CHAPTER – II

REVIEW OF RELATED LITERATURE

Introduction

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. Review of the related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinions that are related to the individuals’ planned research project. It helps the investigator to locate the logical position of his or her research problem in the conceptual map of the particular area/discipline.

By reviewing the related literature investigator can be sure that his problem does not exist in vacuum but is integrally connected with the investigations made in the past. What others have done and what still to be uncovered in that particular discipline. And this is how knowledge moves forward.

Without deep insight in the vast whelm of researches and issues, investigator would be sailing like rudderless boat in the sea. Review of related literature not only provide us an opportunity of gaining insight into the methodology, measures, subjects and approaches employed by other researchers but also works as guide who enables the investigator to perceive gap and lacunae in the concerned field of research.

In the present study the best available resources pertaining to the problem in hand have been accessed and essential related information has been extracted, recorded and reported as follows.

2.1 Studies related to Self-Esteem

Jaquish and Williams (1981) studied “Biological and Ecological Factors in the Expression of Adolescent Self-Esteem”. The relationship between self-esteem and pubertal maturation was examined based on results of the first two years of a six-
year naturalistic longitudinal study of the ecology of self-esteem during adolescence. A random sample of 40 seventh-grade adolescents of both sexes from all socioeconomic classes was selected from a local junior high school. Four measures of pubertal maturation level were obtained for participants during each year of the study. Self-esteem was assessed by means of a repeated measures self-report technique. Each adolescent carried a “beeper” paging device and responded in writing to “beeps” that occurred on a random schedule eight times daily. Results revealed that males were significantly higher in self-esteem than females. The developmental pattern for the relationship between self-esteem and pubertal maturation differed between boys and girls.

**Powers and Sanchez (1982)** conducted a study on “Correlates of Self-Esteem of Mexican American Adolescents”. A sample of 87 Mexican-American junior high school students was taken. Results found that self-esteem was positively correlated with occupation and reading achievement.

**Maqsud (1983)** conducted a study on “Relationships of Locus of Control to Self Esteem, Academic Achievement and Prediction of Performance among Nigerian Secondary School Pupils”. Students of secondary schools of Nigeria were taken as sample. Results revealed that all the 4 independent variables (SES, LOC, IQ & SE) had significant positive effects on academic achievement.

**Housley et al. (1987)** studied the “Self-Esteem of Adolescent Females as Related to Race, Economic Status and Area of Residence”. A sample of 109 girls of age 14 to 16 years was taken. The Rosenberg Self-esteem Scale was used to measure the self-esteem. The self-esteem scores were categorized by economic status, race and area of residence. Results reported that for urban girls mean self-esteem of upper economic status subjects was significantly higher than that of those at the lower economic status. The self-esteem of upper economic status urban girls was significantly higher than the self-esteem of their rural peers. Finally, the self-esteem of the urban black girls was significantly higher than the self-esteem of the urban white girls.

**Watkins and Qi (1994)** conducted a study on “Assessing the Self-Esteem of Chinese Adolescents”. Sample consisted of male and female under-graduates
from China. Results revealed little evidence of gender differences in the level of overall self-esteem. However, there was gender difference in both salience and satisfaction ratings of specific sources of self-esteem.

**Mitchell and Fandt (1995)** conducted a study on “Examining the Relationship Between Role-Defining Characteristics and Self-Esteem of College Students”. Sample of male & female college students was taken. Results concluded that levels of self-esteem differ according to student's SES and castes, but no significant difference in self-esteem was found between male and female students.

**Raj (2003)** conducted a study on “Self-esteem of adolescents in relation to creativity, intelligence and SES”. A sample of 769 boys and girls from 10th class studying in government senior secondary schools of Punjab state was taken. Tools used were S.E.I. by Saini, Test of Creativity by Passi, Standard Progressive Matrices by Raven, for non-verbal Intelligence, group test of general mental ability by Jalota, for verbal intelligence and SES scale by Maan. Results revealed that self-esteem has no significant relation with verbal creativity, positive significant relation with non-verbal creativity, positive significant relation with verbal intelligence, no significant relation with non-verbal intelligence and SES.

### 2.2 Studies related to Emotional Maturity

**Khan (1983)** conducted a study on “A Study of the Personality Characteristics of Educationally Backward Pupils of Higher Secondary Schools of Locknow District” A sample of students of higher secondary school was taken. Results revealed that hampering effects of aloofness, emotional instability, excitability, aggression, dominance, guilt-proneness, feeling of insecurity, tension and frustration etc. were more prevalent at the adolescent stage (13 to 16 years) than at pre-adolescent stage (10 to 12 years).

**Lata (1985)** conducted a study on “Impact of Parental Attitudes on Social, Emotional and Educational Adjustment of Normal and Handicapped Students”. A sample of normal and handicap boys & girls was taken. Findings revealed that
normal boys and handicapped girls showed better emotional adjustment than
normal girls and handicapped boys whereas normal students did not differ
significantly from the handicapped in the field of social adjustment.

**Jethwani (1986)** conducted a study on “An Investigation into Frustration of
School Going Adolescents of Kutch District in the Context of Cognitive and Non-
Cognitive Variables”. A sample of students of senior secondary schools of Kutch
district of Gujarat was taken. Results reported that pupils having high intelligence
& low intelligence do not differ in frustration scores, but high anxiety pupils are
more frustrated.

**Sandhu (1992)** conducted a study on “A Child's Mind in the Adult Body: An
Investigation of Perceptual Differences between Males and Females towards
Emotional Maturity”. A sample of 40 graduate students was taken. Students
completed personal data sheets and Peter Pan Syndrome Test. Findings suggested
widespread perceptions between females and males about prevalence of emotional
immaturity among their significant others. Females seem to consider emotional
immaturity special problem for males, whereas males see it as problem for both
sexes.

**Shanmugam (1992)** conducted a study on “Adolescent personality an
investigation of the emotional instability of adolescent boys of low socioeconomic
families”. A sample of adolescent boys of low SES was taken. Results revealed
that the puberty group was characterized by greater emotional unstability and the
important problems in these age groups were hyper-sensitivity, anxiety,
orientation towards reality and neurasthenic tendencies.

**Kaur (2001)** conducted a study on “Emotional Maturity of adolescents in relation
to intelligence, academic achievement and environmental catalysts”. Sample
consisted of 356 adolescents. Tools used were Emotional Maturity Scale by Singh
& Bhargava, Group Test of General Mental Ability by Tondon and Environmental
Catalyst Scale by Kalra. Results revealed that intelligence and emotional maturity
are closely associated with each other. Academic achievement has no relation with
emotional maturity. Environmental catalysts like physical, psychological, school
and social environment is closely associated with emotional maturity. Rural
adolescents have higher emotional maturity as compared to urban. Emotional maturity of boys is more than girls but not upto significant level. Adolescents studying in government schools are emotionally mature as compared to private schools. Children of non working mothers are emotionally more mature as compare to working mothers.

2.3 Studies related to Social Intelligence

Diwan (1998) conducted a study on “The socio-economic status and social maturity”. Sample consisted of higher secondary students. Tools used were SES scale of Patel & Vohra, alongwith Social Maturity Scale. Findings show that urban and rural adolescents have equal social maturity. High SES and low SES adolescents have no significant difference in their social maturity. Area and sex do not interact to exert any effect on social maturity. Sex and SES do not interact to show significant effect on social maturity.

Harkness et al. (2007) conducted a study on “Teachers' Ethnotheories of the ‘Ideal Student’ in Five Western Cultures”. A sample of 12 - 21 kindergarten and primary school teachers of five western societies: The Netherlands, Poland, Spain, Italy & US was taken. Results based on qualitative analysis of the interviews suggested both shared themes (e.g. motivation, independence) and culturally specific understandings of their meaning and significance. Contrary to the prevalent focus on cognitive qualities emphasized by western educational assessment practices, teachers in all the samples talked more about the importance of social intelligence and self-regulation for success in school.

Shin (2007) conducted a study on “Peer Relationships, Social Behaviours, Academic Performance and Loneliness in Korean Primary School Children”. Sample consisted of Four hundred and sixty-six children from a primary school in Korea. Peer nomination, self-reports and teacher ratings were used to measure social behaviours, peer relationships, academic performance and loneliness. Results showed that peer relationships, including peer acceptance, the number of friends and positive friendship quality, uniquely contributed to loneliness. Peer relationships partially mediated between withdrawal and loneliness. Peer
acceptance and friendship quality fully mediated the link between academic functioning and loneliness.

**Tirri and Nokelainen (2007)** conducted a study on “Comparison of Academically Average and Gifted Students’ Self-Rated Ethical Sensitivity”. A sample of 249, 7th to 9th grade students of two Finnish urban schools were taken. Ethical Sensitivity Scale Questionnaire (ESSQ), based on Narvaez’ (2001) operationalization of ethical sensitivity was used as tool. Results showed that psychometric properties of ESSQ were satisfactory for scientific work. According to the results, female students estimated their ethical skills higher than their male peers. This tendency was explained by the nature of items, which mostly measure caring ethics with emotional and social intelligence. Academically gifted students estimated their ethical skills higher than average ability students. This finding supported other researchers’ notions that gifted students hold a privileged position in the maturation of moral thinking because of their precocious intellectual growth.

### 2.4 Studies related to Parental Involvement

**Kaur (1992)** conducted a study on “Vocational choices of high schools students of Chandigarh as related to personality traits, achievement motivation, occupational information and parental involvement”. 403 students of 9th class studying in five government model high schools and five privately managed English medium schools under CBSE system were taken as sample. Vocational Interest Record by Bansal & Srivastava, HSPQ by Cattell, Deo-Mohan Achievement Motivation Scale, Occupational Information Schedule and Parenatal Involvement Scale locally constructed and standardized by investigator were taken as tools. Results revealed no significant difference in the level of parental involvement of boys and girls. Government school girls and boys both show insignificant difference in the level of their parental involvement.

**Wenk et al. (1994)** conducted a study on “The Influence of Parental Involvement on the Well-Being of Sons and Daughters”. A sample of 762 children was taken. Longitudinal data was examined showing parent involvement during childhood/adolescence as it influences child’s well-being. Results revealed that perceptions of maternal and paternal behavioral and emotional involvement were
equally important for well-being of girls and boys. Results suggest that relationships with parents are more telling for well-being of adolescents than is father presence during childhood.

**Hart and Risley (1995)** conducted a longitudinal study on “Meaningful Differences in the Everyday Experience of Young American Children”. Sample consisted of children at ages 15 & 16. Results revealed significant effect of this behavior on children’s intellectual development. Also parental involvement was found to be strongly associated with family socio-economic status.

**Hickman et al. (1995)** conducted a study on “High school parent involvement relationships with achievement, grade level, SES and gender”. A sample of high school students was taken. Results based on parent interviews indicated significant relationships between academic achievement and home-based parent participation. Female and younger students had more involved parents. Parent-as-learner and as supporter related to socioeconomic status.

**Muller (1995)** conducted a study on “Maternal employment, parent involvement and mathematics achievement among adolescents”. A sample of data on 13,881 students and their parents suggested that mother's time in the labor force is clearly only associated with amount of unsupervised time after school and whether parents volunteer at school. Students’ gains in test scores over two years are generally independent of maternal employment status. Whereas parents monitoring their eighth grader's homework or providing more after-school supervision, frequent contacts with school or participation in parent-teacher conferences found to cause adverse effects on achievement of their children.

**Grolnick et al. (1997)** conducted a study on “Predictors of Parent Involvement in Children's Schooling”. A sample of 209 mothers and their children (grades 3 through 5) and 28 teachers was taken. Parent and child characteristics, family context and teacher behavior and attitudes were examined as factors influencing parent involvement in children's schooling. Results and the hierarchical model posited underscore the complexity of factors associated with parental involvement in schooling.
Rhodes et al. (2000) conducted a study on “Agents of change: Pathways through which mentors influence adolescents’ academic adjustment”. A sample of 959 young adolescents (aged 10-16 yrs) was taken. Results revealed that in addition to improvements in parental relationships mentoring led to reductions in unexcused absences and improvements in perceived academic achievement. Direct effects of Parental Involvement on grades were detected. It was found that academic competence and performance improved dramatically through parental relationships and understanding.

Carson and Ali (2002) conducted a study on “Impact of Parental Involvement on the development of aspirations of future, goals of adolescents”. A sample of 247 young adults aged 16 to 22 (mean age = 19 year from nine countries: Australia, Belgium, Peru, England, Italy, India, Japan, USA and Thailand). Results indicated good rapport between parents and children helped in great achievement motivation and high Parental Involvement was correlated to positive aspirations for future goals.

Sartor & Youniss (2002) conducted a study on “The relationship between positive parental involvement and identity achievement during adolescence”. A sample of students of 10th and 12th class adolescents was taken. Results indicated that emotional support from parents was positively related to identity achievement during adolescence. Parental support and monitoring of social and school activities were significant predictors of identity achievement across age and gender. Results also suggest the association between parental involvement and identity achievement differs by gender and changes as a function of age.

Sharma (2002) conducted a study on “Effect of parental involvement and aspirations on academic achievement and aspirations of +2 students”. A sample of 310 students from class 11th & 12th from four senior secondary schools of Chandigarh & Panchkula was taken. Parental Involvement Scale and Parental Economic Status Scale were prepared by investigator. Educational Aspiration Scale by Sharma and Gupta, Occupational Aspiration Scale by Grewal were used. Results reported that parental qualification, socio-economic status and parental self-esteem were not found to be associated with level of their parental involvement. Parental qualification was not associated with academic
achievement of their children. Whereas parental involvement and children’s academic achievement was found to be highly associated.

2.5 Studies related to Self-Esteem and Emotional Maturity

Leung and Sand (1981) conducted a study on “Self-Esteem and Emotional Maturity in College Students”. A sample of 200 male and female college students was taken. Scores on Coopersmith's Self-Esteem Inventory and on the Washburne Social-Adjustment Inventory were correlated. Results proved that students high in self-esteem were found to be more emotionally mature than students low in self-esteem.

Prasad (1987) conducted a study on “Factors that influences stability of the self-concept”. A sample consisted of pre-adolescents & adults. Results found that anxiety, insecurity, self-role incongruence and self-satisfaction were the factors which influenced stability of the self-concept. Older and younger generation differed significantly on anxiety, insecurity, self-role incongruence and self-satisfaction.

Barry et al. (2007) conducted a study on “The Relations among Narcissism, Self-Esteem and Delinquency in a Sample of At-Risk Adolescents”. A sample of 372 at-risk 16-18 year old students was taken. Results revealed that narcissism and self-esteem were positively interrelated; however, only narcissism was significantly correlated with delinquency. The results also suggested that low self-esteem was actually associated with delinquency when controlling for narcissism. So called adaptive narcissism was positively correlated with self-esteem, but maladaptive narcissism was not related to self-esteem.

Hayman et al. (2007) conducted a study on “Spirituality among College Freshmen: Relationships to Self-Esteem, Body Image Stress”. A sample of 204 college freshmen who identified themselves as being highly spiritual was taken. Results revealed a positive relationship between spirituality and self-esteem.
Although self-esteem was found to be negatively related to stress, spirituality served as a buffer in this relationship.

Babu (2008) conducted a study on “Self-Esteem and Emotional Intelligence among B.Ed Trainees of Tsunami Affected Coastal Belt”. Sample of 92 B.Ed trainees of Tsunami affected coastal belt of Alappay district of Kerala, India was taken. Results found that they have a good level of self-esteem and emotional intelligence. While the variables are correlated, there was a substantial correlation in all the groups except science stream students. The correlation coefficient between self-esteem and emotional intelligence of science stream students was high. Both in self-esteem and emotional intelligence, there was no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self-esteem based on age.

Reynolds and Repetti (2008) conducted a study on “Contextual Variations in Negative Mood and State Self-Esteem: What Role Do Peers Play”. This study explored the link between peer problems in school and contextual variations in negative mood and state self-esteem over a 5-day period. A sample of Fifth-grade children was taken. Results indicated that children who experienced more peer problems at school showed, on average, a shift toward more negative mood and lowered state self-esteem. Peer problems were also associated with higher levels of negative mood at school after controlling for academic problems but no longer predicted state self-esteem in school when academic problems were controlled.

Lee and Hankin (2009) conducted a study on “Insecure Attachment, Dysfunctional Attitudes and Low Self-Esteem Predicting Prospective Symptoms of Depression and Anxiety during Adolescence”. Sample of youth (N = 350; 6th-10th graders) was taken. They completed self-report measures of attachment, dysfunctional attitudes, self-esteem and symptoms of depression and anxiety in a 4-wave prospective study. Results indicated that anxious and avoidant attachment each predicted changes in both depression and anxiety (after controlling for initial symptom levels). The association between anxious attachment, but not avoidant attachment and later internalizing symptoms was mediated by dysfunctional attitudes and low self-esteem. Effects remained even after controlling for initial co-occurring symptoms.
2.6 Studies related to Self-Esteem and Social Intelligence

Buhrmester et al. (1988) examined a study on “Five domains of interpersonal competence in peer relationships”. In this study a questionnaire was developed to assess five dimensions of competence: initiating relationships, self-disclosure, asserting displeasure with others' actions, providing emotional support and managing interpersonal conflicts. A sample of adult college students was taken. Results found that students high in self-esteem were better on interpersonal skills. They were better at initiating relationship, better at disclosing things about themselves, better at providing emotional support to others and significantly better even at managing interpersonal conflicts.

Williams & Mccollester (1990) conducted an experimental study on “The Relationship between Participation in an Extra-Curricular Drama Club and the Self-Esteem of At-Risk Elementary Students”. A sample of 244 fourth & fifth grade preadolescent and elementary students was examined. Results showed that participation in extra curricular drama club had a positive influence on students' self-esteem and reduced their at-risk behaviors.

Battistich et al. (1993) conducted a study on “Interaction processes and student outcomes in cooperative learning groups”. A sample of fourth through sixth grade students was taken. Frequency and quality of cooperative learning activities were correlated with measures of students' attitudes toward school, perceptions of classroom climate, intrinsic motivation and performance on a reading comprehension and standardized achievement test. Results found that effects of cooperative learning depended on the quality of students' group interaction. Moreover people with high self-esteem claim to be more popular than people with low self-esteem. They were more likable as they were more confident and enterprising individuals as compared to people with low self-esteem who suffer from self-doubts and insecurities.

Frone (2000) conducted a study on “Interpersonal conflict at work and psychological outcomes: testing a model among young workers”. A sample of 319
young workers from ages 16 to 19 years was taken. Results found that conflict with supervisors was predictive of organizationally relevant psychological outcomes (job satisfaction, organizational commitment and turnover intentions), whereas conflict with coworkers is predictive of personally relevant psychological outcomes (depression, self-esteem and somatic symptoms). Moreover in the workplace, people with high self-esteem claim to get along better with their co-workers (although not with their supervisors) compared with people with low self-esteem.

Yu et al. (2007) conducted a study on “Counselors’ Collective Self-Esteem Mediates Job Dissatisfaction and Client Relationships”. A sample of 132 professional counselors in the United States was taken. Results indicated that collective self-esteem partially mediated the relationship between job dissatisfaction and client relationships. Furthermore, job dissatisfaction was negatively related to greater levels of private collective self-esteem and greater private collective self-esteem was positively related to better client relationships.

Impett et al. (2008) conducted a longitudinal study on “Girls’ Relationship Authenticity and Self-Esteem across Adolescence”. A sample of 183 adolescent girls from the 8th to the 12th grade was taken. Results revealed that both relationship authenticity and self-esteem increased steadily in a linear fashion. Girls who scored high on the measure of relationship authenticity in the 8th grade experienced greater increases in self-esteem over the course of adolescence than girls who scored low on relationship authenticity. Further, girls who increased in authenticity also tended to increase in self-esteem over the course of adolescence.

2.7 Studies related to Self-Esteem and Parental Involvement

Coopersmith (1976) conducted a study on “Figure Drawing as an Expression of Self-Esteem”. A sample of fifth and sixth grade boys was taken. Results of the study showed that several features of figure drawing identify the children who differ in self-esteem. These differentiating features are associated with behavioral expressions of esteem rather than with self-appraisals of personal worth. Moreover
Authoritarian parenting was found to be related to low-self esteem. The study also found that firm control, when combined with warmth and a democratic style of decision making (authoritative style) was associated with high self-esteem.

Graybill (1978) conducted a study on “Relationship of Maternal Child-Rearing Behaviors to Children's Self-Esteem”. Sample consisted of 52 children. They rated their mothers' child rearing behaviors and completed self-esteem inventories. Results revealed that the children who viewed their mothers as using psychological pressure techniques to discipline them had low self-esteem, while children who viewed their mothers as being accepting had high self-esteem.

Elrod and Crase (1980) conducted a study on “Sex Differences in Self-Esteem and Parental Behavior”. The relationship of reported behaviour of both mothers and fathers to the self-esteem of 4 & 5 year old children with the sex of the child as a variable was examined. A sample of 49 boys and 45 girls were taken. A paper-and-pencil inventory was used to access their parent’s behaviour. Findings show that parents behaved differently towards boys & girls. Fathers interact more with sons than the daughters whereas mothers interact more with daughters than do fathers. The data also indicate that some behaviour of mothers is significantly related to high self-esteem in girls or even same behaviours of fathers are significantly related to low self-esteem in boys & girls. Boys had higher self-esteem than girls.

Growe (1980) conducted a study on “Parental Behaviour and Self-Esteem in Children”. Sample consisted of 123 children from grades 5 & 6. The relationship between parental behaviour and childrens’ self-esteem was examined. Results revealed the correlations between self-esteem and three dimensions of parental behaviour differed significantly for boys & girls. Parental behaviour was more highly related to boys’ than to girls’ self-esteem.

Kale (1982) conducted “A study of the development of self-concept at preadolescents level with reference to some family and school factors”. A sample of pre-adolescent children of high school was taken. Results found that self-concept did not remain static and showed gradual development up to the end of pre-adolescent period. Perception of family factors as well as school factors
showed significant development in concept perception of parent-child relationships. Family factors and school factors jointly were significantly associated with self-concept.

Openshaw et al. (1984) conducted a study on “Parental Influences of Adolescent Self-Esteem”. A stratified random sample of 184 families with adolescents provided self-report data. Two contemporary theoretical explanations of adolescent self-esteem, symbolic interaction and social learning were investigated and compared. Special attention focused on the relative effect of selected variables, representing each explanation, on four dimensions of self-esteem. Results revealed that adolescent self-esteem was more a function of the reflected appraisal of the parents than it was of adolescents modeling their parents' self-esteem; and female adolescents were more likely to be influenced by their parents than were male adolescents. Moreover excessive parental control was linked to low self-esteem.

Lecroy (1988) conducted a study on “Parent-Adolescent Intimacy; Impact on Adolescent Functioning”. A sample of 203 subjects in grades 3, 6 and 8 of a Norwegian school was taken. Results found that no significant differences between males and females on the measures of self-esteem, problem behavior or intimacy; however, mothers shared greater degrees of intimacy than did fathers for both male and female adolescents. Father intimacy was a greater predictor of positive adolescent functioning than was mother intimacy.

Forsman (1989) conducted a study on “Parent-child gender interaction in the relation between retrospective self-reports on parental love and current self-esteem”. A sample of adult men & women was taken. Results found that higher paternal unconditional positive regard was related to higher self-esteem in both adult men and women. However, there was only a small association between maternal unconditional positive regard and self-esteem in women and this relationship was weaker for younger women than older women.

Buri’s (1991) conducted a study on “Stability of Parental Nurturance as a Salient Predictor of Self-Esteem”. A sample of (N=784) students was taken from six distinct age groups: seventh graders; eighth graders; high school sophomores; high
school seniors; undergraduate freshmen; and undergraduate upperclassmen. Parental Authority Questionnaire (PAQ), a 3D-item self-report scale was designed by the researcher to measure Baumrind's typology of permissive, authoritative and authoritarian styles. Results revealed that though parental nurturance was more strongly related to self-esteem during junior high school years than during the high school and college years, parental nurturance still remained a robust predictor of self-esteem during these latter years. Strong nurturant relationships with one's mother and one's father provide stable bases for global self-esteem throughout the early adolescent to early adulthood years. Moreover authoritative parenting promoted self-esteem development, while authoritarian parenting was related to lower self-esteem, lack of self-confidence and self-worth. In addition, self-esteem is found to be linked to a person's achievement motives, whether it is a goal to excel or one to avoid failure. Co-relational studies have established a relationship between procrastination and low self-confidence and low self-esteem.

**Fletcher and Shaw (1991)** conducted a study on ‘The Relationship of High Parental Involvement with Self-Esteem of Adolescents’. Sample of the study consisted of 108 students of 8th grade. Students completed self-report questionnaires about their perceptions of self-esteem, academic achievement parental interaction. Parents of these students participated in telephone interviews during which they reported on their relationships with even their children's friends and friends' Parents and their own Involvement In child’s activities. It was revealed that parental involvement was associated with stronger feelings of family connectedness and higher levels of self-esteem among boys and more involvement in school- and community-based extracurricular activities among girls. Perceived parental interaction was associated with stronger feelings of family connectedness and higher levels of self-esteem. Parents' relationships with children's peers and peers' parents were associated with greater involvement in school-based extracurricular activities among girls.

**Epstein (1992)** conducted a study on “School and family partnerships”. A sample of 3700 schoolteachers. 600 principals and more than 1200 parents in 16 schools districts in Maryland was taken. Results revealed that cause of low self-esteem
varied among different family life styles but low self-esteem was found to be
directly related to poor or low parental involvement.

**Ruffman et al. (1992)** conducted a study on involvement of mothers and its
impact on child's self-esteem. 64 mothers of 3-5 yr old children were taken
as sample. Questionnaires were filled by them about their education and
occupation, number and age of child's siblings, the time spent with the child
and about how mothers deal with 5 disciplinary situations with their child.
The child’s self-esteem was measured through self-esteem inventory by
Coopersmith, 1984. The mother's involvement was positively correlated with
child’s high self-esteem. There was no significant positive relation between
belief understanding and mothers who engaged their child in general
discussion and exploration of the disciplinary issues. The effects for number
of older siblings, influence due to the child's age, time spent with the mother
and self-esteem was accounted for.

**Hu (1993)** conducted a study on “An investigation of the differences between
Chinese Americans and White Americans with respect to family environment,
value orientations and their relationship to self-esteem”. A sample of Chinese
Americans & White Americans was taken. Results show that family environment
closely correlated with White Americans and Chinese Americans self-esteem.
American culture stressed the importance of independence, contributing to White
Americans high self-esteem and high familial conflict.

**Amato (1994)** conducted a study on “Increasing Parental Involvement at a Middle
School by Involving Parents in Workshops and School Activities Designed to
Meet the Needs of Their Adolescent Child”. A sample consisting of students of
middle school and their parents was taken. Parents were involved in various
workshops implemented throughout the year, which were designed to improve
understanding and remedy problems related to adolescents developments. Results
showed that increased parental involvement improves the cognitive and affective
domain of the adolescents. Moreover increased parental involvement students
improved their grades, their behavior and their self-esteem. Lines of
communication improved between the parents and the schools.
Nielsen and Metha (1994) conducted a study on “Parental behavior and adolescent self-esteem in clinical and non-clinical samples”. Sample of the study consisted of 165 non-clinical students from age 14 – 17 years and 30 clinical patients from age 13 – 17 years. Rosenberg’s Self-Esteem Scale and Children’s Report of Parental Behaviour Inventory were used. Results revealed that dimensions of female self-esteem were more strongly associated with parental support and autonomy granting than were those of males. Further, parental support consistently correlated with multiple dimensions of female self-esteem, while correlating less often with dimensions of male self-esteem.

Ohannessian et al. (1999) conducted a study on “Does Self-Competence Predict Gender Differences in Adolescent Depression and Anxiety”. The sample comprised of 74, 9th and 10th grade students and their parents. The relationship was examined by the gender of the adolescent and the gender of the parent. Results indicated that discrepancies in adolescent-mother and adolescent-father perceptions of academic competence were related to lower levels of adolescent self-esteem for girls. For boys, discrepancies in adolescent-mother perceptions of academic competence were also related to lower levels of adolescent self-esteem; however, discrepancies in adolescent-father perceptions of academic competence were related to higher levels of adolescent self-esteem. For both girls and boys, discrepancies in perceptions of academic competence predicted lower levels of self-esteem and lower levels of self-esteem predicted discrepancies in perceptions of academic competence.

Seidman et al. (2003) conducted a study on “Urban Adolescents' Transition to Junior High School and Protective Family Transactions”. A sample of students from junior high school was taken. Results found that adolescents who perceived fewer daily hassles and more family involvement prior to transition appeared less vulnerable to self-esteem declines. Adolescents who perceived fewer daily hassles declined less in class preparedness. Social support moderated the effect of daily hassles on class preparation adolescents.

Ojanen and David (2007) conducted a study on “Relational Schemas and the Developing Self: Perceptions of Mother and of Self as Joint Predictors of Early
Adolescents’ Self-Esteem”. A sample of early adolescents’ (N=278, age 11-13 years) was taken. Results revealed that perceived maternal affection predicted self-esteem for girls; perceived psychological control forecast lower self-esteem for boys. Perceptions of self as untrusting, defiant, or debilitated led to lower self-esteem. Furthermore, perceived maternal behavior interacted with perceived self-reactions to predict self-esteem: Perceived debilitation led to reduced self-esteem only under high perceived maternal psychological control; perceived defiance predicted lower self-esteem only under low perceived maternal knowledge. The prediction of self-esteem is clearly enhanced when perceived self-reactions are included along with perceived maternal behavior as predictors. Combinations of perceived maternal behavior and perceived self-reactions warrant increased attention as possible influences on the developing self.

Martínez & García (2008) conducted a study “Internalization of Values and Self-Esteem among Brazilian Teenagers from Authoritative, Indulgent, Authoritarian and Neglectful Homes”. Sample of 1198 Brazilians adolescents of age 15-18 year was taken. The adolescents were classified into 1 of 4 groups (Authoritative, Authoritarian, Indulgent and Neglectful) on the basis of their own ratings of their parents on two dimensions: Acceptance/Involvement and Strictness/Imposition. Results showed that adolescents with Indulgent parents have equal or higher levels of Self-esteem than adolescents with Authoritative parents, while adolescents raised in Authoritarian and Neglectful homes have the lowest scores in Self-Esteem.

Roman et al. (2008) conducted a study on “An Examination of the Interrelationships between Self-Esteem, Others’ Expectations, Family Support, Learning Approaches and Academic Achievement”. A sample was gathered from 553 university students from different faculties of a Spanish university. The research represents the analysis of the effect of self-esteem, others’ (peers and teachers) expectations and family support on academic achievement. Results revealed positive effects of self-esteem and family support in university students' learning and achievement. Others' expectations increased both surface learning and effort.
2.8 Studies related to Emotional Maturity and Social Intelligence

Singh (1984) conducted “A psychological study of the patterns of personality variables of rural and urban college students”. Rural and urban college students belonging to Agra region were taken as sample. Results revealed that there is high significant difference in adjustment of urban and rural students. Rural students are found to be significantly more adjusted in all the four areas of adjustment i.e. home, social, school/college and health & emotional adjustment.

Schutte et al. (2001) conducted a study on “Emotional Intelligence and Interpersonal Relations”. A sample of students of teenage was taken. Study tested emotional intelligence with empathy and self-monitoring, social skills, cooperation, relations with others and marital satisfaction. Results revealed that emotional intelligence has been associated with higher empathic perspective taking and self-monitoring in social situations, higher social skills, more cooperative responses toward partners and more loving and affectionate relationships.

Andreou (2006) conducted a study on “Social Preference, Perceived Popularity and Social Intelligence: Relations to Overt and Relational Aggression”. A sample of 403 Greek schoolchildren from fourth-through sixth-grade classrooms participated in the study. Peer-estimation techniques were used to measure all major variables. Results indicated that both overt and relational aggression were negatively associated with social preference for girls; overt aggression was positively associated with perceived popularity for boys. Relational aggression was positively associated with perceived popularity for both boys and girls and social information processing only for girls. In addition relational aggression was predicted by cognitive aspects of social intelligence whereas overt aggression by lack of social skills.

Vespo & Behforooz (2006) conducted a study on the “Effects of the nurturing curriculum on social, emotional and academic behaviors in kindergarten classrooms”. Sample consisted of Eight kindergarten teachers and their students
was taken. Nurturing Curriculum throughout the year was done. The purpose of this study was to evaluate the effectiveness of the nurturing curriculum, which was designed to improve emotional and social behaviors in the classroom. Results showed that aggression, dominance, disruptive behavior, socially immature behavior and academic immaturity decreased significantly over time. And the nurturing curriculum positively influenced social, emotional and academic behaviors in kindergarten classrooms.

Babu (2007) conducted a study on “Social Intelligence and Aggression among Senior Secondary School Students: A Comparative Sketch”. Sample of the study was 84 senior secondary school students of Malappuram district of Kerala state of India. To collect information from the sample normative survey method was used. Results revealed that Social Intelligence among senior secondary school students was of average. They have a greater amount of aggression. Relationship between social intelligence and aggression scores of senior secondary school students was found negative and negligible for the whole sample. But it was not proven significant. Gender based comparison of social intelligence was proved significant. Social intelligence based comparison of aggression was proven significant.

2.9 Studies related to Emotional Maturity and Parental Involvement

Singh and Broota (1992) conducted a study on “Socio-personal variables and examination anxiety”. A sample of 825 Xth and Xiith class students, both boys and girls belonging to different socioeconomic levels and having the same syllabi of studies were taken from six government schools randomly selected from three different zones of Delhi, i.e., north, south and west Delhi. It is an ex post facto design. Spielberger Test Anxiety Inventory and an Information Schedule were used in order to collect the data. Result showed that tenth and twelth class students are equally test anxious; girls are more test anxious, more worrisome and more emotional as compared to boys; parental pressure elevates the test anxiety of school children; parent’s occupation and educational background also effects the test anxiety of their children.
Sharma & Vaid (2005) conducted a study on “Role of parents in the social development of adolescents: A comparison of low and middle socio-economic status”. Sample of one hundred urban families having an adolescent in the age group of 12-22 years were selected. The total sample for the research was 200 (100 adolescents and 100 parents), belonging to the low and middle socio-economic status families. Three scales were used - Measure of Approving Parent (MAP) for parents and Emotional Maturity Scale (EMS) and Self Actualization Inventory (SEAI) for adolescent children. Results showed that the majority of parents show a moderate degree of approval towards their children. Most of the adolescents of both the group were emotionally unstable and had attained moderate self-actualization. It was also found that parental approval does not correlate highly with emotional maturity or self-actualization.

Overbeek et al. (2007) conducted a study on “Parent-Child Relationships, Partner Relationships and Emotional Adjustment: A Birth-to-Maturity Prospective Study”. A sample of 212 Swedish individuals who were followed from birth into adulthood was taken. Research found that negative parent-child bonds were indirectly related to low-quality partner relationships and dissatisfaction with life in adulthood (but not anxiety and depression) through conflictual parent-adolescent communication and low-quality partner relationships in young adulthood.

Hudson et al. (2008) conducted a study on “Parental Responses to Positive and Negative Emotions in Anxious and Nonanxious Children”. Sample of children of age between 7 to 13 years was taken. Families (mother, father and child) each discussed three recent and real separate situations in which the child experienced anxiety, anger and happiness. Results revealed significant differences in behavior between parents of AD and NA children. Maternal behavior, but not paternal behavior, was related to the emotion the child was experiencing. Mothers of AD children displayed greater intrusive involvement than mothers of NA children in those situations in which the child was experiencing negative affect. A significant interaction was evident between maternal anxiety disorder and emotion, whereby anxious mothers were more intrusive in situations involving anxiety and anger.
Szabo et al. (2008) conducted a study on “The Relations among Child Negative Interactive Behavior, Child Temperament and Maternal Behavior”. The sample consisted of 112 mother-son dyads observed when the child was 17 months old. A temperament questionnaire was completed by the mothers. Child negative interactive behavior, maternal sensitivity and intrusiveness were observed at home during a 13-min play session. Results revealed that maternal sensitivity was negatively related to child negative interactive behavior regardless of child temperament. Maternal intrusiveness, however, moderated the relation between activity level and negative behavior, i.e., children with high activity level showed higher levels of negative behavior especially when the mother was highly intrusive. Furthermore, maternal intrusiveness acted as a mediator in the relation between soothability and negative behavior, i.e., low soothability was linked to higher maternal intrusiveness, which in turn was associated with higher negative behavior.

2.10 Studies related to Social Intelligence and Parental Involvement

Chen et al. (2005) conducted a longitudinal study on “The Peer Group as a Context: Moderating Effects on Relations between Maternal Parenting and Social and School Adjustment in Chinese Children”. Sample of Chinese children (initial M age=11 years) was taken. Data was collected from multiple sources including peer assessments, teacher ratings, school records and maternal reports. It was found that whereas group prosocial-cooperative functioning strengthened the role of supportive parenting in helping children develop social and school competence, group antisocial-destructive functioning undermined the contributions of supportive parenting to children's social and academic achievement. The results indicated the significance of the peer group as a social context for socialization and development in Chinese children.
Vanderbilt & Shaw (2008) conducted a longitudinal study on “Protective Factors and the Development of Resilience in the Context of Neighborhood Disadvantage”. A sample of 226 urban, low SES boys followed from infancy to early adolescence was taken. The results indicated that child IQ, nurturant parenting and parent-child relationship quality, measured in early childhood, were all significantly associated with a composite measure tapping low levels of antisocial behavior and high levels of social skills at ages 11 and 12.

2.11 Studies related to Self-Esteem, Emotional Maturity and Social Intelligence

Landau & Weissler (1998) conducted a study on “The Relationship between Emotional Maturity, Intelligence and Creativity in Gifted Children”. Sample consisted of 221 gifted children at a special school in Israel was taken. Results revealed that emotional maturity has positive relation with intrapersonal and interpersonal aspects of the personality. The developing self is thought to be more than the sum of its components and becomes a global factor in the development of a creative, actualizing gifted personality.

Bosacki et al. (2007) conducted a study on “Peer Relationships and Internalizing Problems in Adolescents: Mediating Role of Self-Esteem”. Sample of 7290 (3756 girls) adolescents (ages 13-18 years) was taken. They completed self-report measures of peer relationships, including direct and indirect victimization, social isolation, friendship attachment (alienation and trust) and friendship quality (conflict and support), as well as self-esteem, social anxiety and depression. Results indicated that self-esteem partially mediated the relations between social isolation, friendship attachment (alienation) and both depression and social anxiety, whereas friendship attachment (trust) was a partial mediator for depression only. Overall, linkages between peer relationships and depression were more strongly mediated by self-esteem than those between peer relationships and social anxiety.
2.12 Studies related to Self-Esteem, Emotional Maturity and Parental Involvement

**Caplan (2002)** conducted a study “Socioemotional Factors Contributing to Adjustment among Early-Entrance College Students” on adjustment and academic achievement in relation to self-concept and family environment. Sample of the study consisted of 180 early-entrance college students (ages 14-17). Results proved that overall student adjustment and academic achievement could be predicted by combination of self-concept and family environmental factors.

**Ingoldsby et al. (1999)** conducted “A Longitudinal Study of Interparental Conflict, Emotional and Behavioral Reactivity and Preschoolers’ Adjustment Problems among Low-Income Families”. Sample of the study consisted of 129 mother-son dyads from low-income, 2-parent families from the time sons were aged 12 to 15 yrs. Results indicated that children exposed to inter-parental conflict were more likely to have low self-esteem. Children's self-esteem in response to conflict had no direct relation to inter-parental conflict and only modest relations to behavior problems. Whereas parental involvement played a very positive role through out.

**Smith (2007)** conducted a study on “Parenting Effects on Self-Efficacy and Self-Esteem in Late Adolescence and How Those Factors Impact Adjustment to College”. Sample consisted of 203 high school seniors (62 males & 143 females). They completed the questionnaire consisting of the General Self-Efficacy Scale, the Rosenberg Self-Esteem Scale and the Parental Authority Questionnaire (PAQ) assessing their parents’ parenting styles. Results found that authoritarian parents had students with lower self-esteem and self-efficacy, while authoritative parents had students with higher self-esteem and self-efficacy. There was no relationship between permissiveness in parents and the students' levels of self-esteem or self-efficacy. Students higher in self-esteem and self-efficacy experienced less homesickness and showed better emotional and behavioral adjustment to college. Conversely, students lower in self-esteem and self-efficacy experienced more homesickness and had a more difficult adjustment to college.
2.13 Studies related to Self-Esteem, Social Intelligence and Parental Involvement

**Tobias & Turner (1997)** conducted a study on “Networking: Addressing Urban Students Self-Esteem”. Sample consisted of students of urban middle school adolescents. In this project small group class room discussions regarding self-affirmation, social concerns, self-improvement and reflection and meeting for group sharing and self-expression was made. Result revealed that enhanced parental involvement led to improved student behavior, academic achievement and increased cooperative school atmosphere.

**Eilers et al. (1998)** conducted a study on “Increasing teachers, parent & student involvement to promote student learning and self-esteem”. Sample of the study consisted of 134 math students of middle & junior high school of Seventh & Eighth grade. For this parents were given opportunities to increase their involvement in their children’s learning. Results of post intervention data indicated a modest increase in student’s achievement; increase confidence among students, improved student’s self-image and improved goodwill between home and school.

**Laible et al. (2004)** conducted a study on “Pathways to Self-Esteem in Late Adolescence: The Role of Parent and Peer Attachment, Empathy and Social Behaviours”. Sample of 246 college students ("Mean age" = 18.6 years, s.d. = 1.61) was taken. They completed self-report measures of parent and peer attachment, empathy, social behaviour and self-esteem. Results revealed that parental attachment had mostly direct effects on self-esteem. Among females, the links between peer attachment and self-esteem, however, were entirely mediated by empathy and pro-social behaviour.

**Gibson & Jefferson (2006)** conducted a study on the “The Effect of Perceived Parental Involvement and the Use of Growth-Fostering Relationships on Self-Concept in Adolescents”. Sample consisted of 78 under-graduate adolescents. They were participating in GEAR UP (Gaining Early Awareness of Readiness for Undergraduate Programs). Results revealed that adolescents' self-concept is
influenced by their relationships with family, peers, mentors and community groups.

2.14 Studies related to Emotional Maturity, Social Intelligence and Parental Involvement

Charles (2000) conducted a study on “Elders as Teachers of Youth in American Indian Children's Literature. Sample consisted of American Indian college students. Results proved that warm and caring relationships between elders and youth positively effect the identity development and emotional maturity of adolescent protagonists and enrich their lives through the exchange of love.

Fischer et al. (2007) conducted a study on “Parent Relationships, Emotion Regulation, Psychosocial Maturity and College Student Alcohol Use Problems“. Sample of college students (N = 1592) was taken. Results showed that the unconstrained model for males and females differed significantly from a model in which the two groups were constrained to be similar. Among young women, emotion regulation and psychosocial maturity were partial mediators of the effects of parent problems on alcohol use problems. Among young men, parent problems were indirectly related to alcohol use problems through emotion regulation.

Wallenius et al. (2007) conducted a study “Digital Game Playing and Direct and Indirect Aggression in Early Adolescence: The Roles of Age, Social Intelligence and Parent-Child Communication”. Sample consisted of 478 Finnish 10- and 13-year-old schoolchildren based on self-reports. The results confirmed that digital game violence was directly associated with direct aggression, especially at age 10, but only among boys. The moderating role of social intelligence was substantiated among older boys: game violence was associated with indirect aggression among those with high level of social intelligence. Further, as hypothesized, digital game playing was associated with direct aggression especially when parent-child communication was poor, but only among boys.
2.15 Studies related to Self-Esteem, Emotional Maturity, Social Intelligence and Parental Involvement

Bunish (1989) conducted a study on “Using Group Counseling To Reduce Disruptive Behavior and Enhance the Self-Esteem of Eighth Grade”. Sample consisted of high school eighth grade students (N=71). Group counseling programs were conducted. Results showed that increased parental involvement combined with group counseling program benefits all students, reduce maladaptive behavior, improved student’s self-esteem and reduce number of unsatisfactory grades caused by poor work and social habits.

Davies (1999) explored a survey conducted by “National Society for prevention of cruelty to children”. Sample of the study was 1000 children between 12 to 18 years age. Results proved that fathers who devote time to their children, even as little as five minutes a day were giving them a far greater chance to grow up as confident adults, boosting their self-esteem. Children who felt that their fathers devoted time especially to them and talked about their worries, school work and educational strategies almost all emerge as motivated and optimistic young people full of confidence and self-esteem.

Cabrera et al. (2000) conducted a study on “Fatherhood in the Twenty-First Century”. The sample comprised of about 1600 students of seven leading schools of US. Four important social trends were considered that have fundamentally changed the social cultural context in which children develop: women’s educational status, increased self-esteem of adolescents, increasing involvement of parents in teenaged children and their academic achievement. The results showed an increasing impact of fathers' involvement on positive academic outcome and overall personality development.

Sillick & Schutte (2006) conducted a study on the “Emotional Intelligence and Self-Esteem Mediate between Perceived Early Parental Love and Adult Happiness”. Sample of the study was of 88 Australian adults. Research revealed that perceived parental love predicted adult happiness. Other findings of the study
were that emotional intelligence and self-esteem related to both perceived parental love and happiness. The relationship between perceived parental love and happiness was mediated by emotional intelligence and self-esteem. When perceived maternal and paternal love was examined separately, maternal love was positively associated with adult happiness with mediation through higher emotional intelligence and self-esteem.

Singh et al. (2007) conducted an experimental study on ‘Mindful parenting decreases aggression, noncompliance and self-injury in children with Autism”. Sample consisted of twenty-three members of staff working in four group homes participated in a 12-week mindfulness-training program. Results showed that mothers’ mindful parenting decreased their children’s aggression, problem behaviour, noncompliance and self-injury but increased mothers' satisfaction with their parenting skills and interactions with their children.

Marin et al. (2008) conducted a study “Positive Effects of Talking about the Negative: Family Narratives of Negative Experiences and Preadolescents’ Perceived Competence”. Sample of the study consisted of 24 middle-class two-parent families. Results showed that maternal expression and explanation of emotion within family narratives is generally related to positive self-esteem and adjustment in sons and daughters. However, paternal expression and explanation of emotion within family narratives generally appeared to be related to poorer self-esteem and adjustment for sons and daughters.

2.16 Trend Analysis of Review of Literature

Review of the literature shows that harmonious development of the youth had been considered an important goal all over the world since past. Given the importance of adolescents’ overall functioning, adjustment and success in life is key question for those concerned with developmental tasks of adolescents is what we can do to increase their proficiency. Previous research work related to the variables taken in the current research mostly focused on children’s success in schools because academic success has been considered as primary goal for most of parents and schools. General trends of the previous studies related to emotional maturity and
social intelligence of adolescents were based on problems prevailing in puberty group like anxiety, frustration, depression and social maladjustment.

As far as studies showing relationships between the variables taken in the current research are concerned, their direction seems to be positive between self-esteem and emotional maturity. As in the previous studies emotional disorders, aggressive & violent behaviour, depression & maladjustment were found to be linked with low self-esteem. Whereas subjects high in self-esteem were found to be emotionally mature.

Previous researches concerning self-esteem and social intelligence show that people having high self-esteem are more popular; having good social skills and better inter-personal relationships. Although relationship between self-esteem and directly social intelligence did not come into notice in the previous studies yet relation between self-esteem and social skills/interpersonal relations or social competence tends towards positive direction.

Past studies related to emotional maturity and social intelligence show that persons having high emotional maturity are having higher social skills, more empathetic relationships and better adjustment in society. Here also emotional maturity could not find clear cut relationship with social intelligence but the direction of general trend shows positive relation between the two.

As far as previous literature related to parental involvement with all other variables is concerned, some studies reported that lack of parental involvement result into low self-esteem and adolescents whose parents show more nurturance and companionship with their children have high self-esteem. Some studies show more parental protection and control lead to decrease in self-confidence; some studies show positive relation with only few measures of parental involvement whereas few studies could not find any relationship. Therefore relatively less consistency is seen in previous findings.

As far as previous studies showing relation between parental involvement with emotional maturity and social intelligence are concerned, results showing clear cut relationship between the variables are lacking. Few studies show that uninvolved parenting leads to low self-esteem and poor social skills. Whereas warm and caring
relationships with parents lead to social and emotional maturity among children. This leads to the conclusion that relationship seems to be positive.

Although number of studies having diversified findings had been carried out in the concerned area throughout the world, yet studies conducted on adolescents showing clear cut relationships between variables of the current study are lacking. Moreover there is inconsistency in the previous results. It has also been observed that majority of the research studies concerned with the topic had been conducted by foreign researchers. Very few Indian studies have been noticed. Therefore due to social, cultural and climatic differences the physical, social, emotional and psychological makeup of adolescents may be different. Tools constructed and employed by foreign researchers to measure their psychological variables may also be different. So similar findings cannot be expected and implicated in Indian context. Furthermore as we know society is dynamic in nature so all the psychological attributes of an individual which are affected by this ever changing society are also in a state of flux. Therefore to get consistent pattern over a long spectrum of time, persistent and strenuous efforts are always needed. That is why present investigation has been undertaken to have more descriptive, comprehensive and differential picture in this particular domain.