CHAPTER 2

REVIEW OF LITERATURE

As is true for all facets of human development, there is then diversity in the nature and implications of parent-child relations in adolescence. Adolescence however marks a rapid change in one’s role within a family. When children go through puberty, there is often a significant increase in parent-child conflict and a less cohesive familial bond. Parent-adolescent disagreement also increases as friends demonstrate a greater impact on one another, new influences on the adolescent that may be in opposition to parents’ values. Feelings of closeness in the parent-adolescent relationship is related to parents' views of their parenting as satisfying to them and to the youth's self esteem and to his or her participation in family activities. Non-hostile parent-adolescent relations are associated with better adjustment by the adolescent to the transition to middle school and greater peer popularity (Bronstein, Fitzgerald, Briones & Pieniadz, 1993); in addition, non-hostility is related to a better self concept for girls and better classroom behavior for boys. Moreover, when parents are attuned to their child's development and support his or her autonomy in decision making, the youth is better adjusted and gains in self esteem across the junior high school transition (Lord, Eccles, & McCarthy, 1994).

It is understood that mental health has a critical basis during adolescence with interplay of numerous risk as well as protective factors. The current review of literature is an attempt to understand the same. Mental health prevention and early intervention are relatively new fields in mental health. The importance of psychological well-being in children and adolescence, for their healthy emotional,
social, physical, cognitive and educational development, is hence well-recognized (Lakshminarayan & Prabhakaran, 1993).

In line with the said perspective the researcher aims to understand the interaction between ‘perceived parenting’, ‘mental health’ and ‘social maturity’ of adolescents. This background highlights the significance and urgency required to understand and assess mental health and wellbeing issues especially in the target group of adolescents and the various mitigating factors that could make a difference. A brief operational definition of the variables is followed by some of the studies on adolescents that the researcher came across by a literature review conducted within the domain of perceived parenting, mental health and social maturity.

1 Adolescence

Adolescence comes from the Latin ‘adolescere’ which means to grow into adulthood. This development phase is marked by the onset of puberty, emergence of more advanced cognitive abilities and the transition into new roles in society (Hill, John 1983). The age range for adolescence generally is defined as 10-21 years of age. Three age sub-groupings are recognized: early adolescence (10-14); middle adolescence (15-17); and late adolescence (18-21) (Elliott & Feldman, 1990). Human growth patterns generally are predictable, but each adolescent follows his or her own unique timetable. Based solely on chronological age, adolescents vary widely in their size, metabolic rate, and physical development. For example, one could view a group of early-adolescent males aged 14 years and note vast differences in height, weight, physical appearance, and pubertal changes. Pubertal changes during adolescence are variable in both timing and rate, and often not associated with chronological age. Hormonal changes drive many somatic changes during early adolescence (Petersen & Leffert, 1995). Sexual maturation can influence an adolescent's self-image and overall
well-being. Increased sexual maturation generally is viewed more positively for males and more negatively for females (Dorn, Crockett, & Petersen, 1988). While these physical changes are associated with sexual and physical maturation, they do not always reflect maturation in other areas, such as cognitive and psychosocial development (Petersen & Leffert, 1995).

As with physical development, psychosocial and cognitive development also can vary widely during adolescence. Two fundamental issues arise in understanding adolescent affective experience: i) how does the adolescent development influence affective experience and expression & ii) are there affective currents unique in their intensity and configuration that influence adolescent development (Hauser, Stuart T. & Henry, F. 1991). Also important is the issue of emotional disclosure and how adolescents are able to manage their emotional experiences and expressions, both, positive and negative. It was seen in the results of a study on early adolescence by Papini, Dennis R.; Farmer, Frank F.; Clark, Steven M.; Micka Jill C. (1990) that females exhibited greater emotional self disclosure to parents and friends than males; and that emotional self disclosure to friends was greatest among older adolescents. In addition; while younger adolescents preferred to disclose information about their emotional states to parents, older adolescents chose friends. Emotional disclosure to parents was strongly associated with the adolescent’s perception of the openness of family communication, family cohesion and satisfaction with family relationships. Emotional disclosure to friends was associated with adolescent self esteem in peer context and identity development.

2.1.1 The emergence of the independent adolescent

The rudimentary capacities for self-determination begin as adolescents begin to separate from their parents. During this period, adolescents begin to develop more
and more control over their personal lives, gain greater insights, and exercise greater control over their immediate environment. A significant positive relationship was found between identity achievement status and benevolence, universalism, self-direction, stimulation and achievement dimensions of values. On the other hand, individuals in the identity moratorium and diffusion stage were found to have more traditional and conformity values. It can be stated that openness to change (i.e. self direction and stimulation) and self transcendence (i.e. benevolence and universalism) values have an important role to play in the formation of one’s identity status (Ghosh, Anjali & Basak, Rituparna, 2007). Empathic individuals are more assertive, less narcissistic, less self-focused and more sensitive. They also tend to portray positive attitudes toward health behaviours; smoked less; and used less alcohol than less empathetic ones (Kalliopuska, Mirja, June 1992).

Experience and emotional development play a key role in decision making for adolescents (Petersen & Leffert, 1995). It is noted that the behaviour of many adolescents is a reaction of frustration against adults (and society) who have failed to make a sensible place for them. Factors explaining adolescent discontent include the dramatic change in the economic status of the adolescent, the upward mobility of schooling and the extent to which the adolescent is ‘childized’ by today’s society. These conditions sustain adult perception of adolescents as immature and adolescents are denied many responsibilities of maturity. Without responsibility for society, that they are physically a part of, and sensing that they are regarded as irrelevant by the adult community, young people express their resentment through external action, through acts of social protest or support of unpopular causes (Chung, Woo Sik 1991).
2.2 Parental influence on children

Parents play important roles since the day a baby was born. Parenting is considered to be an important determinant of several aspects of children’s outcome (Gadeyne, Ghesquiere, & Onghena, 2004). Parenting style is one of the variables that have been studied extensively in human development (Baldwin, McIntyre, & Hardaway, 2007). Parenting styles has been shown to be related to children and adolescents’ academic achievement (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), optimism (Baldwin, McIntyre, & Hardaway, 2007), confidence (Strage & Brandt, 1999), motivation (Gonzalez & Wolters, 2006), externalizing problem behaviour and attention problems (Gadeyne, Ghesquiere, & Onghena, 2004). Almost all studies conducted in the West have found that authoritative parenting style is positively associated with students’ performance especially in academic achievement compared to authoritarian and permissive parenting styles (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994). However, studies conducted in non-western countries found mixed findings in which one study reported that authoritarian parenting style was positively associated with students’ academic achievement (Leung, Lau, & Lam, 1998) while in another study authoritarian parenting style was negatively associated with students’ academic achievement (Chen, Dong, Zhou, 1997). Baumrind (1971) introduced three qualitatively different patterns of parenting styles: permissiveness, authoritarianism, and authoritativeness. Permissive parents are non-controlling, non-demanding on their children’s behavior and relatively warm. Authoritarian parents are often strict, discourage verbal give-and-take, and control children behaviours based on a set of standard and emphasize absolute obedience of the children and are less warm. Authoritative parents attempt to direct the behaviour of their children by giving the rationale behind their rules and actions, encourage
verbal give-and-take, and are warm towards their children. Baumrind’s (1971) conceptualization of parenting style has led many researchers to examine which parenting style is the most appropriate and conducive for children and adolescents (Baldwin, McIntyre, Hardaway, 2007).

Jun, Lim Hui, Baharudin, Rozumah and Jo-Pei, Tan, (2013) studied perceived parental warmth and depression in early adolescents: path analysis on the role of self-esteem as a mediator. Results revealed that the data from the study fitted the model and that perceived parental warmth had an indirect effect on depression through self-esteem. Findings also revealed that self-esteem was a complete mediator in the relationship between perceived parental warmth and depression. Implications for the alternative approach in preventing depression were further discussed.

Steinberg, Laurence (2001) researched a paper titled, we know some things: parent–adolescent relationships in retrospect and prospect. The article examined the most important ideas to have emerged from the last 25 years of research on adolescent development in the family context and suggests some directions for the future. Two major sets of questions organized the review. First, how can we best characterize normative family relationships during adolescence, and, more specifically, is adolescence a time of parent - child conflict? Second, how do variations in parent – child relationships affect the developing adolescent? The answer to the first question depends on what is meant by conflict and, more importantly, from whom one gathers data. There is a need for a new perspective on the family, one that emphasizes the different viewpoints and stakes that parents and adolescents bring to their relationship with each other. Special attention should be paid to studies of the mental health of parents of adolescents. With regard to the second question, it is argued that there is enough evidence to conclude that adolescents benefit from having parents who are
authoritative: warm, firm, and accepting of their needs for psychological autonomy. Therefore, it would seem most beneficial to institute a systematic, large-scale, multifaceted, and ongoing public health campaign to educate parents about adolescence, one that draws on the collective resources and expertise of health-care professionals, scientists, governmental agencies, community organizations, schools, religious institutions, and the mass media.

Bogenschneider, Karen; Stephen A. Small and Jenner C. Tsay studied child, parent, and contextual influences on perceived parenting competence among parents of adolescents’ (1997). The study revealed that when parents reported higher perceived parenting competence, sons and daughters reported more parental monitoring and responsiveness and less parental psychological control. Moreover, sons and daughters of competent parents reported higher levels of most measures of academic and psychosocial competence. For mothers and fathers, the best correlates of perceived competence in parenting were adolescent openness to socialization and stress in parenting this particular child, followed by parental sensitivity (for mothers) and marital or partner support (for fathers).

Weinman, Lance L. & Newstrom, Nora (December, 1990) studied relational aspects of identity: late adolescent’s perception of their relationships with parents. 100 undergraduate students completed questionnaires assessing the subjects’ retrospective perceptions of their affective relationship with parents across age periods (1-5, 5-10, 10-15& 15-20years) and subjects’ current identity status. Trend analysis revealed a significant quadratic trend in identity, committed subjects’ ratings of amount of love. They felt for mothers across their mothers across the age periods and a significant linear trend of increasing love from the mother. Uncommitted subjects’ showed significant linear trends of decreasing care both for and from their
mother. Results are interpreted as evidence of the importance of resolution of identity issues for the feelings of intimacy between late adolescents and their parents.

*Expectations regarding development during adolescence: parental and adolescent perceptions*; was studied by Maja Dekovi, Marc J. Noom and Wim Meeus, (June, 1997). The aims of this study were (1) to compare the age-related expectations of parents and adolescents concerning the timing of achievement in a number of developmental tasks, (2) to examine whether personal characteristics of the adolescent affect developmental expectations, and (3) to examine whether discrepancies between the adolescents and the parents expectations are related to the amount of parent-adolescent conflict. The sample consisted of 508 families with adolescents (12–18 years old). During a home visit, a battery of questionnaires was administered individually to mothers, fathers, and adolescents. A new 24-item instrument to assess expectations for adolescents’ mastery of developmental tasks was developed for this study. Analyses showed that when the expectations of adolescents and those of their parents are compared at aggregate level, parents consistently indicate later ages for the achievement of developmental tasks than adolescents. Although parents have later timetables, parents and adolescents have strikingly similar views of the sequence in which achievement of developmental tasks should occur. The adolescents’ age appears to be the most potent predictor of developmental timetables, followed by gender, pubertal timing, and temperament, respectively. The amount of conflict within the parent-adolescent relationship was associated with differences in developmental expectations.

### 2.2.1 Demographical variables mediating parent – adolescent relationships

Leinonen, Jenni A.; Solantaus, Tytti S. & Punamäki, Raija-Leena (September, 2002) studied the specific mediating paths between economic hardship and the quality
of parenting. The researchers studied specific mediating paths between economic hardship and the different domains of parenting in 527 mother-father-child triads. The results show that economic hardship created economic pressures for both parents. For fathers, both the general and specific pressures were further associated with symptoms of anxiety and social dysfunction, whereas for mothers, only the specific economic pressures were negatively reflected in mental health by increasing depressing mood and anxiety symptoms. Paternal anxiety was then associated with hostile marital interaction, perceived by the wife; and maternal anxiety with low marital support, perceived by the husband. The negative marital interaction finally was associated with poor parenting, especially among the fathers. Fathers' anxiety was also directly related to their punitive and noninvolved fathering, and social dysfunction to noninvolved fathering. Depressive symptoms in mothers were negatively reflected in authoritative mothering. Finally, the results revealed that supportive and non-hostile marital interaction was able to moderate the negative impact of economic hardship on parenting. The findings suggest that mothers and fathers fulfilled gendered roles in dealing with the family economy and relationships.

*Kumar, Nawin & Prasad, Manorama* (1987) studied rural and urban differences in parental evaluation. 200 rural and urban male students (aged 13-20 years) completed a parental evaluation scale. Results indicate that urban subjects had significantly less favorable attitudes toward their parents than rural subjects.

*Bumpus, Matthew F.; Crouter, Ann C. & McHale, Susan M.* (2001) undertook a study on parental autonomy granting during adolescence: exploring gender differences in context. The study investigated the ways in which 2 indicators of parental autonomy granting, adolescents' decision-making input and parental knowledge of adolescents' daily experiences, differed as a function of contextual
factors (i.e., parents’ gender role attitudes or sibling dyad sex composition) and boys’ and girls’ personal qualities (i.e., gender, pubertal status, developmental status, or birth order) in a sample of 194 families with firstborn (M = 15.0 years) and second-born (M = 12.5 years) adolescents. Firstborns were granted more autonomy than second born, especially in families with firstborn girls and second-born boys. Girls in families marked by traditional maternal gender role attitudes were granted fewer autonomy opportunities. Post-menarche second-born girls were granted more opportunities for autonomy than were pre-menarche second-born girls, but only in families with less traditional maternal gender role attitudes.

2.2.2 Perceived parenting in relation to cognitive and scholastic development

Levenson, Hanna (September, 1973) in the paper perceived parental antecedents of internal powerful others, and chance locus of control orientations, studied the validity of separating Rotter's Internal-External Control Scale into 3 dimensions. E. C. Devereux's Perceived Parenting Questionnaire and 3 locus of control scales which measured expectations of internality, control by powerful others, and control by chance forces were administered to 193 male and 83 female undergraduates. For males, internality was related positively to perceived maternal instrumental behavior, while for females internality was related negatively to maternal protectiveness. Ss who reported that their parents used more punishing- and controlling- type behaviors were found to have greater expectations of control by powerful others, while Ss who viewed their parents as using unpredictable standards had stronger chance control orientations. Results are interpreted as adding to the construct validity of the multidimensional locus of control measures.

Relationship between perceived paternal and maternal parenting styles and student academic achievement in selected secondary schools was studied by Habibah
Elias & Tan Huey Yee (2009). The purpose of this study was to examine 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 Form Four students in 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.

Grolnick, Wendy S.; Ryan, Richard M.; Deci, Edward L. (December, 1991) in their paper *inner resources for school achievement: motivational mediators of children's perceptions of their parents*; examined a process model of relations among children's perceptions of their parents, their motivation, and their performance in school. Children's perceptions of their parents on dimensions of autonomy support and involvement were measured with the new children's perceptions of parents scale. Three motivation variables (control understanding, perceived competence, and perceived autonomy) were hypothesized to mediate between children's perceptions of their parents and their school performance. Analyses indicated that perceived maternal autonomy support and involvement were positively associated with perceived competence, control understanding, and perceptions of autonomy. Perceived paternal autonomy support and involvement were related to perceived competence and autonomy. In turn, the three motivation variables, referred to as inner resources,
predicted children’s performance. Structural equation modeling generally supported the mediational model.

Dubey, A. and Srivastava, A (2013) studied parental factors, achievement motivation and performance of adolescents. Results indicated that high performance group of students have more achievement motivation in comparison to low performance group of adolescents. The scores on parental factors are also high in high performance group. Amongst the four parental factors, parental approval emerged as the most significant predictor of achievement motivation and performance followed by resources made available by parents, parental encouragement and parental pressure. The high performance group girls are more future oriented with high level of aspiration as their expected and achieved scores are less discrepant, however, the same is not true for low performance both boys and girls. They expected more and achieved less than their expectation. These findings imply that in order to improve children’s education, parental approval warrants the future orientation.

2.2.3 Perceived parenting, peer relationships and socialization

Adolescents’ well-being as a function of perceived inter-parental consistency; was researched by Fletcher, Anne C.; Steinberg, Laurence & Sellers, Elizabeth B. (August, 1999). High school students reported separately on mothers’ and fathers’ responsiveness and demandingness and their own academic achievement and engagement, involvement in problem behavior, psychosocial development, and internalized distress. Mothers and fathers were classified as authoritative, authoritarian, indulgent, or indifferent, and adolescents from homes characterized by different types of inter-parental consistency were compared with those from homes where parents were not consistent. Adolescents with one authoritative parent exhibited greater academic competence than did peers with parents who were
consistent but non-authoritative. Adolescents with one authoritative and one non-authoritative parent exhibited greater concurrent internalized distress than did youth from consistent homes, but these findings were not observed longitudinally.

_D’Cunha, Tina. and Shetgovekar, Suhas. (2006)_ studied the effect of perceived parental behavior on the adjustment and self-concept of adolescents in Goa. A total of 150 adolescents were examined. The results indicated that there was a negative co-relationship between perceived parenting and adolescents’ adjustment whereas perceived parenting was found to have a positive effect on adolescents’ self-concept. Gender differences with regards to perceived parenting and adjustment as well as self-concept were found to be absent. Significant difference was found on adolescents adjustment depending on the phases of adolescence (early, middle and late) while it was absent with regards to their perceived parental behavior. There was no significant difference in the perceived parental behavior and self-concept of adolescents with regards to the phases of adolescence. No significant difference was found between perceived maternal behavior and perceived paternal behavior. This study ascertains that home influences along with other environmental effects determine the fundamental organization of adolescents’ behavior.

_Tiwari, V. and Verma, S. (2013),_ studied mental health status of Adolescents in relation to perceived parental support. The aim of the present study is to examine the relationship of perceived psychological and instrumental support along with various mental health problems of adolescents. The study was carried out on 400 adolescents (200 boys and 200 girls) with age range of 15 to 19 years. Results revealed that girls perceived more instrumental parenting support (both paternal and maternal) than boys. On psychological support (paternal and maternal), boys and girls emerged to be more or less equal. Most of the associations of parental support, along
with various mental health problems, were found negatively significant. Perceived paternal psychological support emerged as a significant predictor for most of the mental health problems. The present study provides the conclusion that parental support is related to better mental health of adolescents.

*Perceived parent-child relationships and early adolescents' orientation toward peers* was studied by Fuligni, Andrew J.; Eccles, Jacquelynne, S. (July, 1993). The study examined the links between children's perceptions of the manner in which they and their parents adjust their relationships during early adolescence and early adolescents' orientation toward parents and peers. A sample of 1,771 children completed self-report questionnaires during the spring of their 6th and 7th grades. As predicted, early adolescents who believed their parents asserted and did not relax their power and restrictiveness were higher in an extreme form of peer orientation. Also as predicted, those who perceived few opportunities to be involved in decision making, as well as no increase in these opportunities, were higher in both extreme peer orientation and peer advice seeking. Discussion focuses on the importance for parent–child relationships to adjust to early adolescents' changing developmental needs, as well as the implications of early adolescent peer orientation for later development.

Shyamala Nada Raja, Rob McGee and Warren R. Stanton, (August, 1992) studied *perceived attachments to parents and peers and psychological well-being in adolescence*. They report the findings from a study of 935 adolescents' perceived attachments to their parents and peers, and their psychological health and well-being. Perceived attachment to parents did not significantly differ between males and females. However, females scored significantly higher than males on a measure of attachment to peers. Also, relative to males, they had higher anxiety and depression scores, suggesting poorer psychological well-being. Overall, a lower perceived
attachment to parents was significantly associated with lower scores on the measures of well-being. Adolescents who perceived high attachments to both their parents and peers had the highest scores on a measure of self-perceived strengths. In this study, adolescents' perceived attachment to peers did not appear to compensate for a low attachment to parents in regard to their mental ill-health. These findings suggest that high perceived attachment to parents may be a critical variable associated with psychological well-being in adolescence.

2.2.4 Perceived parenting and its impact on adolescent mental health, emotional development and personality adjustment

Herman, Mindy A. & McHale, Suzan M. (January – March, 1993) investigated the issue of coping with parental negativity: links with parental warmth and child adjustment. The study examined the children’s strategies for coping with parental negativity and the links between coping and measures of parent-child relationships and child adjustment. Participants were 85 female and 67 male 4th and 5th graders and their parents. Boys reported more frequently forgetting about parental negativity than did girls. Boys and girls however did not differ on the use of talking to parents or problem solving as coping strategies. Subjects also differed in how they coped with paternal and maternal negativity. Girls talked more to mothers, than to fathers and both boys and girls talked to someone else more often when they experience conflict with fathers than with mothers. Parental warmth and intimacy were associated with higher rates of talking to parent and problem solving and lower rates of forgetting. Problem solving was positively associated and forgetting was negatively associated with children’s reports of anxiety and depression.

Joubert, Charles E. (August 1991) studied self esteem and social desirability in relation to college student’s retrospective perceptions of parental fairness and
disciplinary practices. The research examined the relationship’s that father’s and mother’s interactive or disciplinary behaviour had with 50 male and 84 female college students’ Coppersmith self esteem scores, Marlowe-Crowne social desirability scale scores and retrospective perceptions of their parents fairness. Sons with high scores in self esteem reported that their mothers were fairer and were less likely to use verbal abuse. Daughters with high self esteem reported that both of their parents were more interested in their activities and refrained from verbal abuse.

Frank, Suzan J.; Avery, Catherine B. & Laman, Marks S. (September 1988) undertook a research on the young adults’ perception of their relationships with their parents: individual differences in connectedness, competence and emotional autonomy. 78 women and 72 men between 22 and 32 years of age completed an interview assessing 5 aspects of autonomy (independence, decision making, personal control, self assertion and self other responsibility) and 5 aspects of relatedness (empathy, closeness, communication, concern and respect) in their relationships with each of their parents. Factor analyses – resulting in congruent solutions for description of mothers and fathers – reduced this data by identifying 3 relationship dimensions describing experiences of (a) connectedness v/s separateness, (b) competence and emotional autonomy in relation to parents. Significant association with age, sex, marital status argued for the construct validity of the relationship dimensions and suggested their usefulness in developmental studies. Moreover cluster analyses, identifying several empirically distinct and phenomenologically coherent types of young adult-parent relationships linked the relationship dimensions with intrapsychic and interpersonal realities described by theorists and practitioners in the clinical and developmental literatures.
Kakihara, Fumiko & Tilton-Weaver, Lauree (November / December 2009) studied adolescents’ interpretations of parental control: differentiated by domain and types of control. To determine whether adolescents interpret parental behavioral and psychological control differently, type, level, and domain of control were manipulated across three interpretations (adolescents’ competence, mattering to parents, and parental intrusiveness). As expected, adolescents (N = 67, M = 14.25 years) generally interpreted high levels of behavioral control more negatively than moderate behavioral control. At high levels, however, adolescents did not differentiate behavioral control and psychological control, interpreting both as indicating less mattering and more intrusiveness. Furthermore, high levels of control over personal domain issues, regardless of type, tended to be interpreted most negatively. In conclusion, adolescents construe control in ways that may have import for their adjustment and this should be accounted for in theoretical models of parental control.

Keijsers, Loes; Frijnis, Tom; Branje, Susan J. T. & Meeus, Wim (2009) investigated the developmental links of adolescent disclosure, parental solicitation, and control with delinquency: moderation by parental support. The 4-wave study among 309 Dutch adolescents and their parents examined changes in adolescent disclosure, parental solicitation, and parental control and their links with the development of delinquent activities. Annually, adolescents and both parents reported on adolescent disclosure, parental solicitation, and parental control, and adolescents reported on delinquent activities and parental support. Latent growth curve analyses revealed a linear decline in parental control between ages 13 and 16. Adolescent disclosure decreased gradually in adolescent reports and showed an L-shaped pattern in father reports and a V-shaped pattern in mother reports. A stronger increase in delinquent activities was related to a stronger decrease in disclosure in mother and
adolescent reports and to lower levels of disclosure in father reports. The linkages between levels of disclosure and delinquent activities were stronger in families with high parental support than in families with lower support. Furthermore, in lower parental support families, a stronger decrease in paternal control was related to a stronger increase in delinquent activities. In high parental support families, however, a stronger decrease in adolescent-reported parental control was related to a less strong increase in delinquent activities.

2.2.5 Perceived parenting: a cross generation perspective

Kerr, David C.; Capaldi, Deborah M.; Pears, Katherine C. & Owen Lee D. (2009) undertook a study of a prospective three generational study of fathers’ constructive parenting: influences from family of origin, adolescent adjustment and offspring temperament. This prospective, intergenerational study considered multiple influences on 102 fathers' constructive parenting of 181 children. Fathers in the 2nd generation (G2) were recruited as boys on the basis of neighborhood risk for delinquency and assessed through early adulthood. The fathers' parents (G1) and the G2 mothers of G3 also participated. A multi-agent, multi-method approach was used to measure G1 and G2 constructive parenting (monitoring, discipline, warmth, and involvement), G2 positive adolescent adjustment, and problem behavior in all 3 generations, including G3 difficult temperament and externalizing problems in early and middle childhood, respectively. Path modeling supported direct transmission of G1 constructive parenting of G2 in late childhood to G2 constructive parenting of G3 in middle childhood. Of note, G1 parenting indirectly influenced G2 parenting through G2 positive adjustment but not through G2 adolescent antisocial behavior. G1 parenting influenced G2 parenting in both early and middle childhood of G3. G2 parenting influenced G3 problem behavior but not vice versa. Intergenerational
continuities in parenting persisted, even when additional influences were considered. Transmission pathways are not limited to life-course adversity. Rather, constructive parenting is maintained, in part, by engendering positive adjustment in offspring.

Conger, Rand D.; Neppl, Tricia K.; Ontai, Lenna L. & Scaramella, Laura V. (2009) investigated intergenerational continuity in parenting behavior: mediating pathways and child effects. This prospective, longitudinal investigation examined mechanisms proposed to explain continuities in parenting behavior across 2 generations (G1, G2). Data came from 187 G2 adults, their mothers (G1), and their children (G3). Prospective information regarding G2 was collected both during adolescence and early adulthood. G1 data were collected during G2’s adolescence, and G3 data were generated during the preschool years. Assessments included both observational and self-report measures. The results indicated a direct relationship between G1 and G2 harsh parenting, and between G1 and G2 positive parenting. As predicted, specific mediators accounted for intergenerational continuity in particular types of parenting behavior. G2 externalizing behavior mediated the relationship between G1 and G2 harsh parenting, whereas G2 academic attainment mediated the relationship between G1 and G2 positive parenting. In addition, the hypothesized mediating pathways remained statistically significant after taking into account possible G2 effects on G1 parenting and G3 effects on G2 parenting.

The critical interactions between perceived parenting and adolescent development, physical, cognitive, emotional are hence evident. Cross generational benefits of appropriate and adaptive parenting are also apparent.

In line with the objectives of the current study it is of importance to appraise the literature with regards mental health and social maturity among adolescents.
2.3 Mental health: an overall outlook

WHO defines *Mental Health* (3 September 2007), as ‘A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community’. The person who is emotionally and mentally healthy always shows concerns for other. He or she has the ability to take care of his own and other close ones. Mentally healthy individuals have a strong sense of personal identity, realistic self esteem, detachment and sensitivity to self and others. He has a sense of self competence and actual competencies on psychological functioning (i.e. learning, memory, problem solving). His ego is strong, his behaviour is flexible and adaptable and there is considerable stress tolerance. Coping devices are more evident than defenses. However, the mental health status of any individual is mediated by a host of external factors; the economic conditions being a prime variable. It was noted in the Indian Journal of Medical Research in the October 2007 issue (pp 273-278) that the relationship between poor mental health and the experience of poverty and deprivation had been well studied and an association between the two factors had been established. *Srivastava, Rakesh* (2005) investigated the consequences of socio-cultural deprivation on mental health of Indian adolescents. Many socio-cultural factors in the child’s physical environment affect his emotional, social, cognitive and personality development. The main objective of the research was to study the effect of socio-culturally depriving factors on mental health status of Indian adolescents. A mental health status inventory was administered upon 100 adolescents of socio-culturally advantaged group (SCA) and 100 adolescents of the socio-culturally disadvantaged group (SDA). The four major factors reckoned to determine adolescent’s level of socio-cultural deprivation were economy, caste,
parental education and place of residence. The age of participants was 13-18 years.

Results revealed that adolescents of SCA and SDA differed significantly on four out of five scales of mental health status inventory except on the scale of Expression. SDA adolescents were found to be significantly higher than SCA on adolescents on Egocentrism, Alienation, and Emotional-instability and on Social non-conformity, and also on the total inventory. The higher score on these scales is indicative of poor mental health. Results confirm the hypothesis that socio-cultural depriving factors have an adverse effect on the mental health status of Indian adolescents. The results may prove useful in ameliorating poor mental health of Indian adolescents as well as provide new insight in the area of child and adolescent mental health.

Barrera, Manuel; Gonazales, Nancy & et al (2002) investigated the pathways from family economic conditions to adolescents’ distress: supportive parenting, stressors outside the family and deviant peers. Economic hardship is a stressor that affects large numbers of children and their families. The study estimated a model that included pathways linking economic conditions to the internalizing and externalizing symptoms of a multiethnic sample of urban adolescents. Similar to other prominent models, this model included parental distress and parenting as key constructs, but the expanded ecological model also included stressors outside the family and adolescents’ association with deviant peers as possible explanatory factors. Data from 300 adolescents and their parents were consistent with a model that showed linkages between economic conditions, parental depressive symptoms, supportive parenting and internalizing symptoms. Stressors outside the family were associated with deviant peer affiliations which in turn, predicted internalizing and externalizing symptoms. It can be interpreted that economic conditions closely interact with perceived parenting and home environment to predispose the developing adolescent to
emotional and psychological crises, mental health and peer socialization issues as well as challenges to a healthy identity resolution and adaptive social maturity.

Vora, Kshipra. & de Souza, Janet. (2007), in their study explored gender differences in conflict resolution styles among adolescents. The study also aimed to study the impact of using a particular resolution style on mental health. 100 undergraduate college students, 50 males & 50 females, in the age range of 17-20 years, selected randomly, were administered the Conflict Resolution Style Scale and the General Health Questionnaire. Results revealed that significant gender differences in the choice of conflict resolution styles did exist. Female Adolescents were more likely to utilize a smoothing style in managing conflict whereas male adolescents were more likely to utilize a confronting approach to conflict resolution. 2 x 2 ANOVA showed that significant differences on mental health existed as a function of the type of resolution style used in managing conflicts. Significant differences on mental health as a function of gender were not evident. However interaction effect of gender and conflict resolution strategy used was found to be significant. The confronting strategy assured better mental health highlighting the fact that use of assertive behavior and mutual respect are the keys to productive conflict responses.

Dhanalaxmi, D. (2013), studied self-concept, anxiety and mental health among adolescent boys and girls. The results of the t-test revealed that gender differences exist in self-concept, anxiety and mental health. It was interesting to note that the adolescent girls have better self-concept than the boys, providing space for positive thinking. In contrary, boys were very anxious compared to the girls, which can be attributed to active participation in the daily activities, be it at home or at school. The mental health scores were high among the adolescent girls than boys. Pearson’s correlation explains that self-concept and mental health were positively
related while anxiety and mental health were negatively related. Suitable interventions must be designed at school to improve the self-concept of the student at the adolescent phase of their career in their line of education.

2.3.1 Adolescent mental health, psychiatric illness and its familial correlates

Rohner, Ronald P. & Britner, Preston A., (2002) studied the worldwide mental health correlates of parental acceptance-rejection: review of cross-cultural and intra-cultural evidence. Cross-cultural and intra-cultural evidence converges on the conclusion that four classes of mental health issues are possible worldwide as correlates of parental acceptance-rejection. Strongest evidence supports parental acceptance-rejection theory's personality sub-theory that postulates a universal relationship between perceived parental acceptance-rejection and psychological adjustment. Substantial evidence also supports the likelihood of worldwide correlations between parental acceptance-rejection and three other mental health issues: (a) unipolar depression and depressed affect; (b) behavior problems, including conduct disorder, externalizing behaviors, and delinquency; and (c) substance abuse. Finally, limitations in this body of research and implications of the findings for policy and practice are discussed.

Sinha, Chhaya & Gupta, Anshum (2007) investigated the relationship between depression, life events and perceived social support among adolescents. Adolescence is a time of multiple transitions, which often leads to an experience of distress that is reflected in academic failure, failing standards and other mental problems among students. One such common mental illness is depression. The purpose of the study was to examine the relationship between depression, life events and perceived social support among adolescents. A total of 60 adolescents from a public school were chosen. Beck Depression Inventory – II and scales of perceived social support
(family, friends) were administered along with a semi-structured interview for dimensions of social support and self report of life events. The results showed that non-depressed adolescents reported higher level of perceived social support from the family as compared to the moderately depressed adolescents. Moderately depressed adolescents reported a negative change in quality and quantity of family support and feeling of inadequacy of social support as compared to non-depressed adolescents. Non-depressed participants reported feelings of confidence and happiness as compared to participants in the mildly, moderately depressed. Depressed adolescents reported more number of negative events as compared to non-depressed adolescents. Males recalled more number of daily pleasures as compared to females; the study establishes that depression in adolescence is related to negative life events and lower levels of perceived social support.

Farokhzad, Pegah (2007) undertook a study of adolescent’s depression in relation to personality and family environment. Depression is one of the most prevalent psychological disorders and can be caused by several factors, of which family may have the most impact. It is indeed the primary social influence on health related behaviours in adolescence. The study aims to explore the relationship of personality and family environment with depression among Iranian adolescents and gender differences on depression. A sample of 200 adolescents (males and females) in the age range of 16 – 19 years was drawn from the schools of Tehran city. Subjects were tested on Beck’s Depression Inventory, Family Environment Scale and Eysenck’s Personality Questionnaire – Revised. Results reveal that boys were higher on depression than girls. Also there was a positive relationship between depression and psychoticism and neuroticism; a negative relationship with cohesion, expressiveness, independence, intellectual cultural orientation, active-recreational
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orientation and organization dimensions of family environment. In conclusion, experiencing depression during childhood or adolescence can lead to re-occurring negative affects and emotional problems. The family environment thus has a key role in maintaining healthy relationships and parent-child relationships that send a message of acceptance and connections facilitating positive outcomes in life.

_Burt, Charles E.; Cohen, Lawrence H. & Bjorck, Jeffery P. (February 1988)_ investigated _perceived family environment as a moderator of young adolescent’s life stress adjustment_. The study tested the main and stress moderating effects of perceived family environment on adolescents’ depression, anxiety and self esteem. The junior High life experiences survey, the family environment scale, the state trait anxiety inventory for children were administered to 312, 7th and 8th graders and to 302 of these subjects 5 months later. Analyses demonstrated that families perceived as cohesive, organized and expressive were related to positive psychological functioning whereas families perceived as conflict ridden and controlling were related to negative functioning. However these efforts were non-significant in the longitudinal analyses. Results do not support the hypothesized stress buffering role of positive family climate.

_Kashani, Javad H.; Hoeper, Edwin W.; Beck, Niels C. et al. (November 1987)_ studied _personality, psychiatric disorders and parental attitude among a community sample of adolescents_. The research studied the relationship among adolescent personality profiles, psychiatric disorders and parenting styles through interactions with 150, 14-16 year olds. 28 subjects with psychiatric disorders were found to be disconnected, pessimistic and unpredictable. Subjects who described their parents as caring were characterized by a sociable, confident and serious mind rule conscious personality profile. Similar findings were found in the study, _Perceived parenting_
styles, depersonalization, anxiety and coping behaviour in adolescents by Uwe Wolfradt, Susanne Hempel and Jeremy N. V. Miles (February, 2003). The study investigated the relationship between perceived parenting styles, depersonalization, anxiety and coping behaviour in a normal high school student sample (N=276). It was found that perceived parental psychological pressure correlated positively with depersonalization and trait anxiety among the adolescents. Perceived parental warmth was positively associated with active coping and negatively correlated with trait anxiety in the adolescents. A cluster analysis revealed four types of parenting styles: authoritarian, authoritative, permissive and indifferent. The group with the authoritarian parenting style showed higher scores on depersonalization and anxiety. The groups with the authoritative and permissive style of both parents showed the highest score on active problem coping.

At this juncture it is necessary to view adolescents as a highly vulnerable group. Having analyzed parental support, coping and mental health issues, it is also required to look at the maladaptive behavior patterns of adolescents.

2.3.2 Adolescent risk behaviours in relation to mental health and perceived parenting

Reciprocal relationships between parent and adolescent internalizing symptoms, was studied by Hughes, Elizabeth K and Gullone, Eleonora (April, 2010). Previous investigations of the association between parent and adolescent internalizing problems have been largely restricted to the unidirectional effect of parent symptoms on their children. This study therefore aimed to investigate potential reciprocal relationships between parent and adolescent internalizing symptoms. One-hundred and seventy-seven adolescents’ ages 14 to 18 years and their parents (172 mothers, 124 fathers) completed measures of depressive and anxiety symptoms at two time
Perceived Parenting in relation to Mental Health and Social Maturity points, 6 months apart. Results supported reciprocity between maternal and adolescent internalizing symptoms but not between paternal and adolescent internalizing symptoms. In addition, the relationship between maternal symptoms and later adolescent symptoms was found to be partially mediated by maternal parenting self-esteem. The study highlights the potential impact of adolescent internalizing problems on maternal well-being, a phenomenon previously neglected in the literature.

Miller, Kenneth E.; King, Cheryl; Shain, Benjamin N. & Naylor, Michael W. (1992) studied suicidal adolescents’ perception of their family environment. 15 suicidal adolescents (SADs [mean age = 14.93 years]), 14 age matched psychiatric controls (PCTLs) and 14 age matched normal controls (NCTLs) rated their families on cohesiveness, adaptability, parent – adolescent communication, parental caring and parental over protectiveness. SADs rated their families a least cohesive and most rigid of the three groups, suggesting that adolescent suicidal behavior may occur when isolation is experienced within an inflexible system. SADs and PCTLs rated their families similarly dysfunctional along the remaining variables, and as more dysfunctional than families of NCTLs. It is suggested that several characteristics commonly attributed to families of suicidal adolescents may actually be general risk factors for adolescent psychopathology, rather than for suicidal behaviour specifically.

Bailey, Jennifer A.; Hill, Karl G.; Oesterle, Sabrina & Hawkins, David J. (2009) studied parenting practices and problem behavior across three generations: monitoring, harsh discipline, and drug use in the intergenerational transmission of externalizing behavior. Using data from grandparents (G1), parents (G2), and children (G3), this study examined continuity in parental monitoring, harsh discipline, and child externalizing behavior across generations, and the contribution of parenting practices and parental drug use to intergenerational continuity in child externalizing
behavior. Structural equation and path modeling of prospective, longitudinal data from 808 G2 participants, their G1 parents, and their school-age G3 children (n = 136) showed that parental monitoring and harsh discipline demonstrated continuity from G1 to G2. Externalizing behavior demonstrated continuity from G2 to G3. Continuity in parenting practices did not explain the intergenerational continuity in externalizing behavior. Rather, G2 adolescent externalizing behavior predicted their adult substance use, which was associated with G3 externalizing behavior. A small indirect effect of G1 harsh parenting on G3 was observed. Inter-parental abuse and socio-demographic risk were included as controls but did not explain the intergenerational transmission of externalizing behavior. Results highlight the need for preventive interventions aimed at breaking intergenerational cycles in poor parenting practices. More research is required to identify parental mechanisms influencing the continuity of externalizing behavior across generations.

The review highlights harmonious parent-child relationships alongside effective coping, social support and preventive interventions and efficient health care provisions as a key to adaptive mental health status. The mentally healthy individual within ecological possibilities is an autonomous agent, mastering problems rather than being the passive object of the forces of environment, the social order, or inner drives. With a secure sense of being and value he can be compassionate, sympathetic and loving toward others. Conscience and values are coherent, conscious and well integrated. Finally, the mentally healthy person is comfortable with self and valued by others. Following the trend, it thus is imperative to review the third variable of the study, *social maturity* of adolescents.
2.4 Social maturity: an overview

Social maturity has to do with how well people understand the nature of the social world they live in. It refers to the individuals’ general level of adaptive functioning and socio emotional competence (Galambos and Costigan, 2003). Ellen Greenberger & Aage B. Sorenson (1974) constructed a model of psychosocial maturity which specifies measurable attitudes and dispositions. The model of psychosocial maturity integrates sociological and psychological views of the person; that is, it takes into account the requirements of societies as well as the development of individuals. The model outlines three general dimensions of maturity which are likely to be relevant in all societies. These are:

1. the capacity to function adequately on one’s own (personal adequacy)
2. the capacity to interact adequately with others (interpersonal adequacy)
3. the capacity to contribute to social cohesion (social adequacy)

This psychosocial structure comprises of general characteristics, which represent the most common type of demands made by all societies on individuals, and at the same time, specific categories which are culture specific attributes of individuals, that enable then to meet these demands.

Steinberg, Laurence & Silverberg, Suzan B (1986); studied the vicissitudes of autonomy in early adolescence. A sample of 865, 10 – 16 year olds from a range of socio-economic backgrounds completed a questionnaire battery concerning 3 aspects of autonomy: emotional autonomy in relationships with parents, resistance to peer pressure and the subjective sense of self reliance. The observed patterns of relations among the measures cast doubt on the notion that autonomy is a uni-dimensional trait manifested similarly across a variety of situations. For most boys and girls, the transition from childhood into adolescence is marked more by a trading of
dependency on parents for trading on dependency on peers, rather than straightforward uni-dimensional growth in autonomy. Moreover, contrary to longstanding notions about the greater salience of autonomy to adolescent males than females, girls scored higher than boys on all 3 measures of autonomy at all age levels.

Lauree C. Tilton-Weaver, Erin T. Vitunski and Nancy L. Galambos (April, 2001) studied five images of maturity in adolescence: what does “grown up” mean?. The study focused on the subjective meanings of maturity in adolescence, or what it means to adolescents to be grown up. Younger (6th grade) and older (9th grade) adolescents' descriptions (n=236) of their “grown-up” peers were examined through content analysis. This qualitative analysis revealed five images of maturity portrayed by adolescents: balanced maturity (adolescents who show psychosocial and behavioral maturity, and ability to balance work and play); an image focused on privileges (adolescents who engage in problem behaviour and present what may be a facade of adult-like behaviour); an image focused on responsibility (adolescents who may be psychosocially mature, but may have taken on inappropriately high levels of responsibility); an image focused on power and status (adolescents who seem to have usurped an older status, by being bossy and controlling); and an image focused on physical development (adolescents who show advanced levels of physical maturity). There were some gender and age differences in the frequencies of these five images.

Phenomenological aspects of psychosocial maturity in adolescence; Part I. Boys was investigated by Josselson, Ruthellen; Greenberger, Ellen & McConochie, Daniel (March, 1977). The paper explores the phenomenological and psychodynamic differences between adolescent boys who score at the high and low extremes of the Psychosocial Maturity Inventory. The development of psychosocial maturity is viewed against the background of adolescent ego development. The freedom from
impulse, the gains in self-esteem, the resolution of sexual identity, and the growth of autonomy that are the outcomes of the adolescent process all contribute to a higher degree of individual and social adequacy. The growth of heterosexuality, however, is shown to have a complex and nonlinear relationship to psychosocial maturity.

(Im) maturity of judgment in adolescence: why adolescents may be less culpable than adults was researched by Cauffman, Elizabeth & Steinberg, Laurence (2000). A crucial step in the establishment of effective policies and regulations concerning legal decisions involving juveniles is the development of a complete understanding of the many factors - psychosocial as well as cognitive - that affect the evolution of judgment over the course of adolescence and into adulthood. This study examines the influence of three psychosocial factors (responsibility, perspective, and temperance) on maturity of judgment in a sample of over 1,000 participants ranging in age from 12 to 48 years. Participants completed assessments of their psychosocial maturity in the aforementioned domains and responded to a series of hypothetical decision-making dilemmas about potentially antisocial or risky behavior. Socially responsible decision making is significantly more common among young adults than among adolescents, but does not increase appreciably after age 19. Individuals exhibiting higher levels of responsibility, perspective, and temperance displayed more mature decision-making than those with lower scores on these psychosocial factors, regardless of age. Adolescents, on average, scored significantly worse than adults, but individual differences in judgment within each adolescent age group, were considerable. These findings call into question recent arguments, derived from studies of logical reasoning, that adolescents and adults are equally competent and that laws and social policies should treat them as such.
Who gets caught at maturity gap? A study of pseudo-mature, immature, and mature adolescents was undertaken by Galambos, Nancy L. Barker, Erin T. & Tilton-Weaver, Lauree C. (2003). This research examined links among adolescents’ maturity status, their biological, social, and psychological characteristics, and parents’ perceptions of their adolescents’ maturity. The participants were 430 Canadian adolescents in the sixth and ninth grades, and a sub-sample of their parents. Pattern-centred analyses confirmed the existence of three clusters of adolescents differing in maturity status: pseudo-mature (25%), immature (30%), and mature (44%). Further analyses found differences among the clusters in adolescents’ pubertal status, the social context (presence of older siblings and friends), and their desired age, involvement in pop culture, school and peer involvement, and close friendships. Analysis of mother and father reports revealed some differences in how parents of pseudo-mature, immature, and mature adolescents perceived their adolescents’ maturity, and in how they felt about their adolescents’ maturity. There were few grade differences in the findings. The results suggest that pseudo-mature adolescents, and to a smaller extent, immature adolescents, are caught in a maturity gap, which could have longer-term implications for their transition to adulthood.

2.4.1 Social maturity and adolescent development correlates

Maturity of judgment in adolescence: psychosocial factors in adolescent decision making; was researched by Steinberg, Laurence and Cauffman, Elizabeth (June 1996). To date, analyses of differences between adolescents' and adults' judgment have emphasized age differences in cognitive factors presumed to affect decision making. In contrast, this article examines research and theory on three psychosocial aspects of maturity of judgment: responsibility, temperance, and perspective. For several psychosocial dimensions of maturity that are likely to affect
judgment, the existing evidence, while indirect and imperfect, indicates that the
greatest differences are found in comparisons between early adolescents versus
middle and late adolescents. Developmental research on maturity that focuses
specifically on mid-and late adolescence, that simultaneously examines both cognitive
and non-cognitive factors, and that investigates the relation between these factors and
the ability to make good decisions is greatly needed.

_Schludermann, Shirin & Schludermann, Eduard_ (1986) studied _socio-cultural
change and adolescents' attitudes toward themselves and others_. The study
investigated the effects of socio-cultural change on variables related to adolescents'
self concepts (i.e., perceptions and expected reputations of adolescents and adults; real
and ideal self; social maturity). Traditional and transitional adolescents (both sexes,
13-18 years) from two cities in North India (Ns = 632, 625) completed Indian
adaptations of Hess and Goldblatts’ Rating Scales, Worchel's Self Activity Inventory,
the CPI So Scale and a Socioeconomic (SE) Scale. ANOVAs were used to test the
effects of culture, sex, and age and SE status on attitudes to adolescents and adults,
real and ideal selves, and social maturity. Adolescents who viewed adults more
favorably (‘transitionals’ and females in contrast to ‘traditionals’ and males
respectively) showed more favorable ideal selves and more social maturity. Control
for SE level did not attenuate significant culture effects. The results suggest the
powerful influence of macro-structural variables (like socio-cultural change) on
adolescent attitudes towards themselves and others.

_Adolescents' subjective age: an indicator of perceived maturity_ was studied by
_Galambos, Nancy L.; Kolaric, Giselle C.; Sears, Heather A. & Maggs, Jennifer L._
(July 1999). Two studies investigated the relation between adolescents' subjective age
and their self-reported problem behavior, autonomy, and peer relationships. In Study
1, an older subjective age among 15-year-old girls and boys was correlated significantly and positively with several problem behaviors (e.g., substance use), behavioral autonomy, and aspects of peer relationships such as association with deviant peers and involvement with other-sex peers. In Study 2, data from 9- to 17-year-old adolescents revealed that after controlling for chronological age and pubertal status, subjective age was related significantly to several measures of self-reported problem behavior, behavioral autonomy, and peer relationships. The relations between subjective age and boys' problem behaviors and deviant peer association were curvilinear. The highest levels of these behaviors were reported by boys who felt markedly older than their chronological ages, compared to boys with younger subjective ages. These studies support the notion that subjective age is an indicator of perceived maturity that has at least as much import as chronological age and pubertal status for understanding adolescents' passage to adulthood.

Ban Eng Goha; John F. Feldhusenb (1994) undertook a cross cultural study of leadership, social maturity and creative potential in adolescents. The study investigated relationships among leadership potential, social maturity, creativity, intelligence, and academic achievement among adolescents in the United States and Singapore. Results showed higher intelligence but lower leadership potential among Singapore students and a positive correlation in general between social maturity and intelligence, while creativity was found to be negatively correlated with both intelligence and academic achievement.

2.4.2 Social maturity and peer dynamics

Dunn, Judy & McGuire, Shirley (January, 1992) in their research on sibling and peer relationships in childhood discussed recent research on sibling relationships, peer group popularity and friendship and their links with parent – child
relationships. Also discussed are links between siblings, peer groups and friendship relationships. General issues include the need for more specific developmental investigations (e.g. how stable are different kinds of difficulties with peers); a more clearly articulated theory; a better acknowledgement and examination of differences in gender, ethnicity and social class; further study of emotional experiences in these relationships, longitudinal data and testing of competing hypothesis.

Claes, Michael E. (March 1992) undertook a study on friendship and personal adjustment during adolescence. A questionnaire evaluating the friendship network, the expectations towards friends, the level of intimacy and attachment with friends, as well as the presence of conflicts with friends, was administered to 349 adolescents. The sample consisted of both males and females, age ranging from 12 to 18 years. Subjects were also given various personal adjustment indices that were obtained from the Offer Self Image Questionnaire. The results demonstrate that there are small differences in the friendship network across age and gender. Analyses of the qualitative aspects of friendship are generally constant with respect to age, but demonstrate marked differences with respect to gender: girls expect more from their friends than boys and their level of attachment and intimacy with friends is greater. The results also indicate that the number of friends in the network is not significantly correlated with the personal adjustment variables. Multiple regression analyses revealed that the quality of attachment maintained with friends and the absence of conflict experiences in friendship account for a low but significant proportion of the score variance obtained from the personal adjustment scale. The possibility to confer personal problems and the preoccupations to friends seems beneficial for the acquisition of adaptive behavior. Deficiencies in communication with friends or
confrontation experiences and feelings of alienation are related to some forms of maladaptive behavior.

Gayathri, S. Romate, J. & Bhogle S. (2007) studied the relationship between peer pressure and positive psychological attributes in adolescence. The paper aimed to examine the relationship between peer pressure and positive psychological strengths in adolescents, as well as study gender differences if any. The sample for the study (N= 106) was drawn from the government schools in Bangalore urban district. The sample consisted of girls (N=53) and boys (N=53) in the age range of 12-15 years with a mean age of 13.5 years. The VIA scheme for children was used for assessing positive psychological strengths, while peer pressure and its sub factors of peer conformity, family involvement, school involvement, misconduct and general pressure were assessed through the Peer Pressure Inventory. The findings reveal that peer pressure and school involvement are negatively correlated with positive psychological strengths implying that the lower the pressure at school, the better the psychological strength. Peer conformity is inversely related with the capacity to love and be loved. Misconduct is positively related with the appreciation of beauty, self regulation and zest. Peer involvement is positively related with the psychological strengths of humility and modesty. This clearly shows that the less the adolescent experiences pressure, the better would be his psychological strength. The findings also revealed that there are significant differences between boys and girls on school involvement and family involvement. The researchers discuss the implications of the study and the need for further research in light of these findings.

2.4.3 Familial contributions to social maturity

Social support in healthy adolescents was researched by Conrad U. Frey and Christoph Röthlisberger (February, 1996). Social support was examined in a
representative sample of 141 healthy adolescents. By means of a revised version of the Mannheim Interview on Social Support, the number, type, perceived adequacy (satisfaction), and quality (importance) of the social relationships available were assessed. While peers were found to provide prime supportive functions in day-to-day matters, the social support provided by parents has a stress-buffering effect in emergency situations. The role of other family members is discussed. Differences in gender and education are moderate. The data suggests the adequacy of social support and social integration, contrary to the traditional view of adolescence as a time of crisis and conflict.

Steinberg, Laurence; Elmen, Julie D. & Mounts, Nina S. (1989) studied authoritative parenting, psychosocial maturity and academic success among adolescents. The over-time relation between 3 aspects of authoritative parenting—acceptance, psychological autonomy, and behavioral control—and school achievement was examined in a sample of 120 10-16-year-olds in order to test the hypothesis that authoritative parenting facilitates, rather than simply accompanies, school success. In addition, the mediating role of youngsters' psychosocial maturity was studied. Results indicate that (1) authoritative parenting facilitates adolescents' academic success, (2) each component of authoritativeness studied makes an independent contribution to achievement, and (3) the positive impact of authoritative parenting on achievement is mediated at least in part through the effects of authoritativeness on the development of a healthy sense of autonomy and, more specifically, a healthy psychological orientation toward work. Adolescents who describe their parents as treating them warmly, democratically, and firmly are more likely than their peers to develop positive attitudes toward, and beliefs about, their achievement, and as a consequence, they are more likely to do better in school.
Zhou, Qing; Eisenberg, Nancy et. al. (May/June 2002) investigated the relations of parental warmth and positive expressiveness to children’s empathy-related responding and social functioning. The study examined the concurrent and cross-time relations of parental observed warmth and positive expressivity to children’s situational facial and self-reported empathic responding, social competence, and externalizing problems in a sample of 180 elementary school children. Data was collected when the children were in second to fifth grades (age: M = 112.8 months), and again 2 years later. Cross-sectional and longitudinal structural equation models supported the hypothesis that parents’ (mostly mothers’) positive expressivity mediated the relation between parental warmth and children’s empathy, and children’s empathy mediated the relation between parental positive expressivity and children’s social functioning. These relations persisted after controlling for prior levels of parenting and child characteristics. Moreover concurrent and cross-time consistencies were found on measures of parenting, children’s situational empathic responding and social functioning.

2.4.4 Social maturity and mental health variables

Cognitive social maturity, life change events, and health risk behaviors among adolescents: development of a structural equation model was studied by Ievers-Landis, Carolyn E. Rachel Neff Greenley, Burant, Chris & Borawski, Elaine (August, 2003). The purpose of the research was to examine the roles of cognitive social maturity and life change events in a structural equation model (SEM) to explain adolescents' use of marijuana, tobacco, and alcohol. Data were derived from 1322 9th and 10th graders in a HIV prevention study. Students completed a survey of their cognitive social maturity, recent life events and substance use habits. A model from a study on the metabolic control of adolescents with diabetes was modified to apply to
health risk behaviors. A SEM was tested and fit the data well. Lower cognitive social maturity and greater life change events significantly predicted health risk behaviors. Life events partially mediated the relationship between cognitive social maturity and health risk behaviors. Adolescents' social thought processes are related to their recent life events, which in turn are related to their substance use behaviors. Suggestions are made for interventions to improve adolescents' cognitive social maturity.

Pubertal development, social factors, and delinquency among adolescent boys were studied by Felson, Richard B. & Haynie, Dana L. (2002). The National Longitudinal Study of Adolescent Health is used to examine the relationship between pubertal development and delinquency among boys (grades 7–9). We find strong positive relationships between pubertal development and violence, on one hand, and property crimes, drug use, and precocious sexual behavior on the other. However, we find no evidence that these effects are due to the effects of puberty on risk-taking, maladjustment, dominance behavior, or autonomous behavior. We do find evidence that pubertal development interacts with social factors—mature boys are more strongly influenced by delinquent friends. Pubertal development also has stronger effects on the delinquency of boys who are academically successful and thus are generally disinclined to engage in delinquency.

Cotterell, Norman; Eisenberger, Robert & Speicher, Hilda (April, 1992) researched the inhibiting effects of reciprocation wariness on interpersonal relationships. Students with high reciprocation wariness, a general fear of exploitation in interpersonal relationships, showed: (i) a markedly reduced positive response to cooperative communication in a Prisoner's Dilemma bargaining task; (ii) a greater negative response to uncooperative communication and (iii) an increased positive response to the prospect of long term interaction. Friends and roommates of high wary
students evaluated them as unsympathetic, inconsiderate and manipulative. Students who were supervised by high wary dormitory resident assistants evaluated them as unapproachable, hesitant to develop close relationships and unresponsive to students needs. Wariness was found to be unrelated to social goal orientation and Machiavellism. Reciprocation wariness appears to inhibit the establishment and strengthening of interpersonal relationships.

_In conclusion_, as individuals grow, they closely observe their parents and the familial interactions. They feel inclined to imbibe parental attributes or in some cases, to even rebel against them. Parental acceptance, rejection, and encouragement shape the individual’s view of the world, his attitudes toward society, conflicts and resolution. An adverse strain on any of the aspects upsets the balance and the individual needs to reorganize his mental frame to fit into his environment more adequately. If he fails to do so his mental health is jeopardized. Mental illness and its physiological manifestations occur. Social relationships cease to be satisfactory and self worth and quality of life are seriously hampered. As emerging adults, perceived parenting for adolescents is critical as it lays the foundation of how well the individual has accepted himself (with the strengths and weakness), how well he is adjustable to his challenging circumstances, how adequately he manages conflicting situations, his levels of tolerance and resilience, his mental health status and his understanding of society and the way it functions. There can be no ideal circumstances. Demographic variables like age, gender, socio-economic status, cultural and racial identity etc. intervene to challenge an individual’s personality coherence and the development of a healthy, balanced emotional, social fully functioning individual. An individual’s attitude, emotionality and coping will enable him to turn adversity to opportunity. There can be no one else initiating the change than the individual himself.
It, so appears that child or adolescent’s perception of parental attitude towards himself should be of great concern in the dynamics of behavior and may open new avenues of research for deeper probe in the domain of parent–child relationship. There are a range of behaviors and associated emotions exchanged between parents and their adolescent offspring: Some of these exchanges involve positive and healthy behaviors and others involve the opposite; some of the outcomes for adolescent development of these exchanges reflect good adjustment and individual and social success, whereas other outcomes reflect poor adjustment and problems of development. Sound parent-child relationships are based on effective communication that is friendly and respectful in manner (Smith, 1998; Balson, 1994; Bredekamp, 1996:10). Balson (1994:165) claimed that effective communication between parents and children is a two-way process involving listening and expressing.

It is in this context of the background provided by the literature review, that there is a need to focus on adolescents and to understand the interplay of certain psychological processes from their angle, and thus, the researcher chose the current topic “A Study of Perceived Parenting in relation to Mental Health and Social Maturity among Adolescents”.