2. REVIEW OF LITERATURE
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Review of Literature is an important and useful practice as it has many positive effects particularly indicating the need for study, showing the earlier different studies on the particular topic from different dimensions etc. In view of this any researcher is expected to review the related literature as widely as possible. Thus the same attempt is also made here to state the studies relating to various concepts and variables involved in the present investigation. To achieve the above objective, various sources like Psychological Abstract, Sociological Abstracts, Journal of Community Guidance and Research, Abstracts from National Conference of Applied Psychology, Indian Journal of Psychological Issues, Indian Psychological Review, Psychological Studies, The Journal of Genetic Psychology, Journal of Personality and Social Psychology, Journal of child Psychology and Psychiatry, International Journal of Psycho Analytic, Psychological Medicine, Journal of Human Ecology, journal of Counseling Psychology, journal of Family Issues, Journal of Ageing and Health, Journal of Sports Behavior, Manual of National Psychological Corporation, Indian Academy of Applied Psychology and National Conference on Couple and Family Systems (Souvenir and abstract volume), Psychological therapies with
2.1 Studies on Adolescents

Adolescence is one of the crucial periods where a lot of psychological changes take place. Thus, a constant care, support and guidance for them during that period is essential. To identify the probing and needs of these adolescents. Several scientific studies are continuously carried out by psychologists and other behavioral scientists. Some such studies are reviewed and stated further.

2.1.1 Studies Related to Adolescents’ Behavior in General

In a study by Uma Devi and Mayuri (2001), from the personal profile of the adolescent delinquents, it is evident from the results that majority of the children were in the age group of 14+, 15+, and 16+ year age group. Thus it is in the period of adolescence, the incidence of
delinquent behavior is the highest. Shankar's (1958) study also confirmed the same.

Although the Western literature is replete with data on adolescence, we do not find similar information in context to the Indian Society (Sethi, 1982). Specifically in the area of personality research, Erickson's identity formation theory has stimulated a few Indian psychologists (Mukherjee, 1980). A study by Rajamanickam and Vasanthal (1993) on "Adjustment problems of Adolescent students in Relation to Their Achievement" revealed a positive association between the adolescent students' adjustment scores and their achievement scores.

A study on "Factors Influencing Adjustment Among Adolescents" conducted by Sujatha et al. (1993), revealed significant differences in the adjustment of male and female adolescent students of rural area. Early and late adolescents from both the urban as well as rural area did not differ significantly in their adjustment. Significant association was found between academic achievement and adjustment level among rural respondents.
2.1.2 Studies on Factors Influencing Adolescents

According to Peck and Havinghurst (1962), “each adolescent would be predicted from the knowledge of the way his parents treated him, indeed it seems reasonable to say that each child learns to feel, and act psychologically and morally as just the person his father and mother have been in their relationship with him”

Various researchers have observed that during adolescence, a clear decline is noted in emotional and psychological stability (Eysenck, 1978) and adjustment (Gupta, 1975). Conger (1971) notes that despite romantic or hostile assertions to the contrary, the single most important external influence in aiding or hindering the average adolescent in the accomplishment of developmental tasks are his parents.

In a study by Shanty and Anita (1998) on adolescent’s Parental Disciplinary Practices and Adolescent Reactions to Frustration”, the analysis of the data showed that parental disciplinary practices were significantly related to the reactions to frustrating situations.
During mid of 20th century social scientists promoted a perspective that emphasized the competitive or combative role that parents and peers play in the lives of teenagers. Parsons (1942) portrayed the adolescent social system as a monolithic youth culture whose value system is clearly at odds with adult expectations. Through particular child rearing practices, parents can have a substantial impact on adolescent behaviors of major concern to adults, such as school achievement patterns, drug use and deviance, and self-concept (Bradford Brown, 1993). Outside of the child’s intellectual ability, parental expectation for achievement is one of the strongest predictors of adolescent’s academic achievement levels (Featherman, 1980; Seginer, 1983). Parental monitoring has a particular powerful influence on adolescent delinquency and drug use (Coombs & Landsverk, 1988; Loeberg & Dishion, 1983) as well as on academic achievement (Dornbusch, et.al,1987). Parental efforts to engage their adolescent in joint decision making seem to foster self-confidence and self reliance(Baumarind,1991); Grotevant &Cooper(1986); Hauser et al.(1984) enhance academic performance (Dornbush et al.,1987; Yee
& Flanagan, 1985), and discourage excessive or abusive use of drugs (Glynn, 1984) or delinquent activities (Dornbusch & Ritter, 1991).

Some investigations have found that if parents model deviant behavior or fail to maintain close relationships with their teenager, the child is more likely to drift into deviant peer groups and as a consequence, be more involved in drug use (Kandel & Andrews, 1987; Oetting & Beauvais, 1987) or delinquency (Marcos, Bahr, & Johnson, 1986; Massey & Krohn, 1986). Others have suggested a different causal arrangement of early adolescents promotes antisocial behaviors, and youngsters with such behaviors seems to band together in antisocial cliques (Cairns et al., 1988; Dishion, 1990).

Bayley and Shaefer (1960) reported that the early warmth and affection of mothers is associated with calm, happy and cooperative behavior from children throughout the years prior to adolescence. Furthermore, if suddenly deprived of mother’s love, children may feel unwanted and unloved. Frank et al. (1990) found disengagement from parents linked not only to insecurity but also to feelings of greater separateness and self-directness in relation to parents. Analysis identified significant associations between adolescent/parent
relationship variables and the adolescent’s psychological health and ego identity.

In a study by Brown et al (1993) “Parenting Practices and Peer Group Affiliation in Adolescence” indicated that specific parenting practices (monitoring, encouragement of achievement, joint decision making) were significantly associated with specific adolescent behaviors (academic achievement, drug use, self-reliance), which in turn were significantly related to membership in common adolescent crowds (jocks, druggies, etc.). Findings encourage investigators to assess more carefully parent’s role in adolescent’s peer group affiliations.

A comparative study by Vijayalakshmi and Gopal Singh (1997) on 50 orphans and 50 normals revealed that orphans were significantly different in their personality characteristics as compared to normal adolescents.

A study by Ravi Bhushan (1993), on “Family Functioning Variables as Predictors of Identity Achievement” revealed that openness with father ($\beta_1=0.509$), followed by openness with mother ($\beta =0.331$) to be the only significant predictors of identity, together
accounting for 81.54% of the variance. The importance of these variables in fostering optimal psychosocial growth among youth has been discussed meaningfully by the authors.

In a study by Swatantran Jain (1992) “Personality Traits of Adolescent Girl Students in Relation to their Parents Acceptability” revealed that parents’ level of acceptance had definite influence upon certain traits of the girls. The low accepted group girls seem to be low on factors of reservedness, Intelligence, and Conservation, higher in traits, apprehension, dominance and tension. The low accepted group also seems to be higher on traits of timidity, and sound follower.

Contemporary researchers have tried to examine the interrelationships between aspects of autonomy (Steinberg & Silverberg, 1986), the place of emotional distance from parents in process of healthy development (Lamborn & Steinberg, 1993) and even the influence of families and nonfamilial roles and contexts on the development of self-reliance and responsible independence (Lamborn & Steinberg, 1993; Tremper & Kelly, 1987).
Although conflicts between parents and their adolescent children may be stormy, they rarely lead to a serious breakdown in relations (Schneider & Stevenson, 1999). A major study of more than 600 German adolescents and their parents indicated that adolescents whose parents demonstrate warmth, engage in discussion concerning academic and intellectual matters, and have high expectations for academic performance, do better in school compared with their peers whose parents are less warm and involved (Juang & Silbereisen, 2002). Parents also influence with whom their adolescent children interact and to some extent the time and content of those interactions, including the kind of crowds with which their children are likely to become associated (Brown & Huang, 1995; Holmbeck, 1995). A study of parent and adolescent occupational aspirations indicated that active identification with parents was strongly related to adolescents’ values, especially in the area of academics for both African American and European American couples.

A study of course Perspective by Sarah et al (2005) revealed that reports of abuse and neglect (1946 cohort), poor quality relationship with mother and father (1958 cohort), and a range of

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negative relationship descriptors (1970 cohort) predicted reports of three or more illnesses or health problems in adulthood. Measures of relationship quality retained a significant independent effect.

Family stress (particularly parental divorce) has been found to predict unhealthy behaviors such as smoking and drug use in adolescence as well as poor psychological adjustment (Amato & Keith, 1991; Block & Keyes, 1986, 1988; Chassin et al., 1984; Conrad, Flay & Hill, 1992; Hawkins, Calalano, & Miller, 1992).

A study by Wong et al. ( ) on 365 Chinese adolescent boys and girls revealed that Chinese adolescents who experienced their mothers as less warm and affectionate tended to suffer from greater suicidal ideation, with girls generally reporting higher levels of ideation than boys.

2.1.3 Studies Relating to The need for Intervention

A Comparative study of the adolescent boys and girls in relation to their attitudes towards school adjustment and scholastic achievement was conducted by Chandha and Chandra (1985). The results indicated that (1) attitude towards school did not affect scholastic achievement of
adolescent boys and girls, although there existed positive relationship between attitude and scholastic achievement. (2) Attitude towards school affects the adjustment of an adolescent irrespective of the sex. (3) Adjustment of an adolescent does effect scholastic achievement. (4) Better emotional and educational adjustment help to achieve more in the school.

Different studies explored the relationship between child rearing practices and behavioral problems, etiological significance of parental functioning, causes of personal and emotional problems among different group of children. In a study conducted by ManjuSharma(2006) on “counseling for adolescents and Adults (parents)-Need of the Hour”, it was found that adjustment problem within them is a major problem. Counseling is necessary for both the groups, so that especially parents will be more supportive with their children while providing structure and setting expectations.

A study by Nalini and Subashini(2006), “significance of counseling for Adjustment Behavioral Problems in Adolescents and Parents”, analyzed the counseling needs for both the children and the parents.
A study by Rai( ) "Psychological Symptoms and Drug Addiction among MizoYouth", the psychological autopsy of drug addicts(male and female) has shown high level of anxiety, depression and anger hostility. The drug addicts also exhibited more psychosomatic problems. It is evident from the findings of the study those psychological symptoms: anxiety, depression, and anger hostility do play a significant role in drug addiction. It also provides base for counseling and rehabilitation of drug addicts.

Several researchers share the general hypotheses that parent adolescent interactions that encourage differentiation and also sent a message of acceptance and connection should facilitate positive perspective taking skills, ego development and self-esteem (Hauser et.al., 1984; Eccles, et.al., 1991; Allison & Sabatelli, 1988). Kakar (1978) observed that the strong ties to family continue into adulthood, with continued emotional dependence on family, particularly on mother.
2.2 Studies on Self-confidence of Adolescents

In Eric Eriksons’ view, identity formation is the central developmental task of the adolescent years. From all the separate roles that the adolescent plays as son or daughter, sibling, boyfriend or girlfriend, athlete, student so on he or she struggle to emerge with a clearly defined sense of self.

The impact of unique experiences helps to explain why siblings often have very different personalities (Scarr and Grajek, 1982). Freud has been one of the few people in history to exert a major impact on the way people think about themselves.

2.2.1 Studies Relating Parental Impact on Self-Confidence of Adolescents

Hurlock (1974) stated that each disciplinary style has particular effects on child’s behavior, attitudes and personality.

The individual can be understood only in his relationship to the significant people in his life (Whitaker, 1970, page.474). Alfred Adler also offered a somewhat similar view, when HW focused on the persons’ life style and his social interest or social milieu. EricFromm

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(1941) also asserts that the character traits develop from child's experiences with others. For example, the child develops self respect and confidence through his early positive relations with the "parents, while negative attitude of parents may produce low self-esteem and lack of confidence.

2.2.2 Studies on Impact of Self-confidence

A study by Manju Mehta and Teginderkaur (1996) investigated the effect of achievement motivation, self confidence and assertiveness upon adjustment of higher secondary female students. The findings say that self confident girls were found to be more adjusted in total and in all areas.

A study by Cheng and Furnham(2002) aimed to examine to what extent peer relations, self-confidence and school performance correlated with self-rated happiness and loneliness in adolescents. Personality traits, self-confidence, friendship and school grades were all significantly oppositely correlated with happiness and loneliness. Regressional analysis revealed that extraversion and neurotism were direct predictors of happiness and self-confidence, while psychoticism,
respectively. Extraversions also a significant predictor of general confidence and social interactions which directly influenced loneliness. Self-rated school performance was the only direct predictor of happiness whereas general confidence and social interactions were related to adolescents’ self-reported loneliness.

2.2.3 Studies on Correlates of Self-Confidence

Agnihotri (1986) found significant positive relationship between the sense of alienation and lack of self-confidence. If the sense of alienation is high, the level of self-confidence is low.

A study by Praveen Kumar (2002) revealed that self-confidence and emotional maturity were positively associated with vigilant style of decision making in case of executives.

In a study by Geeta and Vijayalaxmi (2006) on adolescents, revealed that the adolescents with high emotional-maturity have significantly high self-confidence when compared to those with low emotional maturity.
Many researchers like Goswamy (1980), Agnihotri (1987) and Kaur (1993) have observed positive relationship between self confidence and adjustment.

Another study by Paliwal et al (2006) revealed that larger number of girls scored in ‘high’ category in creative stimulation, cognitive encouragement, acceptance and permissiveness while average in rejection and control dimensions. Boys scored in ‘average’ category in all the six dimensions. Majority of boys and girls scored in ‘average’ category on school adjustment and self-confidence. Gender differences were non significant on all the aspects of school adjustment and self-confidence. Girls scored significantly higher on cognitive encouragement as compared to boys on school environment inventory. School environment indicated no correlation with self-confidence and school adjustment of students except on social adjustment which was found to be negatively correlated with self-confidence.

In the study by Meenu et al, three separate experiments were conducted on a sample of 36 male and 36 female subjects belonging to the age group of 21±3 years, in order to investigate the effect of positive negative and no feedback upon the level of self-confidence. Results indicated a lower level of self-confidence in women than in men when feedback was not
provided. A positive feedback enhanced while a negative one decreased self-confidence levels. It was also observed that continuous positive feedback affected the women more positively than men.

### 2.3 Studies on Self-Efficacy

#### 2.3.1 Studies Related to Impact of Self-Efficacy

In a study by Rajesh Kumar and Sinha (2002), the analysis of variance applied and the F-ratio revealed significant effect of self-efficacy on turning against object (TAO) and reversal (REV) defense mechanisms.

Litt (1988) found that self-efficacy expectations affected performance beyond what would have been expected from past performance alone.

A study by Schwarzer et al (1998) revealed that perceived self-efficacy was a better predictor of recovery than social support in case of heart patient who underwent surgery.
Bandura et al (1997) observed multifaceted impact of self-efficacy beliefs on academic functioning of children aged between 11 to 14 years. Results verified the diverse paths of influence through which efficacy beliefs and aspirations contribute to children’s achievement. Parents’ beliefs in their efficacy beliefs to promote their children’s intellectual development and the educational aspirations they hold for them were both influential factors in the academic process.

In a series of experimental studies, Schunk (1982, 1983c, 1983d, 1984, 1987, 1991b) found that students who had stronger self-efficacy beliefs were able to master various math and reading tasks better than students with weaker efficacy beliefs. In addition, these studies showed that efficacy was a significant predictor of learning and achievement, even after prior achievement and cognitive skills were taken into consideration.

Some studies found that self-perceptions of ability or efficacy are linked to academic achievement in the same fashion (e.g., moderate positive correlations) for minorities and other groups (Pollard, 1993; Taylor, Casten, Flickinger & Roberts, 1994).
A study by Benight et al (2001) reported that bereavement coping self-efficacy was a significant predictor of emotional distress, psychological and spiritual well-being and physical health perceptions.

Erdwins et al (2001) explored the relationship of social support, role satisfaction and self-efficacy to measure role strain in a sample of 129 married, employed women with at least one pre-school aged child. Self-efficacy in work and parental roles proved to be significant predictors of these women’s work-family conflict and role over-load.

2.3.2 Studies on the Impact of Parents on Self-Efficacy

The role of family is of utmost importance in the socio-emotional development of children. Child rearing methods and opportunities provided contribute to the development of self-efficacy.

A study by Homan(1997) investigated self-efficacy and stress reactivity in daughters of depressed mothers and mothers with a chronic medical illness(with or without accompanying symptoms of depression). Results suggested that critical factor for lower self-efficacy was living with a chronically debilitating mothers and not specifically
living with a depressed mother. So also maternal acceptance and global self-worth appear to have significant influence in the relationship between diagnostic status and self-efficacy.

Dejong (1997) explored the relationship between adolescent perceptions of maternal attachment and style of authority, personal self-efficacy and identity in 576 adolescents. They were in the age group of 16-21 years, attending high schools, junior colleges and 4-year college programmes in Tallahassee, Florida. It was noticed that achieved group also had significantly greater perceptions of maternal authoritative style and higher levels of self-efficacy than other status groups.

Smith (2001) examined the combined effects of parenting practices, peer relationships and academic self-efficacy on the academic achievement of rural African American youth. The results supported the predictions that supportive and involves-parenting was associated with children’s self-efficacy.

Ferry et al (2000) investigated the effects of family context and person input variables on learning experiences, self-efficacy, outcome expectancies, interests and goals. It was noticed that self-efficacy and
outcome expectancies were both directly related to interests and goals and parents can influence the career interests and goals of their children.

A study by Arulmani et al. (2001) revealed significant impact of parental employment on self-efficacy—respondents whose parents had full time employment had higher self-efficacy scores than those whose parents were unemployed; and children of illiterate and unemployed parents had a higher level of negative beliefs about career preparation.

A study by Aminabhavi and Pastey (2004) examined the impact of parent-child relationship of adolescents on their self-efficacy and emotional maturity. The results revealed that the adolescents who had more favourable parent-child relationship had significantly higher self-efficacy.

Besides the quantity of effort, the quality of effort in terms of the use of the deeper processing strategies and general cognitive engagement of learning has been strongly linked to self-efficacy perceptions (Pintrich & Schrauben, 1992). For example, Pintrich and De Groot (1990) found that junior high students high in efficacy were
more likely to report using various cognitive and self regulatory learning strategies.

2.3.3 Studies on Correlates of Self-Efficacy

Bandolos et al (1995) investigated the effects of mathematics self-concept, perceived self-efficacy and attributions for failure and success in general and statistical test anxiety. They found that perceived self-efficacy had a negative relationship with the worry component of statistical anxiety. Fisk, John and Warr (1996) examined the impact of state anxiety, arousal and learning self-efficacy on performance in an associative learning task. They observed that arousal level was negatively related to learning performance, where as self-efficacy was positively related to learning performance.

Chemers et al(2001) conducted a longitudinal study on 1st year university students to examine the effects of academic self-efficacy and optimism on students' academic performance, stress, health and commitment to remain in school. Results showed that academic self-efficacy and optimism were strongly related to performance and
adjustment, both directly on academic performance and indirectly through expectations and coping perceptions.

Yailagh, Manizheh Shen (2003) examined the causal relationships among goal setting, self-efficacy, learning strategies and prior performance on final achievement of high-school students in Ahwaz, Iran. The conclusion of the study was that a strong sense of self-efficacy enhances students' academic achievement and personal well-being and self-efficacy fosters stress and depression.

Ivory (2003) examined the relationship between ethnic identity and college academic self-efficacy, and academic performance and the extent to which college academic self-efficacy and ethnic identity are predictors of academic performance. Regression analysis revealed, among other things, that college academic self-efficacy was significantly and positively related to academic performance.

Bandura's (1977,b) theory of self-efficacy postulates that all therapeutic procedures produce change in dysfunctional behavior by altering an individual’s sense of personal mastery. Bandura and other investigators (Brian & Wilson, 1981; Conditte & Lichtenstein, 1981) have
shown that efficacy expectations can predict change in discrete behaviours involving simple phobias and habit control problems.

Muris (2002) examined the relationship between self-efficacy and symptoms of affective disorders in 596 normal adolescents aged 12-19 years. They noticed the definite role of self-efficacy in etiology and maintenance of childhood affective disorders. This means that low levels of self-efficacy generally leads to high levels of anxiety/neuroticism, anxiety disorders and depressive symptoms.

Korakowsky and Mc Bey (2001) assessed the self-efficacy in communication and self-evaluations for contributions to group effort in 216 university students. The results did not indicate any significant relationship between self-efficacy and interaction exhibited in the group discussion.

Matsushima and Shiomi (2003) conducted a study to examine the relationship between social self-efficacy and interpersonal stress in 180 high school students. Scales measuring social self-efficacy, interpersonal stress and interpersonal stress coping were used. They noticed that scores on social self-efficacy were negatively correlated with those on interpersonal stress and interpersonal stress coping.
Kuijer, de Ridder and Denise (2003) examined the relationship between the discrepancy in chronically ill patients' perceptions of importance and attainability of illness-related goals, their quality of life and psychological well-being. Whether self-efficacy beliefs moderated or mediated the relationship between goal discrepancy and quality of life and well being was also examined. The study included 52 patients with asthma, 31 patients with diabetes and 32 patients with heart failure. It was found that more discrepancy in goal importance and attainability was generally associated with lower levels of quality of life and psychological well-being. Self-efficacy in achieving desired health outcomes was found to mediate those relationships.

Friedman (2003) found that perceived sense of self-efficacy was inversely correlated with perceived burnout: the lower the sense of self-efficacy, the higher the perceived burnout. On the whole, it can be inferred from the above reviewed studies that perceived self-efficacy is positively correlated with social desirability and attainment of desired health outcomes.
2.4 Studies on Stress In Adolescents

Stress is viewed as the greatest health risk of modern times. Stress especially when it continues over a period of time, can contribute to a wide range of illnesses. Thus, health psychologists are particularly concerned about understanding stress and learning how people can cope with it more effectively. In humans, the specific stress reaction is likely to vary widely: some stressful situations give rise to predominantly emotions of fear, some to anger, some to helplessness and depression.

To understand the child’s overwhelming response to stress, several theoretical constructs have been put forth in the western context. Anthony (1988)-A comprehensive model, especially applicable to children is the one, according to which presence of social support, such as family and social networks-determines the response to stress (Caplan, 1976).

Studies in the earlier two decades focused more on children who were exposed to markedly adverse circumstances of family life and deprived psychosocial conditions which led to the concept of child-act risk (Anthony & Koupennik, 1974; Madge, 1982). Germezy and Rutter
(1983), Compas (1987) and other investigators have suggested crucial links between experiencing distressing events and adjustment.

Self appraisal of stressful events in fifteen year olds was studied by Mc Gee and Stanton (1992) provides insight into sources of distress in adolescents. Four types of stressful life circumstances were elicited, i.e., problems of self-image and independence, academic and physical competence, moving of residence and school. Girls reported higher level of distress. Distress was associated with poor family and school support, maternal depression and parental separation.

2.4.1 Indian Studies in Community and Clinic Setting

Studies on Community Setting

In an epidemiological study of 1,535 school going, five to eight year olds from middle class urban background, Shenoy(1992) studied a sample of 164 disturbed children and 171 normal children and reported chronic stressors in the disturbed group. These stressors consisted of alcoholism in the fathers, and neurotism in the mothers. The fathers were often indifferent while the mothers were hostile rejecting or overprotective or over ambitious. The study suggested that chronic
stressors at home and with peers had significant association with psychiatric problems.

In an epidemiological study of 663 adolescent girls, Dalal (1989) in a group of 79 disturbed girls found the number of stressful events to be significantly higher when compared to a control group of 78 non-disturbed girls. The checklist of 20 developmental and 20 non-development stressors were equally high in the disturbed groups.

Arulmani (1989) in a study of 15 disturbed and 15 competent adolescent boys from extremely impoverished background, found both the groups to have equal number of stressors in most of the areas. However, the disturbed adolescents had higher stressors in interpersonal relationships and pertaining to self. The study appeared to suggest that a healthy family matrix was essential for effective coping even under extreme adverse circumstances.

Studies in Clinical Setting

Sonpar (1982) studied 40 non-psychotic psychiatrically disturbed and 40 normal controls, divided equally, into early and late adolescent groups, from urban middle class, on the Vincent and Rosenstock modification of
Coddington Scales. She found that the greater number of stressful events in the disturbed adolescents was more of daily hassles than major events. Thus, the interplay of temperament and stressful life events proved to be an important ingredient of psychopathology in adolescence.

Daniel (1989) studied the psychosocial stressors in 33 conduct disordered, 33 with mixed disorders of conduct and emotion, and 33 emotion disordered 8 to 12 year old children, and compared them to those of normal controls. There was significant marital disharmony in the parents of the three clinic groups. Parents of the conduct disordered were hostile and rejecting, while the parents of the emotion disordered, and those with mixed disorder of emotion and conduct, were overprotective. Recent research appears to suggest that adolescents may more reliably report stressors than their mothers (Moncke & Dobbs, 1985).

To sum up, stress research in childhood and adolescence needs to be viewed from a developmental context is interactional in nature, is to be studied across ages, gender and ethnic groups, preferably from a longitudinal perspective with effective use of ethnographic methods (Pestonjee).

One study found 15 categories of problems in relations between college students and their parents (Anderson & Younger, 1987). These difficult centered on lack of emotional contact, too much control, and
perceived manipulation by parents. Another study (Bogat et al., 1985) found parents to be the most important source of generalized social support among college students. Yet other researchers (Langinrichson Rohling, Larsen & Jacobs, 1997) have found that the more troubled the family of origin, the greater the difficulty in adjusting to college, even controlling for high school adjustment.

A study by Pegah Farokhzad on “stress among youth is related to their type a personality behavior and mental health”, results revealed the inter-correlations between stress symptoms with type-A behavior and mental health dimensions, viz., comfortable with self, comfortable with others, and ability to meet life demands.

In a study by Sujaritha Magadalin and Sandeep, “A Comparative Study of the Eleventh Standard students with and without school counselors in relation to Stress and perceived problems”, it was found that the students with school counselors were found to experience lesser stress and perceived lesser problems than without counselors.
2.4.2 Studies on Correlates of Stress

Many studies have confirmed that Type-A people are more susceptible to heart disease than Type B people (Dembroski et al). One probable reason is that Type-A people tend to make greater demands on themselves and to expose themselves to more stressful situations than do Type-B people.

The link between stress, helplessness, and cancer has been demonstrated in humans as well. In one dramatic study, Richard Shekelle and his coworkers (1981) studied over 2000 men who had taken a psychological test that diagnoses depression and later, the researchers found that those men who had been highly depressed at the time of the testing had twice the chance of dying of cancer as men who had not been depressed.

In a study by N. Panchanatham and V. Shanmugaganesan, the results indicate that there is negative correlation between psychological stress and academic achievement of post graduate students. Some researchers have also used the term stress to describe the environmental characteristics that affect people adversely. For example, the
researcher life, Kahn et al (1964), French and Caplan (1973), asserted that there is a potential for stress, when an environmental situation is perceived as presenting a demand which threatens to exceed the persons' capabilities and resources for meeting it.

A study by Carol et al, analyzed data from 154 school-age children and their mothers to examine the relations between stress, perceived competence and contingency, and behavior symptoms. Analyses focused on the relative merits of unidimensional vs. multidimensional measures of control in predicting symptoms. The stress of undesirable life events and behavior symptoms were related in the expected direction. Multiple regression models with $R^2$ ranging from .11 to .14 (all $p < 0.002$) included significant main effects for stress, competence, and control. Analysis supported the relative superiority of the multidimensional measure of control. Models containing main effects and interaction terms were of equivalent magnitudes in accounting for variance in symptom scores. Findings support the idea of perceived control as a moderator of the stress-illness relation and are consistent with earlier suggestions that simple main effects models may be the most useful in examining these relations.
A number of researchers have exposed the direct relation of stress with the physiological changes in the body, Hans Selye (1976). A study by Sangrika (2007) which aimed at revealing the role of stress as a correlate of asthma as a psychosomatic respiratory disorder, the results are congruent Delahanty et al.,(1996):O’Leary(1090).

2.4.3 Studies on Impact of Stress

Every person in the world pays something as a toll for the stress at one time or the other in his life. Stress can contribute in the precipitation of several types of physical and a psychological ailment in the organism writes Sangrikar (2007).

Rahe and Lind (1971) noted that life stress has also been implicated as a causal factor in schizophrenia depression, suicide, and a wide range of maladaptive behavior including delinquency and crime.

Cultures such as ours, with notions of embedded or ensembled self, do not partition the world very neatly in terms of self and environment. Within such frameworks, both constitute each other (Mishra&Gergan, 1993). Instead of control the goal is to maintain
harmony with nature and play one's due role (Kiran Kumar, 1986; 1992; Mishra, 1994). In the Indian context, appreciation of symbiotic relationship (Sinha, 1990) is more prevalent and the person-environment unit is conceived to operate in a broader context. The extremely hedonistic and individual-centered view which promotes growth, development and realization of potentials in an independent fashion holds true largely in the context of western societies (Markus & Kitayana, 1991).

Over the last two decades, considerable evidence has accumulated suggesting that stressful life events are linked to low psychological well-being or ill-health (e.g., Bhatti & Channabasavann 1985; Chandrika & Anantharaman, 1982; Cohen & Kamal, 1990; Kulhara & Prasad Rao, 1986; Ochaney & Sen, 1987; Pestonjee, 1992; I. Sharma & Ram, 1988; D.K. Sharma, Satija & Nathwat, 1985; Slack & Vaux, 1988; Synder & Ford, 1985; S. Sharma, 1988 a).

Johnson and Sarason (1978) reported an association between stress and anxiety and depression in people with extreme control but not in internals. In a longitudinal study Holahan and Moos (1986) noted "that feelings of self confidence, an easy-going disposition, a
disinclination to use avoidance coping and the availability of family support operate jointly to protect individuals from negative psychosocial consequences of life stress” (p.392).

2.4.3 Studies on Coping with Stress

Suzanne Kobasa (1982) has found that people who cope well with stress tend to be committed to what they are doing (rather than alienated), to feel in control (rather than powerless), and to welcome moderate amounts of change and challenge.

Research in child and adolescent population is conspicuously absent, with very little published literature (Malhotra, Kaur & Nehra, 1992; Rangaswamy & Kamakshi.1983). However, some research where stress has been incidentally studied can be found.

2.5 Studies on Parent-Child Relationship

There are several studies showing the influence of parent-child relationship on adolescent’s cognitive and emotional variables such as achievements, motivation and anxiety etc. Rekha Gupta (1997) explored the role of perceived maternal behavior in self-disclosure.
Reports of maternal withdrawal of relations were obtained from low self-disclosures in comparison to high self-disclosures.

A study by Ravi Bhushan (1993) concludes that openness in communication with parents is of significant, explanatory worth for the identity achievement scores of youth. A study by B.P. Sinha and A.K. Singh (1998) revealed that the effect of parents’ affection was significant and respondents’ home adjustments. A few studies clearly indicate that parental acceptance was found to be associated positively with adjustment (Shaffer and Schoben, 1990) sports achievements (Woolger and Power, 1993) and emotional competencies like adequate encouragements of positive emotions and to function with emotions (Garg, 1996). Parental rejection makes children fearful, insecure, attention seeking, jealous, aggressive, hostile and lonely (Bandura and Walter, 1959) with distorted and devaluated self-image (Coleman, 1976) emotional stability, poor educational adjustment (Verma and Bhansal, 1989).

Parents should have an idea of different ways in which parenting styles as well as specific arts and expectations can influence the child’s later standards, his anxieties, his degree of self-reliance, his school
achievements and productiveness for society. The influence of research studies well indicates the importance of parents’ role in child’s development, and help gain insight to parents to adopt the best style suitable to the particular situation. A good many number of attempts have been made to explore the intricate parent child relationship perceptions and its ensuing effects upon the child by many western as well as some Indian researchers. Herewith an attempt is made to review literature regarding the role of parent-child relationship in carving out child’s personality.

2.5.1 Studies on Impact of Parent-Child Relationship on Adolescents

Freud (1909, 1936, 1938) was first to recognize the psychological significance of the family and its members for the child development. Like Freud, Adler stressed the family situations and the early years as the critical factors in the development of child’s personality structures in the development of child’s personality structures. Anna Freud (1949) in her analysis of parent child relationship in psychoanalytic theory too emphasized on early years as
crucial for personality development. She elaborated the qualitative difference between the mother and father child relationship.

An accepted child is generally socialized, cooperative, friendly, loyal, emotionally stable and cheerful. The child accepts responsibilities and cares for him as well as others. He is honest, straightforward, faces life confidently and has a clear idea about his plans and ambitions for future “Good citizens, good scholars, good workers, good husbands and wives and good parents are the result of acceptant style of parenting (Symonds, 1938, 1949). Submissive parenting makes child feel self-confident and independent (Symonds, 1949). Warm, democratic and encouraging parents have brighter children than those who are cold and discouraging (Sears, Nowlis and Scars, 1957). When both parents are encouraging, the effects are correspondingly greater (Mussen, Goddine, Young, Goddini and Morante, 1963). The child of democratic home is likely to be responsible, self-confident and purposive in behavior (Levy, 1943; Baumarind, 1967, 1971; Amentront & Burgen, 1972; Berns, 1972). Parental hostility and punitiveness are associated with limited cognitive ability. Lack of parental warmth and neglectful attitude i.e.
failure to exercise appropriate parental control and inconsistent use of punishment as a tool of discipline makes the child delinquent (Schaefer, 1961). Combination of hostility and restrictiveness in parental attitude foster considerable resentment, part of this resentment is turned against the self, generally manifested as inner turmoil and conflict.

Serot and Teevan (1961) point out that child’s perception of his parent-child relationship is correlated to his adjustment. Lewis (1945) found that the emotional and social adjustments of a child from home with favourable parent-child relationship are definitely superior to those of children from home where family relations are less favorable.

Studies by Madigan (1962), Boston et al (1977), Anshu (1986) have shown that parental encouragement/attitudes has an important bearing on College adjustment and performance. Thus, the role of parent-child relationship in development of children’s’ personality as well as on their adjustment was highly emphasized. The number of scientific researches in Indian context was few and quite inconclusive (Saxena& Saxena 1975; Chauhan & Tiwari, 1980; Prabha, B (1990); Sinha & Singh, 1994). Hence the present study is an attempt to see the
effect of parent-child relationship of adolescents on their other behavioural variables.

Another study (Bogat et al., 1985) found parents to be the most important source of generalized social support among college students. Yet other researchers (Langinrichson Rohling, Larsen & Jacobs, 1997) have found that the more troubled the family of origin, the greater the difficulty in adjusting to college, even controlling for high school adjustment. Perhaps parents who allow their children to achieve optimal levels of individualization also promote a sense of responsibility, self-confidence, and optimism in their children that leads to their adeptness at problem solving (Fraser & Tucker, 1997, 465).

Enzo Lio (2004) in his paper “Instrumental Aggression in Adolescence” tried to show an adolescent, whose primary relationships have left him with a damaged self, has, unfortunately, a much greater tendency to react aggressively in situations of conflict than a young person with a normally healthy self.

Marinus and Hylda (1995) quote that THE BOWLBY ATTACHMENT THEORY has led to a considerable body of research on early attachment relationships between parents and infants and the effects of
those relationships on later socioemotional and cognitive functioning of children (Ainsworth, Blehar, & Wall, 1978). During the last decade a substantial number of studies have addressed the issue of attachment in adolescence and adulthood as well (Main, Kaplan, & Cassidy, 1985).

Gulati and Deb (1988), in their study found significant relationship between father's authoritarian, democratic, permissive and rejecting attitude with the adolescent daughter's self-concept. Mukherji (1972) studied parent personality and adolescent and concluded that parents’ personality had a significant influence on the adolescents. The percentage of anti-social adolescents where fathers are withdrawn and mothers aggressiveness lies between 31.01% to 73.73%. When parents were domineering with nagging and

2.5.2 Studies Related to Impact of Parent-Child Relationship on Other Variables

The impact of parent–child relationship on the behavior development of the children has been shown in a number of researches. Freud and his associates (1909) have viewed the parent-child relationship as major contributory factors in the development of neurosis. Mead (1928, 1930), Benedict (1934), Sapir (1937), and Linton and Kardiner (1937) have found
tremendous impact of the child. Serot and Teevan (1961) found that child’s perception of his parent-child relationship is correlated to his adjustment. Parent-child relationship also influences the school adjustment. Levis (1965) found that the emotional and the social adjustment of a child from a home with favorable parent-child relationship are definitely superior to those of children from homes where family relationships are less favorable. Miles (1946) pointed out that unsuccessful children are usually the product of unhealthy parent-child relationships. Bhatia (1975) has found that parent-child relationship is related with vocational interest too, accepted children showed interest in executive jobs whereas rejected and overprotected children did not opt for such vocations.

Blake sought to determine the effect childhood exerted on the scholastic aptitude and intelligence quotients of 74 advanced undergraduate and beginning graduate college students. Information concerning conditions encountered in childhood was secured through the administration of the Sims Score Card for Socio-Economic Status. This scale includes items relating to parental education, father’s vocation, family participation in community functions, and size and character of the environment (king of home, books and magazines for which the family subscribe, etc.). In addition, the subjects were given a variety of scholastic aptitude and
intelligence tests which emphasized linguistics as well as quantitative and perceptual skills. The data showed that favourable early surroundings apparently have a bearing on the 'individuals' later "aptitude" in school subjects. A number of studies of the effects of early training on personality development have made it evident that the home plays a major role in the formation of both the individual and of society as a whole.

Magan, et al (1976) found that in contrast to Ashkenite youth, Yemenite youth identified less with their parents, were less likely to feel that their parents were able to advice them, were more ready to accept parental authority, and were more likely to agree with their parents' values. The study by Archer et al., (1978) suggests that the more severe the adolescent psychiatric disturbance, the more dissimilar the personality characteristics of parent and child. Frank, Pirsch, Wright (1990) found disengagement from parents linked not only to insecurity but also to feelings of greater separateness and self-directedness in relation to parents. Analysis identified significant associations between adolescent/parent relationship variables and the adolescents' psychological health and ego identity.

Bukcraft (1991) found that the Parent-Adolescent Relationship (PAR) was negatively affected when parents did not grant greater independence to the physically challenged adolescents.
2.5.3 Correlates of Parent-Child Relationship

Tiwari (1979) found cultural setting as the most significant variable affecting the parent-child relationship in almost all the situations. The family-size was also found important and significant variable in parent-child relationship. It had been indicated in this study that rich parents in villages favor dropout behavior in their children, whereas in cities they pressurize their children for higher education.

Since 1960’s several western scholars in related field have commented on the fact that child’s contribution to parent child interaction is neglected (Gewirtz, 1961; Kassen, 1963; Wenar, 1963; Korner, 1955; Bell, 1968, 1971; Hoffman, 1970; Sears, 1970; Lorzoff, 1974; Gray & Biller, 1973; Gilberth, 1975; Nutta and Nuttal, 1976; etc.), although the systematic work in this respect began with David Levy’s work (1943).

Parmeshwaran (1972) surveyed 120 studies: On Developmental Psychology in an ICSSR publication and found that only three of them related to parent-child relationship. He aptly remarked that “parent-child relation, which has been extensively investigated in the U.S.A., has received little attention from Indian research workers”. In Western countries, recently
layman as well as academicians have shown an increased interest in the role of parent-child development (Biller, 1971, 1974; Biller and Meridh, 1974; Gilberth, 1975; Lamb, 1975; Shredd, 1975). Saxena & Saxena, 1975; Chauhan & Tiwari, 1980; Prabha, B (1990); Sinha & Singh, 1994 have also opined that the number of scientific researches in Indian context was few and quite inconclusive. Hence the present study is an attempt to see the effect of parent-child relationship of adolescents on their other behavioral variables.

2.6 Studies on Emotional Maturity

2.6.1 Studies Relating to Correlates of Emotional Maturity

Emotions are of great importance because they organize behavior, energize behavior but when acute, they disrupt behavior. Maturity in expression and control of emotion seem to play a vital role in the formation of personality. Many studies have been conducted to know more about emotional maturity.

A study by Suneetha and Vijayalaxmi (2007) assessed the impact of maternal employment on the self-concept, emotional maturity and achievement motivation of adolescents. The results revealed that the adolescent children of home makers have significantly higher self-concept.
It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

A study by Amminabhavi and Geeta (2004) was undertaken to examine the impact of parent-child relationship of adolescents on their self-efficacy and emotional maturity. The results revealed that those who have more favorable relationship with both parents showed significantly higher emotional maturity than those who had less favorable parent-child relationship.

A study conducted by Deepa et al (2003) on “Emotional Maturity of School going children of slum and urban areas and the influencing factors” (2003) intended to investigate the emotional maturity of school children of slum and urban areas and the influencing factors. The sample consists of 120 children. The result showed significant positive correlation between urban children’s emotional maturity and their chronological age, ordinal position, abilities, size and type of family, parenting, and academic performance, number of friends as well as their parental age, education and employment.

A study by Hiremani et al (1994) revealed that destitute girls were emotionally unstable due to socio-cultural deprivation and parental deprivation. Chaudhary and Akshay (1996) studied the achievement
motivation in relation to emotional maturity of adolescents studying at home and orphanage. Results showed that adolescents studying at home had higher level of achievement motivation and great degree of emotional maturity as compared to their counterparts staying in orphanages. In a study by Praveen Kumar Jha (2002), it was found that self-confidence and emotional maturity were positively associated with vigilant style of decision-making in case of executives.

Alka Mankad (1999) observed that personality of emotionally matured and immature adolescents differs significantly. A study by Lipton et.al (1975) revealed that emotional maturity was a major factor especially as a predictor of success in essay tests among medical students.

In a study by Jaya Rajagopalan on adolescents to investigate the level of adjustment and emotional competence in adolescent girls. The distribution of the scores reveal that almost one third of the sample fall in the category of poor adjustment. It was found that emotional competence was positively correlated with adjustment. This paper highlights the need for increased preventive interventions designed exclusively for adolescents.

Another study by Sushana (2006) aimed at investigating emotional maturity of male and female secondary school teachers of Dhule district. Findings of this research study revealed significant variation between the
two groups. Some important research studies conducted on emotional maturity are those of Burton et al (1990), Reviriz et al (1999), Redil et al (1992). In India, a few studies have been conducted on different aspects of emotions by Sujata (1991), Monika(1992), Singh RP(1993), Sharma RP & Singh RP and Takkar MC (1994).

In a study conducted by Neeru Sharma and Sumati (2005) “Role of Parents in the Social Development of Adolescents: A Comparison of Low and Middle Socio-Economic Status” the analysis shows 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 found that parental approval does not correlate highly with emotional maturity or self-actualization.

Another study by William et al(1998), “Predictors of Marital Adjustment during the First two years” (1998).During the first months, age, income, and education have some impact on marital adjustment but this influence weakens in time. Examining results across the two year interval suggests that interpersonal trust, desired spousal behavior change, and emotional maturity are highly associated with marital adjustment. In particular, marital processes of interpersonal trust and desired spousal behavior change at one month are predictive of marital adjustment at two
A study by Landau et al (1998) found that highly intelligent and emotionally mature children were more creative than less emotionally mature gifted children.

Visalapatnam and Vasekar (2003) attempted to study the emotional maturity and its influencing factors in the urban and slum school-going children. The Emotional Maturity scale by Singh and Bhargav was administered on the sample consisting of 120 children. Significant positive correlation was found between Urban children's emotional maturity and their chronological age, ordinal position, abilities, size and type of family, parenting, academic performance, number of friends as well as their parental age, education and employment. However, in the case of children from slum, no significant correlation was found between their emotional maturity and their background variables. The findings quoted by Richard, Eisenberg and Esenbed (1993), Graham and Hoehn (1995) and Capps et al (1996) also support the same.

Lengua and Kovacs (2004) examined the longitudinal association between child temperament (like fearfulness, irritability, positive emotionality, self-regulation) and parenting (acceptance, involvement, inconsistent discipline) in predicting children's internalizing and externalizing problems. The results revealed that child irritability predicted
greater maternal acceptance. Maternal inconsistent discipline predicted greater fearfulness and irritability. The evidence suggested bi-directional relations between temperament and parenting such as inconsistent discipline may increase negative emotionality in children and child irritability may evoke inconsistent discipline by parents.

2.6.2 Studies on Emotional Maturity as Predictor Variable

Frandson (1961) observed that emotional maturity affects learning in the school contexts and its absence impairs performance in situations, which require flexibility, and adaptability and it leads to anxiety, feelings of inferiority and guilt. Douglas (1964) noticed that attitude of pupils to their school work is deeply affected by their level of emotional stability.

Pastey and Aminabhavi (2006) examined the impact of emotional maturity on stress and self-confidence of adolescents. The results revealed that adolescents with high emotional maturity have significantly higher self-confidence as well as high stress. Scott (1968) is of the opinion that emotional stability is one of the important indicators of mental health.

Katyal and Nirwani (2005) endeavored to compare self-concept, emotional maturity and personality in delinquency prone and non-delinquency prone adolescents. The results revealed that majority of
delinquency-prone subjects were average on self-concept, extremely unstable, moderate in neuroticism and highly extrovert; whereas majority of non delinquency-prone subjects were above average on self-concept and extremely emotionally unstable.

Jha and Jones (1966) tried to find out the relationship between emotional maturity and anxiety. They observed that there exists no relationship between emotional maturity and anxiety. Guha and Chakrabarty (1969) examined the relationship between emotional maturity and neuroticism among 100 post-graduate from Patna University. They noticed negative correlation between emotional maturity and neuroticism.

Though several studies have been conducted on adolescents from various angles, the above reviewed literature indicated the need for the study on investigating the impact of apparent-child relationship and emotional maturity on self-confidence, self-efficacy and stress of adolescents.

Thus in view of this, the present investigation is taken up by the investigator.