6. SUMMARY AND CONCLUSIONS
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6.1 Summary of the findings:

Among many types of relationships in the entire life span of a growing individual, the relationship is the most important and unique by itself. The parent-child relationship consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a child. The relationship has greater impact on the full extent of a child's development.

Parenting interactions provide resources across the generational groups and leave the impact on domains of survival, reproduction, nurturance and socialization. In our fast moving time, anonymous technical forces and merely virtual communication will not replace truly human closeness and communion. We should be able to see to it that children, though they may be those that shape the future of the world, still can grow into this task under the shelter and care of elders to whom they can look up and from whom they can take over all that in spite remains valuable in human tradition.

Child rearing practices undoubtedly play a major role in child mental health and illness. In the present circumstances, youth are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems
such as anxiety, tension, and frustration and emotional upsets in day to day life. So the study of emotional life is now emerging as a descriptive science, comparable with anatomy. Emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescents' development. The concept “Mature” emotional behavior of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish. Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

The most outstanding mark of emotional maturity, according to Cole (1944) is ability to bear tension. Other mark is indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. He enjoys both play and responsibility activities and keeps them in proper balance.

Some studies regarding influence of favorable parent-child relationship and emotional maturity of adolescents on their behaviour have been conducted. However, the studies focusing on the impact of parent-child
relationship and emotional maturity on self-confidence, self-efficacy and stress of adolescents are almost nil. In view of this the present study is undertaken with the following objectives:

(1) To study empirically the impact of Parent-child Relationship and Emotional maturity of adolescents on their self-confidence, self-efficacy and stress.

(2) To study empirically the impact of demographic factors such as age, sex, order of birth, number of siblings, health, exercise, hobbies, academic achievement, primary education, background and type of family and type of stay of adolescents on their self-confidence, self-efficacy and stress.

The following hypotheses were formulated and tested:

Ha₁: Children of different level of parent-child relationship and emotional maturity differ significantly from one another in their self-confidence, self-efficacy and stress

Ha₂: Age, sex, order of birth, number of siblings, health, exercise, hobbies, academic achievement, primary education, background and type of family and type of stay contribute significantly to the self-confidence, self-efficacy and stress of adolescents.
Further, from the main hypotheses many specific hypotheses were also formulated, tested and verified.

A purposive sample comprising of 567 adolescent (340 male=227 female) children in the age range of 16-19 years was taken for the study from three colleges of Dharwad district of Karnataka, India.

6.1.1 Tools Used in the Study:

Apart from the Bio-data sheet information covering age, sex, order of birth, number of siblings, socio-economic status, health, exercise, hobbies, type of family, academic achievement, primary education and stay of adolescent children, following standardized measures were used:

(1) Agnihotri’s Self-confidence Inventory by Rekha Agnihotri (ASCI)(1987)

(2) The general Self-efficacy Scale by Mathias Jerusalem and Ralf Schewarzer (1993)

(3) Students Stress Scale by Deo(1997)


(5) Emotional Maturity by Singh and Bhargav (1990)
The investigator collected the responses for each of the scales personally from the students at their respective colleges. The collected data were scrutinized, scored as per the instructions in the scoring keys. The raw scores were transformed into ‘T’ scores. Mean and SDs were calculated for the self-confidence, self-efficacy and stress scores for three sub groups of parent-child relationship and emotional maturity scores of adolescents. These are presented in tables and figures.

6.2 Major Findings:

6.2.1 Self-confidence, Self-efficacy and Stress of Adolescents in Relation To Their Parent-child Relationship and Emotional Maturity

The statistical technique of Multivariate Analysis of Variance (MANOVA) was applied to test $H_{a1}$. The obtained $\lambda$ value revealed the significance of difference among the subgroups of parent-child relationship and emotional maturity with regard to their self-confidence, self-efficacy and stress.

Further, analysis of variance (ANOVA) applied was to find out the significance of difference among the groups in each dimension as well as overall for self-confidence, self-efficacy and stress of adolescent children.
Further the difference between groups in all possible combinations was also worked out with Scheffe’s test. Results revealed that:

1. Adolescent children with varying level of parent-child Relationship (Father +Mother) Dimension wise and overall scores) do differ significantly among themselves in their self-confidence.

2. Adolescent children with varying level of parent-child Relationship(Father +Mother) (Dimension wise and overall scores) do differ significantly among themselves in their self-efficacy.

3. Adolescent children with varying level of parent-child relationships (Father +Mother) (Dimension wise and overall scores) do differ significantly among themselves in their stress.

4. Adolescent children with varying level of emotional maturity (Dimension wise and overall scores) do differ significantly among themselves in their self-confidence.

5. Adolescent children with varying level of emotional maturity (Dimension wise and overall scores) do differ significantly among themselves in their self-efficacy.

6. Adolescent children with varying level of emotional maturity (Dimension wise and overall scores) do differ significantly among themselves in their stress.

The above stated findings suggest us to retain Ha_4 as it is.
6.2.2 Demographic Factors Contributing to the Self-confidence, Self-efficacy and Stress of Adolescents:

The statistical technique of Multiple Regression Analysis was applied to test $H_{a2}$ i.e. to determine the contribution of the demographic factors such as age, sex, order of birth, number of siblings, health, exercise, hobbies, type of family, academic achievement, primary education and type of stay of adolescents contribute significantly to their self-confidence, self-efficacy and stress.

The obtained results revealed that:

1. Having one or two number of siblings, being healthy, doing exercise, order of birth (last born) have contributed significantly individually as well as collectively to the higher self-confidence in adolescent children.

2. Type of stay of adolescents (staying at home) has significantly individually but negatively contributed to self-efficacy in them.

3. Number of siblings, type of family and type of stay have significantly but negatively contributed individually and collectively to the stress of adolescents.

The above stated facts lead us to accept the $H_{a2}$ in its modified form that “number of siblings (having 1 or 2), being healthy, doing exercise, order of birth (last born), type of stay (staying at home), significantly contribute to the self-confidence, self-efficacy and stress of adolescent children”.

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6.3 CONCLUSIONS

On the basis of obtained, verified and interpreted results in Chapter 4th and 5th, the following conclusions are drawn:

In relation to Ha₁:

1. Adolescent children with less dominating, punishing and disciplining fathers as well as having more favorable overall parent-child relationship fathers-form have significantly higher self-confidence compared to their counterparts.

2. Adolescent children with moderately and highly rejecting, punishing and disciplining mothers have shown significantly higher self-confidence compared to their counterparts.

3. Adolescent children with less dominating, punishing and disciplining fathers as well as having more favorable overall parent-child relationship fathers-form have significantly higher self-efficacy compared to their counterparts.

4. Adolescent children with less rejecting and disciplining mothers have shown significantly higher self-efficacy compared to their counterparts.

5. Adolescent children with less dominating, punishing and disciplining fathers as well as having more favorable overall parent-child relationship fathers-form have significantly higher self-confidence compared to their counterparts.
relationship fathers have significantly lower stress compared to their counterparts.

6. Adolescent children with low dominance, rejection, punishment and discipline have shown significantly lower stress compared to their counterparts.

7. Adolescent children with low emotional unstability, emotional regression, social mal-adjustment, personality disintegration, lack of independence and overall emotional immaturity have significantly higher self-confidence compared to their counterparts.

8. Adolescent children with low emotional unstability, emotional regression, social mal-adjustment, personality disintegration, lack of independence and overall emotional immaturity have significantly higher self-efficacy compared to their counterparts.

9. Adolescent children with high emotional unstability, emotional regression, social mal-adjustment, personality disintegration, lack of independence and overall emotional immaturity have significantly higher stress compared to their counterparts.
In relation to Ha2:

1. Adolescent children who are having one or two number of siblings, healthy, do exercise and ho are last born have significantly higher self-confidence compared to their counterparts.

2. Type of stay of adolescents staying outside the home have significantly contributed to the higher self-efficacy than those staying at home.

3. Adolescent children having either one or two siblings, staying in nuclear families and staying at home have shown significantly lower stress.
6.4 SUGGESTIONS FOR FURTHER STUDIES

- The present study focuses on the adolescent students whereas further efforts are also required to study the adolescents who are not attending schools or colleges.

- Such type of studies are also required on school children as that is a crucial period to bring certain changes in them through introducing intervention programmes for the students as well as to their parents.

- Investigation to study the impact of parent-child relationship, emotional maturity on socially deviant behaviors is also required. Thus the study should be undertaken on juvenile delinquents, children with high risk behaviors etc.

- The findings also suggest focusing more on action researches to educate parents and teachers to learn to have a favorable impact on their children and students respectively.

- More extensive studies are also required to investigate the Self-confidence, self-efficacy, stress, emotional maturity and parent-child relationship of students living at rural place.

- As the adolescent period is a time of 'storm and stress', full of crisis with a lot of physical and mental challenges, multi-dimensional studies are also suggested in future.
6.5. Social Implications

- Overall observation of mean scores of self-confidence and self-efficacy of all the adolescents are found to be just around average (50). As the self-confidence and self-efficacy are the necessary ingredients of matured personality, needs to be enhanced. Thus the present adolescents require special attention by the parents and teachers to enhance their self-confidence and self-efficacy.

- Researchers are also expected to pay attention to go for action research through intervention programmes to enhance the self-confidence and self-efficacy of adolescents.

- Adolescents with lower emotional immaturity have shown high self-confidence, high self-efficacy and low stress. It clearly infers the importance of highlighting on improving emotional unstability, emotional regression, with the life skill training programmes, to improve the social adjustment, improve the personality and increase independence in them.
• The findings of the study highlighted the importance of favourable parent-child relationship, for pronounced self-confidence, self-efficacy and moderate stress of adolescents. Further suggesting to pay attention for building favourable parent-child relationship through interventions, guidance and counseling programmes.

• The adolescents having number of siblings either one or two have high self-confidence and low stress, thus the families to be educated to have ideal size of the family which is conducive for the wholesome development of their children.

• Adolescents need to be educated about importance of maintaining good health and also to do regular exercises which have contributed for the higher self-confidence in them.

• As the adolescent children staying outside home have shown higher self-efficacy and lower stress suggesting the need for outside exposure for the growing individual from their parents.