of such traits as self-confidence and optimism. In fact, it would not be too much to expect from teacher with professional feel to undertake research relating to variables, social, psychological and ethical, having direct bearing upon the universe of education in which children of all ages are to engage in diverse kinds of learning operations.
Review of the Related Literature

The stage of adolescent is crucial stage of cognitive, affective, and conative development. Waves of uncertainty regarding new undertaking tend to assail the mind. The finding of such studies as present can be helpful in task of establishing meaningful and pragmatic relations between parents and children.

2.6. 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.