CHAPTER III

REVIEW OF RELATED STUDIES

3.1 Studies related to Parenting
3.2 Studies related to Coping
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Review of related studies is an important and necessary part of research process. Even though it is time consuming, it is a fruitful phase of any research programme. It helps the research worker to find out what is already done and what still remains to be done. It helps understand the methods, measures employed by others and thereby improve his own methods and procedures. It prevents pointless repetition of research and it forms a part of any research. Analysis of literature related revealed that only very few studies have been conducted in this area. The studies available are summarized and presented under the following heads.

3.1 STUDIES RELATED TO PARENTING

A study conducted by Lasko (1954) revealed that Birth order appears to have an influence on personality development in our society. Parents have higher expectations and exert greater pressure towards achievement and acceptance of responsibility and interfere more with the activities of first born than later born children. First born children also have greater stress due to disciplinary friction with their parents. At any age more physical punishment is likely to be administered to a first born than to a later-born child.

Hilton (1967), after analyzing the behaviour of mothers towards first and last born children, came to the conclusion that first born and last born children get a special kind of attention from their parents, and middle born
was ignored. This may lead to jealousy, and may be one of the causes of delinquent behaviour in middle born.

The study conducted by Singh (1972) revealed that first borns seek attention and support from others in social interaction whereas middle borns are more self-dependent and socially oriented, since they have been brought up in the company of older children.

Maria (1975), in a comparative study, found that the orphan girls tended to be miserly and laconic, had a low emotional tone, had fear similar to the other girls, did not have a positive self-image, had a negative perception of the world and had a limited knowledge of women’s roles.

Prakash (1981) conducted a study on need achievement of adolescents and their relationship with parents. The study was conducted on a sample of 816 school going urban adolescent boys in the age group 15 classified into different levels of SES and on the basis of intelligence. The study revealed: There existed no relationship between the need achievement and the acceptance and concentration aspect of parent-child relationship. There was a significant low negative correlation between n–achievement of adolescents and the avoidance aspects of parent-child relationship. The adolescent boys of upper middle stratum were more accepted by their fathers than the boys of upper lower and lower middle strata; for the rest there existed no significant difference regarding the father-acceptance. Regarding mother concentration, there existed no significant difference with respect to this aspect of parental attitude in all categories of adolescents. Regarding father-
avoidance, there was no significant difference in the groups except for below average boys who differed significantly from their counterparts and the same was true about parental avoidance.

Sharma (1981) conducted a study on Mother-child relationship as function of family size and socio-economic status among working housewives of Meerut. The main findings of the study were: Working mothers had positive relationship in acceptance-rejection, encourage-discourage, democracy-autocracy, trust-distrust and tolerance-hostility dimension to their children. In large-size families, children received more acceptance, love, encouragement and democratic attitude from their working mothers than the children of middle and small size families. SES had significant effect on some mother-child relationship dimensions; high SES significantly promoted more acceptance, dominance, encouragement, love, democracy, trust and reward but had significantly less trust in when compared to other two levels of SES.

A study by Parish and Parish (1983) revealed that the presence of two parents – rather than one parent – fosters a somewhat higher relationship between children’s self-concept and their evaluation of their families. The presence of two parents may provide a more accessible home environment with which the child can more likely align than if he or she were from a one parent family.

A study conducted by Bierman (1984) reported that children who are isolated from positive interpersonal conduct may be deprived of a number of socialising expenses. Continued isolation may precipitate or increase
inadequacies in social adjustment, thus leading to poor social adaptation in later year. Children who are isolated from positive peer conduct often show later difficulties in social adjustment. Social isolation in childhood may be exacerbated by anxiety and social skill defects.

Aggarwal (1986) conducted a study on the effect of parental encouragement upon the educational development of the students. The main findings of the study were that the high achieving group had been getting higher parental encouragement. The high achieving girls got greater parental encouragement in the urban areas but in the rural areas the middle achieving group received more parental encouragement. The urban boys and girls got greater parental encouragement than rural ones. The girls in general received greater parental encouragement than the boys. The high achieving groups of boys and girls with the mother as well as the father absent received more encouragement than the other boys and girls. Sex differences in the encouragement of either parental absence could not be identified.

A study conducted by Peterson and Stivers (1986) reported that the parent-adolescent relationships characterized by considerable nurturance provide a secure base from which the young can explore and meet the many challenges that exist beyond family boundaries. For many adolescents, parental support is an important feature of the social environment that continued ties with parents and gradual progress towards independence.

Smith (1986) in his study found that the efficacy of parental punitiveness diminishes considerably with older children and adolescents as
cultural norms increasingly fail to legitimate its use and parents have less advantage in size and strength.

Ganga et al. (1989) in a study of delinquency in children found that broken home was the reason for the emotional stress which triggered antisocial behaviour. Children want to be with their parents in spite of the injustice done to them.

Scott and Scott (1989) studied parental punitiveness and reported that parental punitiveness and nurturance are related to the development of hostility and interpersonal competence in children, which in turn, determines their academic performance. They have also identified parental warmth, protectiveness, and punitiveness as important family characteristics for the development of various personality outcomes such as self-esteem, anxiety, psychoses and aggression.

Devi and Kumari (1992) conducted a study on girl students in the age group 17-23 years and obtained the following results. Although, mother’s practices and attitudes, unquestionably, have some importance in child’s behaviour, it is how the child perceives her mother and her attitude and practice that shows further marks in the child’s adjustment and mental health.

Shaw (1992) conducted a study on the effect of divorce on the children and has listed the conditions that effect the adjustment of the children to divorce. They are (a) relationship of parents following divorce, (b) separation from a parent who is significant to the child, (c) parenting skills and relationship of the children with the custodial parent, (d) the relationship of
children to the non residential parent, (e) economics and financial ability to keep a standard of living.

Powers (1993) conducted a study on the relation of self-concept to the need for and receipt of social support during a stressful encounter. The relation between how individuals view themselves and their need for and reception of social support during a stressful encounter is not clearly understood. A sample of 150 undergraduate students provided self reports in their self-concept and the need for and receipt of social support while preparing a college examination. Gender role, self-concept, aggression, abasement and change were found to be significant predictors of women’s need for and receipt of social support. The findings for men were tentative, dominance and abasement appear to be important factors in men’s need for and receipt of social support.

Mukherjee et al. (1994) in a study compared a sample of 50 girls (aged 13-19 years) staying in a boarding school with another group of 50 day scholars of the same age on anxiety, neuroticism, self-sufficiency, introversion, dominance and intelligence. While the two groups did not differ in intelligence, the boarders were found to be more anxious, neurotic and introvert.

Rekha (1994) conducted a study on the relationship between home environment and achievement in science of lower primary pupils. The major findings were: (i) Family atmosphere, rejection, behavioural control, home learning facility, democratic family climate and authoritarian’s family climate
have considerable relationship with science achievement. (ii) Family environment, protectiveness and family acceptance of education have negligible relationship with science achievement.

Mohamed (1996) conducted a study on the effects of family background on academic achievement and attitudes toward learning of secondary school students in Botswana and Ghana. Data were collected from randomly selected 512 secondary school students from Botswana and Ghana. A Likert scale questionnaire was administered to gather data from students on attitudes towards learning and parental involvement. Unstructured interviews with 10 teachers and responses of 66 parents in an open-ended questionnaire provides parent and teacher perspectives on parental involvement in education. Parental involvement is related to student attitude towards learning on such items as: confidence in the quality of school performance, importance of school and enjoyment in class participation.

A study by Crain (1996) on the influence of parental involvement on the success of even start students and their parents. An examination of the parent’s scores on the comprehensive adult student assessment system and the children’s scores on the preschool inventory, and a review of the number of program participation hours logged by the parents revealed no significant relationship between parental participation rates and post test scores. It is believed that the small sample size was influential in determining the outcome of this study.
Review of Related Studies

Martin (1996) studied about parenting style, education specific parenting practices, and adolescent achievement and school related outcomes. Subjects were 137 high school students from the south-western United States. Four sets of variables were analyzed: (a) parenting style variable (authoritative, authoritarian and permissive parenting), (b) education specific parenting practices (parental involvement, encouragement to achieve, and response to grades, (c) adolescent achievement (self reported grade point average and (d) achievement related factors (achievement attributions, study strategies, and motivation). Result indicated that authoritative parenting was significantly related to self-reported grade point average, motivation, and study strategies. Authoritarian parenting was found to be significantly related to achievement attributions. Permissive parenting was found to be significantly related to self reported grade point average and achievement attributions. Encouragement to achieve was significantly related to motivation and achievement attributions. Parental involvement was significantly related to motivation and study strategies.

Cynthia (1997) studied the relationships between parent attitudes toward school, parent opinions of school communication, parent involvement and student achievement. The sample for this study consisted of 128 third grade students from a large suburban school district who attended four low income elementary schools and the parents of those students. Results of the study showed that there is no statistically significant relationship between
parent attitudes toward school, parent opinions of school communication and parent involvement and student achievement of third grade students.

A study was conducted by Michael (1997) on the relationship between family interaction, separation, childhood roles, and college student adjustment and drinking. The sample consisted of 225 college freshmen from a small private Midwestern University. The results of the study were varied. Family structure factors proved to be unrelated to college student drinking as well as any of four aspects of college student adjustment i.e., academic, social, personal- emotional adjustment, and attachment to the institution. Psychological separation, especially from mother, proved to be the most consistent predictor of the outcome variables. While it proved unrelated to drinking behaviour it was significantly related to all aspects of college student adjustment. Psychological separation was also co varied with family structure and children’s roles and again proved to be of significance.

Manubhai (1997) conducted a study on the influence of parental involvement in the achievement of primary school pupils of Kerala. The sample consisted of 600 students of standard VII from Kottayam, Kollam and Pathanamthitta Districts. Tools used for the study were parental Involvement Inventory and achievement test scores. The results show that achievement of pupils increases with their parental involvement. Parental involvement influencing pupils’ achievement is more in urban groups than in rural groups. Parental involvement and achievement of private school students is higher than that of government school students. Psychological home environment
and achievement are positively correlated. Parent teacher relationship and achievement are positively related.

Kwok (1998) studied the relationships between four parenting styles and academic achievement in school children in Hong Kong, the United States and Australia. Results indicated that Australian parents were lower than both Chinese and American parents in academic authoritarianism. Compared to the two English-speaking groups, Chinese parents were higher in general authoritarianism, but lower in academic and general authoritativeness. In all three cultures, academic achievement was negatively related to academic authoritarianism, but showed no relationship with academic authoritativeness.

Ann (2000) conducted a study on the relationship between attachment security, achievement orientation and general goal orientation. Findings suggest that secure attachment was a negative predictor of performance-avoidance orientation and a positive predictor of mastery orientation. Attachment quality did not significantly predict performance-approach orientation. These results show that factors outside the academic environment impact student's orientations towards learning.

Jadu (2002) conducted a study on some of the personality factors of fatherless children. The sample of the study comprised 100 fatherless adolescents and 100 adolescents living with their fathers aged 17-20 years from English medium schools in Calcutta. Significant difference between the mean scores of fatherless adolescents and adolescents living with their
fathers was observed in the dimensions of personality such as perception of fathers love, perception of father’s aggression, perception of mother’s aggression, object aggression, stability instability, introversion, extroversion, mental health and sense of guilt. Fatherless adolescents seem to feel aggressed by both the mother and the absent father whose absence they probably equate with an unconscious sense of loss and being neglected, no matter what the reason may have been for the loss – death, separation or divorce. The fatherless adolescent exhibited higher neuroticism, more emotional instability, which can be traced down to inexpressible sense of loss, feeling of insecurity, and sense of guilt, financial and social uncertainty. They suffered a sense of worthlessness.

Sindhu (2002) studied the influence of family related problems on Academic achievement of secondary School pupils. The sample for the study consisted of 400 students from 10 secondary schools of Ernakulam educational district. Stratified random sampling technique was used. A questionnaire was prepared by the investigator to collect information regarding family environment such as parental attitude, family relations, study habits and physical facilities for study at home.

The major findings revealed that there exists a high negative correlation between family related problems and academic achievement and also there exists a high positive relationship between SES and academic achievement. The study also revealed that there is significant difference
between mean academic achievement scores of groups with various levels of family related problems.

Solomon and Marjorie (2002) in their study found that mothers who were demanding yet responsive, sensitive and having psychologically helping nature had children with overall high adjustment scores. Other factors correlated with adjustment included the mother’s long-term commitment to being a wife and mother and cohesiveness of the home/family environment.

Alice (2003) conducted a study on family relationship and study habits of higher secondary school students of Kerala. The study has been conducted on a sample of 600 students of Standard XI. The study revealed that the family relationship of girls is good in comparison to that of boys and also the family relationship of pupils from urban schools is better in comparison with that of pupils from rural schools. The study also revealed that the family relationship of pupils studying in government schools are good on comparison to that of pupils studying in private aided schools.

Rajani Das (2003) conducted a study on the Influence of family adjustment problems of employed mother on the achievement of their children at primary level. The study was conducted using survey method on a representative sample of 300 primary school pupils and their mothers from 15 schools of Ernakulam, Thiruvananthapuram and Pathanamthitta districts. Major finding was that the children of working mothers with high level of family adjustment had higher achievement than children of mothers with low level of family adjustment.
Amy (2004) studied on early parental death and adult depression. This study investigated the relationship between early parental death and adult depression, focusing on whether this relationship is moderated by the quality of parenting and the quality of the home life following the loss. Participants included 57 subjects who experienced the death of one or both parents between the ages of 2 and 16 and 49 subjects who had both parents living until the age of 18. It was predicted that individuals with early parental loss would have higher levels of depression than controls. It was also predicted that the relationship between early loss and adult depression would be moderated by parenting qualities of care, rejection and abuse, and the quality of home life following the loss.

Hart et al. (2004) in their study found that the children who are unfortunately reared by their parental substitutes, like in-laws or hired nurses do not engage in mutually satisfactory interaction with parental substitutes, causing a sense of mistrust in them. This is manifested in terms of various maladaptive patterns of behaviour in different areas.

Jennifer (2004) conducted a study on parental support and pressure: relationships with children’s experience of extra curricular activities. A revision of the parental involvement in activities scale (PIAS) was developed and evaluated. Participants were 10-12 year old children. Relationships between children’s perceptions of parental involvement in their extracurricular activities and children’s amount and experience of participation were examined. This study also examined how perceived parental involvement
relates to children’s global self esteem and to children’s perceptions of
general parent behaviour. Perceived parental support and pressure were
related to perceptions of general parent behaviour. Perceived parental
support and pressure positively predicted participants amount of
extracurricular involvement. Perceived parental support positively predicted
child global self-esteem, while perceived parental pressure negatively
predicted child global self-esteem. Support was positively related to
enjoyment and pressure was negatively related to enjoyment.

Ann (2004) conducted a study on the effects of separation from
parents, attachment to parents, triangulation in marital conflict, and parental
social support on college adjustment. Results indicated that both separation
from parents and a positive attachment to parents were related to a better
college adjustment. While frequency of marital conflict was not related to
college adjustment, triangulation of the adolescent in this conflict was related
to a poorer college adjustment. Parental social support was directly related to
college adjustment but did not buffer the effects of stress. These results
indicate that it is important for psychologists working with college students to
understand how the developmental task of adolescence and parental
relationships interact with college adjustment.

Josef (2004) in his study found that children without fathers may be
subject to more deleterious effects than intact families and paternal absence
is more common in African-American families than in other ethnicities. This
study examined whether youth aged 9-12 who lacked paternal presence
exhibited more depressive symptoms and scored higher in aggression and antisocial behaviours than those who reside with a paternal figure. Results from self-report assessments indicated that there were statistically significant differences by ‘t’ score group for males who did not reside with a paternal figure, evidenced by higher levels of depression and aggression/antisocial behaviours.

Karen (2004) conducted a study on the relationship between perceived parental attachment, ego development and individuation in a non-clinical adolescent population. The sample comprised of 263 adolescents, attending a Northern Westchester High School. Analysis demonstrated that there were no significant findings for hypotheses predicting a significant relationship between perceived attachment to mother or father and ego development stage. For male adolescents, a significant relationship between ego development and attachment to mother was found. Correlation analysis demonstrated that there was significant and positive relationship between attachment to parents and individuation. Multiple regression demonstrated that higher attachment to both parents combined to predict a statistically significant degree of variance in individuation and that attachment to mother was more highly predictive of successful individuation than attachment to father. Among the dimensions of attachment, trust was more predictive of individuation than were communication or alienation.

Mec-Sheng (2004) conducted a study on the relation between parenting style and Chinese mother-child attachment security. Attachment
security was examined in 100 mainland Chinese and 50 Chinese-American families. Variables of interest were measured using self-report instruments. Results indicated that for the Mainland Chinese, mother’s adherence to Asian values was positively associated with the presence of an authoritarian parenting style. An authoritative parenting style was positively associated with attachment security.

A study was conducted by Raj (2004) to compare various categories of parents on their attitude towards the future of their children. A sample of 100 parents have been used from the study. Parental Attitude Inventory constructed and standardized by the investigator was used for data collection. The data were analyzed using t-test and ANOVA. The result indicated that there exists significant difference among father and mother, parents with high and low socio-economic status and parents with male and female children in their attitude. However, no significant difference was observed among parents categorized on the basis of profession or caste in their attitude towards children.

Kanter (2005) studied college students’ well being: The role of parent-college student expectation discrepancies and communication. Results revealed that college students reported experiencing higher levels of anger, depression, and anxiety and lower levels of self-esteem and college adjustment when higher expectation-performance discrepancies were present. Results also indicated that a higher perceived level of communication particularly by the college student, served as a predictor of distress and was related to lower
levels of affective distress and higher levels of self-esteem and college adjustment.

Bertram (2005) studied the relationship of parent involvement and post-divorce adjustment to the academic achievement and achievement motivation of school-aged children. 107 parents and teachers of 3rd to 5th grade children participated in the study. Parents completed questionnaire including the parent child relationship inventory and the divorce adjustment scale. The results of this study indicated that divorced children have lower motivation and achievement than children from intact homes. Mathematics and language scores were lower in divorced children. The study also found that children with uninvolved parents were less likely to complete academic work than those with involved parents. In divorced families, low cognitive skills, work completion and mathematics achievement scores were associated with uninvolved parents. In divorced families, low cognitive skills, work completion and mathematics achievement scores were associated with uninvolved and poorly adjusted parents across socio economic levels.

Kellie (2005) conducted a study on understanding parents decisions to become involved in their children’s education. This study examined four variables (parents role construction, sense of efficacy, resources and specific invitations for involvement) and their relationship to three types of PI (i.e.: Parent involvement of school events, at school-on-going activities and at home). Results indicated that parents' role beliefs and specific invitations from
teachers had significant direct effect on parent’s involvement behaviours with specific invitations having the largest effect.

Robert (2005) studied the effect of parental stress on the development of emotional competence of adolescence. What the parents feel, experience, what they express in the daily functioning of their lives have a direct effect upon the emotional development of children and adolescents. The mood of mothers and the expression of feelings and how they modify their expression has either a positive and negative effect upon the emotional development of children.

A study was conducted by Eiko (2005) on the role of parental style on self-handicapping and defensive pessimism in Asian-American college students. Results of the mediation analysis showed that perfectionism totally mediated the relationship between paternal parenting style and self handicapping and partially mediated the relationship between paternal parenting style and defensive expectations. Perfectionism also had a significant suppressing effect on father’s parental styles and reading reflectivity and between mother’s parental style and self-handicapping, defensive expectations and reflectivity. Interview analysis indicated a complex relationship between parental style, perfectionism, and use of defensive academic strategies. Subjects with high self-handicapping and defensive expectations expressed fear of failure and doubts about their past decisions and future opportunities. Parental and personal expectations were influential in the use of these defensive strategies.
Jun (2006) studied on families, investments in children, and education: A cross national approach. Results indicate that the effects of family structure (i.e.: number of siblings and single parent vs two parent families) on children’s educational performance differ markedly across welfare regimes; however, the differences in the effects of parental socio-economic status are insignificant among these regimes. In most countries of this examination, sons receive more parental investments in technical skills, whereas daughters receive more social and cultural capital.

Mayshen (2006) conducted a study on parental attachment, school bonding, and susceptibility to initiate smoking in non-smoking Chinese-Americans. A total of 79 never smoked Chinese-Americans in the age range of 18 to 32, with parents both living and married to each other participated in the study. Results did not show significant correlation between susceptibility to initiate smoking and Guan, parental attachment and school bonding in Chinese-Americans. Results also showed that Chinese-American men and women who perceived their parents as practicing less Guan described less parental support and guidance, as measured by one of the subscales in PAQ. The demographic variable acculturation had a significant association with Chinese-American men’s parental attachment and school bonding. More acculturated Chinese-American men reported less positive parental attachment and school bonding.

Mitchell (2006) conducted a case study of parent involvement in a urban western Pennsylvania elementary school and their perceptions of the
No child Left Behind Act of 2001. The mixed method study utilized interviews and a survey to gather information from participants. More than two hundred and fifty parents participated in this study. The interviews with five elementary educators revealed that principal and teacher’s attitudes, beliefs, and communication styles affected teacher-parent relationships, school-to-home communication and parent involvement practices in home and school.

Fransisca (2006) conducted a study on the relation of maternal support and maternal stress to children’s behaviour problems in African-American families. Data were from a three-year study funded by the Center for Substance Abuse Prevention. Participants were 193 black/African American females 18 years or older who were primary caregivers of a child age 6 to 12; most were low-income. With the entire sample, maternal-child dysfunctional interaction was significantly associated with children’s total internalizing and externalizing behaviour problems. Moreover, for female caregivers other than grandmothers, the relationship between maternal-child dysfunctional interaction and children’s internalizing behaviour problems was attenuated at high levels of formal social support. For grandmothers, informal social support was detrimental to the relationship between maternal-child dysfunctional interaction and children’s internalizing behaviour problems.

Gowri. (2007) studied the effect of training of mothers and their mentally retarded children on skill development. The sample of the study comprised 60 mothers of mentally retarded children of 3-6 years old. Results
revealed that training parents to be effective behaviour change agent has positive consequences for children’s development.

Jorala (2007) conducted a study on the impact of attachment to parents on parent-adolescent relationships, self-esteem, and relational aggression. The sample consisted of 260 older adolescent males (n=82) and females (n=178) between ages of 18 to 21 years. Self-esteem enhanced the ability of attachment to mother and father to predict relational aggression. Parental relationship, as measured by parent-adolescent conflict and parent involvement, did not predict self-esteem over and above that predicted by attachment to mother and to father.

Goran and Kerstin (2007) studied Swedish adolescents for understanding parent adolescent conflicts. Findings showed that the authoritative conflict schema (compliance as a result of mutual respect) occurred more often among well-adjusted adolescents, whereas authoritarian and indulgent conflict schemas were particularly associated with low levels of psychosocial adjustment.

3.2 STUDIES RELATED TO COPING

Seth (1970) studied the adjustment problems of female adolescents. The sample consisted of 500 female teenagers of schools selected randomly from Lucknow city. The tool used for data collection was an interview schedule. It covered aspects of adjustment problems related to family, school, and sex, personal, social and vocational areas. The major findings were, the female teenagers had home, school, sex, personal social and vocational
problems. The individual factors of significance were found to be age, religion, marital status, socio-economic status and sibling position. Instrumental learning involves voluntary behaviours that are followed by pleasant or aversive consequences.

Srinivasan (1986) studied stress and coping among college students. Life events, life strains and coping behaviours were investigated in 540 female college students in first, second and third years of arts and science courses. Data was collected using a Socio Demographic Data Sheet, the Life Events Inventory, the Life Strains Inventory, the Coping Checklist and the General Health Questionnaire (GHQ). It was found that 90 percent of the college students experienced one or more life events in a year while 70 percent experienced more than four life strains. Life events were found predominantly in the area of education and life strains cut across areas of family, personal and educational fields with the last being more distressing. The majority of students reported problem-oriented coping behaviours, while the use of alcohol, drugs and seeking sexual comfort were infrequently reported coping behaviours.

Albuquerque (1987) studied coping behaviour of college students in relation to life stress and strain. Life events, life strains and coping behaviours were explored in 421 undergraduates. Data was collected using a socio demographic data sheet, the Life Events Inventory, the Life Strains Inventory, the coping Checklist and the General Health Questionnaire. Males experienced greater number of life events and strains and more distress than
females. Problem solving responses and acceptance were more frequently adopted ways of coping. Sex differences in the use of coping behaviours were observed. Approximately 21 percent of the college students experienced non-specific psychological distress.

Janoff's (1989) research on the psychological aftermath of traumatic events suggests that people operate on the basis of unchallenged, unquestioned assumptions about themselves and the world. The schema construct in social cognition is used to explore the role of these basic assumptions following traumatic events. Various inappropriate coping strategies (e.g.: self-blame, denial, intrusive, recurrent thoughts) are discussed from the perspective of facilitating the victim's cognitive coping task. A world assumption scale for measuring basic assumptions is presented, as are data comparing the assumptive worlds of 338 undergraduates who did or did not experience particular traumatic events in the past. Findings suggest that people's assumptive worlds are affected by traumatic events, and the impact on basic assumptions is still apparent years after the negative event.

Aruna et al. (1992) conducted a study in which they compared a sample of 60 subjects, 30 from broken homes and 30 from intact homes, in the age range of 16-24 years on their level of adjustment in five areas of adjustment: home, health, social, emotional and school/college using an adjustment inventory. Subjects from broken homes have been found to be significantly lower in all the five areas of adjustment with the highest
difference in the areas of emotional adjustment and the lowest in school/college adjustment.

Jaiprakash and Bhogle (1994) studied the factor structure as a measure of coping behaviour, sex differences in coping styles of male and female students as well as the relationship between coping and psychological distress. A sample of 232 male and female adults was administered a coping checklist and GHQ-28 for assessing their coping behaviour and psychological distress respectively. It was found that females used significantly more emotion oriented coping strategies as compared to males. Psychological distress had a significant relationship with the use of emotion-oriented coping.

Verma et al. (1995) studied effective coping strategies in college students. Two groups of 120 male students and 85 female students from different colleges of Punjab University were administered the reaction hassles/cop ing strategies questionnaire to examine the typical coping strategies. The results were discussed under four major coping styles, namely seeking help, cognitive appraisal, emotion defusing and withdrawal. Findings of the study indicated that college students coped with difficult situations in a matured manner, yet they tended to withdraw from problems they faced in life. Gender differences were also observed like males occasionally sought refuge in alcohol or drugs to escape from their problems and females resorted to prayer and hoped for the better. Females were found to become more emotionally upset as compared to males who confronted the problem and made an attempt to solve it.
Kieley (1996) studied the family stress and co-parenting as predictors of early childhood behaviour problems. Data for this study were obtained from parents whose children attended government preschools in Bermuda. Only those subjects from this population who completed an early childhood behaviour inventory and a family assessment battery and currently married were included in the study sample. Correlation analysis did not reveal any significant relationship between total family stress and the total frequency of preschool behaviour problems. Total stress was significantly related to boys externalizing behaviours and girls oversensitivity. In examining the spouse relationship and co-parenting factors, spouse closeness was negatively related to boy’s social withdrawal/inhibition and to girls’ bladder/bowel control. The spouse resentment/dissension factor was negatively related to girls internalizing behaviours.

Shih-tai (1997) studied perceived parenting pattern and adolescents’ coping styles in Chinese culture. Five parenting factors were identified: maternal authoritative affective relinquishing pattern, paternal authoritative relinquishing pattern, authoritarian pattern, nondirective pattern and paternal affective pattern. The effects of perceived parenting pattern on adolescents’ coping strategies were as follows: (a) the mother’s authoritative-affective-relinquishing parenting and the father’s authoritative-affective-relinquishing parenting and affective parenting significantly related to positive reflection coping and seeking social support; (b) The mothers’ authoritative-affective-relinquishing parenting was negatively related to the adolescents’ fantasy
coping while the father’s authoritative-relinquishing positively related to confrontive coping, distancing/acceptance, and fantasy coping; (c) Non directive parenting pattern was a very good predictor of adolescent’s distancing/acceptance, escape-avoidance, and confrontive coping; and (d) The relationships between father’s affective parenting and the adolescents’ coping revealed gender differences.

Harr and Gale (1998) conducted study on the relationship between maternal employment and children’s academic and social adjustment. A substantial number of significant differences were found favouring better adjustment for children of part-time employed rather than full-time employed mothers.

Mary (1999) conducted a study on Daughters with a parent in a care facility: A stress and coping model of daughters of parents with dementia and daughters of parents with other health difficulties. Specific variables of interest included prior communal behaviours support satisfaction, care satisfaction, appraisals (perceived control and perceived stress) coping strategies (relationship focused, problem focused, emotion-focused), positive affect and depression. The overall pattern of relationships for the variables in the model offer some support for the hypothesized model and for Lazarus and Folkmans theoretical assumption for both group, greater control over the stressful aspect of facility care was related to more problem focused coping which in turn was related to more positive affect.
The study conducted by Rawson et al. (1999) revealed that males favour the use of task-oriented methods and physical coping resources, and are more likely to endeavour to solve problems while females are inclined to make more use of emotional and social coping resources.

A study carried out by Garnefski et al. (2002) revealed that people who resort to adaptive strategies like Acceptance, Positive focusing, Refocus on planning, Positive reappraisal and Putting into perspective report fewer depression and anxiety symptoms than people who use non-adaptive strategies like Self-blame, Rumination, Catastrophizing and Blaming others.

Antony (2003) conducted a study on the relationship among family climate, classroom adjustment and academic adjustment of students at higher secondary level. The sample consisted of 550 students from various higher secondary schools of Ernakulam district. Family climate questionnaire and classroom adjustment questionnaire were prepared. The major findings were that sex of students has an influence upon family climate and classroom adjustment and also that locality has an influence upon family climate. The other findings were that locality has no influence upon classroom adjustment and also type of management of school has no influence upon family climate and classroom adjustment.

A study conducted by Folkman et al. (2004) showed that less hardy individuals, who are more likely to engage in distancing, avoidance and emotionally focused coping strategies and individuals who score high on
hardiness measures are more likely to engage in problem-focused, active and support seeking stress coping strategies.

Ka Wing (2004) conducted a study on the adjustment of children in single-parent families. He examined the mediating effect of self-disclosure among the children from parental divorce and parental death families, and the moderating effects of gender, parent’s adjustment and parent-child relationship. Interviews were conducted with 96 children and their parents from divorce families and 85 children and their parents from parental death families. Results indicated that children’s adjustment and self-disclosure in parental death families were better than those in parental divorce families. The findings confirmed that self-disclosure was a mediator of a children’s adjustment in single parent families.

Ann (2004) studied the effects of separation from parents, attachment to parents, triangulation in marital conflict, and parental support on college adjustment. One hundred and six undergraduate students completed self-reported questionnaires that measured these constructs. Results indicated that both separation from parents and a positive attachment to parents were related to a better college adjustment. While frequency of marital conflict was not related to college adjustment, triangulation of the adolescent in this conflict was related to a poorer college adjustment.

Alena (2005) conducted a study on the relationship between closeness with the resident and non-resident parents and coping strategies after parental divorce. Findings show no relationship between the use of a group
of more adaptive coping strategies and self-reported closeness with both the resident and non-resident parents during adolescence.

Jaya (2007) conducted a study on profile of the children approaching child helpline and its role in helping them. The study revealed that majority of selected children who were under difficult situation was males (66%) while only 34% of them were females. This perhaps reflects the fact that in Indian scenario, the females who face problems are either hushed back or are not in a social situation to bring out their problems to the outside world.

Melissa (2007) studied the relationship between adolescent parental attachments, curiosity and coping with stress. Participants included 218 adolescents drawn from a single high school located in a suburb of Detroit, Michigan. Significant findings included that female adolescents were more likely to report using active coping, emotion focused coping and acceptance coping than male adolescents. Total scores for curiosity and parental attachment were significantly correlated with mother trust, mother communication, mother attachment and father trust. Significant differences were found between adolescents who reported high parental attachment and those reported low parental attachment for avoidant coping. Adolescents who reported high parental attachment were less likely to use avoidant coping strategies.

Dandrene (2008) conducted a study on 'When children are left behind: The perceptions of West Indian adolescents separated from their mothers during childhood due to migration, and the effects of this separation on their
reunification’. Twelve adolescents (10 females and 2 males) and ten mothers received an initial interview and a second follow up interview using an interview guide. The results of this study suggest that the adolescents length of separation, their age at separation, age at reunion, experience during separation and quality of child care during separation, all affected their ability to adapt to life in the United States and on their long-term relationship with their mothers.

Subramanian and Nithyanandan (2009) studied the extent to which diabetic patients are different from the non-diabetic patients with respect to stress coping strategies. The questionnaire administered consisted of nine dimensions in two categories as Adaptive Strategies (Acceptance, Positive focusing, Refocus on planning, Positive reappraisal and Putting into perspective) and Non-Adaptive strategies (Self blame, Rumination, Catastrophizing and Blaming others). Results indicated that diabetics are more likely to engage in dysfunctional stress coping strategies such as self-blame, blaming others, ruminating and catastrophizing than the non-diabetic patients.

Tauhid and Chaudhary (2010) conducted a study on the coping strategies adopted by police personnel on a purposive sample consisting of 40 male and 40 female police personnel from Varanassi city. The coping strategies measured were Behavioural approach, Cognitive approach, Cognitive behavioural approach, Behavioural avoidance and Cognitive avoidance. Results indicate that women resort more to cognitive avoidance
strategies and defuse interpersonal conflicts which signify a tendency to intellectualize and rationalize. On the contrary, men showed a tendency to resort more towards behavioural strategies signifying immediate action to a situation. Significant differences were seen between male and female police personnel both in their experiences of life events stressors and also on coping strategies to face these stressful life events. The females largely resort to cognitive approach, behavioural avoidance and cognitive avoidance in comparison to their male cohorts.

Kumari and Singh (2010) conducted a study on the relation between adjustment of school-going children and parental living/dead status. They attempted to identify five major areas of adjustment of school-going children aged 10-15 years and tried to relate them to parental living/dead status. Results revealed that in all the five areas of adjustment namely: Home, Health, Social, Emotional and School, the participants coming from families in which their both parents were alive, displayed better adjustment than the participants who came from the families in which both parents were dead. It confirmed the role of parenting in shaping better adjustment among the children.

DISCUSSION

Analysis of Review of Related Literature revealed that the coping strategies adopted by children are influenced by the type of parenting they receive. Some studies revealed that stressed persons are more likely to engage in non-adaptive strategies like self-blame, blaming others, rumination,
and catastrophizing and persons without stress are likely to engage in adaptive strategies like acceptance, positive focusing, positive reappraisal and refocus on planning. It is also found that majority of children under difficult situation was males than females. Sex difference in the use of coping behaviours was found. Children’s adjustment in parental death families was better than those in parental divorce families. Females were found to become more emotionally upset as compared to males who confronted problems. Males often sought refuge in alcohol or drugs while females resorted to prayer and hoped for better. Females used significantly more emotion oriented coping strategies as compared to males. Broken home was the reason for delinquency in children. Subjects from broken homes have been found to be significantly lower in home adjustment, health adjustment, social adjustment, emotional adjustment and college adjustment. What the parents feel, experience, what they express in the daily functioning of their lives have a direct effect upon the emotional development of their children. Children of divorced parents have lower motivation and achievement than children from intact homes. Individuals with early parental loss would have higher levels of depression. Parental involvement and achievement were positively correlated. Students staying in boarding school were found to be more anxious, neurotic and introvert than day scholars. The presence of two parents, rather than one parent fosters somewhat higher positive self concept in children. Birth order appears to have an influence in personality development. First born children have greater stress due to disciplinary
friction with their parents. Employment of parents was also found to have significant impact upon children’s adjustment.

The review of related literature was useful in developing the objectives of the study, selection and preparation of tools and for the analysis and interpretation of results.