PARENTAL BEHAVIOUR AS PERCEIVED BY ADOLESCENTS IN RELATION TO THEIR SELF-CONFIDENCE AND EDUCATIONAL PROBLEMS

A SUMMARY OF THE THESIS

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SUMMARY

In all the civilized societies existing on this planet, the institution of family is deemed as the single most significant influence in the development of children. From their birth to their maturity, children remain under the direct and personal influence of their parents. The child initially experiences and learns the meaning of meaningful behavioural patterns from his/her parents. As children interact in the family, they tend to internalize the values and habit patterns of their parents. It is the parents who sow the seeds for the development of personality traits in children. Serving as the first socializing agents, parents facilitate the learning of manifold activities around which the human life revolves. Children observe and imitate the behaviour of significant adults in life and surely parents are in the category of most significant personalities for them. Parents are universally acknowledged as first teachers for children. They consciously and unconsciously provide basic education to children with regard to social sensitivities, values and ideals.

Affectionate and approbating parental behaviour has far-reaching effects on the course of healthy development of children. This kind of behaviour generates environment in which children develop on healthy lines enthusiastically and without experiencing emotional hurdles. Children learn to interact and deal with others affectionately and develop ongoing orientations. Their sense of reality of living continues to develop and they find themselves on the paths leading to the development of attributes required for constructive and optimistic living.

The finding of numerous empirical research undertakings almost all over the world have repeatedly and convincingly long back reached the conclusion that parental behaviour patterns, values and attitudes go all the way in influencing and determining every aspect of human development during infancy, childhood, early adolescence, late adolescence and even beyond.

**Sears, Maccoby and Lewin (1957),** documented that warmth, guidance and reward serve to produce effective disciplinary values in children.

**Sen (1993),** pointed out that a stable, warm and harmonious family relationship is the bulwark of child’s mental health.
Aurora (1998), also suggested that for healthy personality development a child needs healthy environment and proper interaction with parents.

According to Sylva et. al. (2004), interactions between parents and their children play crucial roles in children’s social, emotional and cognitive development. Parent-child relationships and parenting practices (ways in which parents relate to their children) have strong influences on short-term and long-term learning and development of their children.

In their Report to World Health Organization’s Commission on the Social Determinants of Health, Siddiqi, Irwin and Hertzman (2007) named the family environment as the primary source for children’s experiences and contact with the larger community.

In his significant research undertaking Bhargava (1994), convincingly goes to hold the conclusion that children should be given a lot of freedom and open environment to the maximum possible extent so that they are in position to make the best use of their innate intelligence and aptitudes for the creative development of their personalities.

It is well recognized by all the authorities on human development that the tense atmosphere at homes, the unpleasant interpersonal relations are sure to bring about maladjustments in the development of children. The parents are rightly expected to function as a model of manifold adjustments for children.

Emotional and social adjustments of children coming from families with favourable parent-child relationships are definitely superior to those of children coming from families, where relationships are less favourable. The unpleasant atmosphere, occasional bickering and outbursts of parents have adverse effects on the tender mind. According to Shah and Lakhera (1986), conflicts and attitude of extreme nature on the part of parents are significant causes for maladjustment in the children.

Conducive and stimulating environment is needed right from infancy for proper development. With the dawn of the period of adolescence, the task of human development becomes most crucial from its every angle. Right from the beginning of
the twentieth century psychologists after psychologists have been pointing out that adolescence period is the most important period in the learning curve of humans. An outstanding name among them, Hurlock (1955) explained that adolescence is both “A way of life and span of time in physical and psychological development of an individual. It represents a period of growth and change in nearly all aspects of life. It is a time of new experiences and new responsibilities”.

Adolescence is a period of stress and storm and a period of heightened emotionality. Problems after problems relating to physical, emotional, intellectual and social dimensions of adjustment continue to arise. These problems primarily hover around the imparities of adjustment with the self, the family and the world around. A warm and supportive behaviour of the parents helps the adolescents to make proper adjustments with the changing environment, internal as well as external.

Adolescence is a transitional period between childhood and adulthood. Major decisions have to be taken by them concerning their future profession and later life. Adolescents need enlightened guidance. It is of paramount importance that parents must understand their children. Only correct understanding can enable them to guide their children on right lines. Frustration among adolescents is wide spread. Evidence on their frustration is indicative of the fact that there is something wrong in the families and larger social settings. The situation seems to be largely the same in almost all societies including the Indian society.

What has been stated in the earlier lines stands corroborated by many research studies.

Badony (2000), states that adolescents need their parents both for guidance and support during this crucial point of life. The parents lay the strong foundation for the social skills and self roles which have a long term impact on the adolescents' decisions and plans.

Ehrlich (1981), very aptly recognized the importance of parents in children’s education. He has identified four roles that parents adopt in educating their children. Parents as advocators of educational competence and parents as providers of independent training. Parents show interest in their children’s academic efforts by verbally praising their achievements, attending parent teacher conferences and taking
time to discuss school related problems at home. The strength of parental involvement as motivator shows that children’s class behaviour improves by it.

In the light of the findings of their research study Grotevant and Cooper (1986), also recognized the importance of Parental behaviour in child’s life. They concluded that parental behaviour is a good predictor of adolescents’ identity formation.

Conger et al (1994), also succinctly brought out the importance of parental behaviour by concluding a study that lack of Parental warmth is linked to adjustment problems and parental hostility increases the likelihood of adolescents’ emotional and behavioural problems.

According to Cummings and Davies (1995), Parmer and Rohner (2005), parental availability has been hypothesized to influence human beings’ adjustment from infancy to late adolescence.

Kraft (1999), pointed out that the effect of parental love is not restricted to mothers. However, the lack of love from fathers, during childhood, associated with college students’ neuroticism.

Numerous researches over the years have also shown that students have higher grade, better school attendance, increased motivation, better self-esteem, lower rates of suspension, fewer instances of violent behaviour and decreased use of drugs and alcohol when parental behaviour is supportive.

**PARENTAL BEHAVIOUR**

In Penguin Dictionary of Psychology, Reber (1995), says, "Parental behaviour is behavioural characteristic of a parent, that is specifically focused on the care, protection, feeding, nurturing etc. of offspring. It is used as under:-

a) A term for those behaviours that are "Gender free," i.e., those that are normally carried out by either the male or female parent.

b) An umbrella term encompassing all behaviours of both parents - maternal behaviour and paternal behaviour”.

In Dictionary of Keywords in Psychology, Bruno (1986), defines, “Parental behaviour as the characteristic pattern of behaviour exhibited by a given parent towards a particular child”.

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According to English and English (1958), in Comprehensive Dictionary of Psychological and Psychoanalytical Terms, “Parental behaviour is the care and nurture, physically and psychologically, of a young organism”.

According to Statistics of Canada (2011), “Parental behaviour consists of three separate measures “Monitoring behaviour” reflects the parents ’awareness of what their child is doing and with whom they are friends. “ Nurturance behaviour” captures a set of variables that measure the degree to which parents are supportive of their youths’ education are involved in their youths’ school and have a firm but responsive parenting style. “Inconsistent discipline” captures how parents address their child’s inappropriate behaviour.

Baumrind(1967), tried to conceptualize three global styles of parental behaviour. According to her, authoritarian parents are those who have strict ideas about discipline and behaviour which are not open to discussion. They attempt to shape, control and evaluate the behaviour, attitudes of their children in accordance with an absolute set of standards. Verbal give and take between parents and children is discouraged. In the second category is of authoritative parents who have ideas about behaviour and discipline which they are willing to explain and discuss with children. Parents expect mature behaviour from their children. They encourage bi-directional communication and verbal give and take. Permissive parents are those who have relaxed ideas about behaviour and discipline, who are tolerant, who rarely use punishment and try to avoid using restrictions and control when possible. Further, Baumrind (1978) conducted a research to identify the Parental behaviour and its association with children’s behaviour. She obtained two major dimensions such as parental demandingness and parental responsiveness which are pertinent in the understanding of parental behaviour. Parental demandingness is defined as the amount of degree of control the parents attempt to exert over the child whereas parental responsiveness is defined as the frequency of parental interactions. It also refers to being sensitive to children’s needs, warmly supportive of their efforts and broadly interested in what they are thinking, feeling and doing.

Saxena and Saxena (1980), rightly said that Parental behaviour, as perceived by child has great impact on child development. The important thing is that how a child perceives the behaviour of his/her parents, rather how they behave in real. The
perception of child is very important in shaping his personality. He gave different dimension of parental behaviour like Acceptance, Child-centeredness, Possessiveness, Rejection, Control, Enforcement, Position Involvement, Intrusiveness, Control through Guilt, Hostile Control, Inconsistent discipline, Hostile detachment, and Extreme autonomy.

**Garg (1982),** constructed a study on Parental behaviour towards children and the perception of a child for parental behaviour, disciplinary practices used by the Parents and the perception of a child of these disciplinary Practices. Dimensions of Parental behaviour included in the study were Dominance, Love, Hate, Negligence, Acceptance, Rejection and Punishment.

**Chauhan and Khokhar (1985),** measured parental behaviour in terms of 'mothering' and 'fathering' for the two 'ends' of the seven dichotomous dimensions. The main dimensions discussed by them are Hate- Love, Discouragement-Encouragement, Rejection- Acceptance, Dependence- Independence, Autocratism-Democratism, Submission- Dominance, and Conservation- Progressivism.

According to **Maccoby and Martin (1986),** parental behaviour may be discussed in terms of many different dimensions such as Acceptance, Affection, Control, Warmth, Permissiveness, Restrictiveness and Demandingness. Typically warmth and control are thought to be the most important ways in which parents influence the development of their offspring.

After conducting research **Rohner and Rohner (1981), Rohner (1986),** reported major parenting dimensions in different human societies. These dimensions are parental control (Permissiveness, Strictness) and Parental warmth (Acceptance, Rejection).

**Bhardwaj, Sharma and Garg (1998),** also have a view that family as a unit of social organization serves as an effective agent of socialization and parental behaviour is to be a central factor in children's social development and also influences the segments of personality. They highlighted the following dimensions of parental behaviour - Rejection Vs Acceptance, Carelessness Vs Protection, Lenient standard Vs Moralism, Neglect Vs Indulgence, Utopian Expectations Vs Realism, Freedom Vs Discipline, Faulty Role Expectations Vs Realistic Role Expectations and Marital Conflict Vs Marital Adjustment.
Peterson and Hann (1999), noted that two major categories of parental behaviour are evident in the research literature: parental support and parental control. Parental support encompasses variables such as warmth, closeness, and physical affection. According to Peterson and Hann (1999), parental support is positively associated with a range of favorable outcomes in children and adolescents. In general, parental support appears to be a key component of parenting that promotes the development of social competence or the ability to function effectively in the family and broader social environment.

Parental control includes the strategies parents use to provide guidance or to influence their offspring (Peterson & Hann, 1999). The three parental control variables examined, are Induction, Monitoring and Punitiveness. Parental Induction is a strategy of firm parental control that emphasizes the communication of clear expectations and the rationale behind those expectations (Peterson & Hann, 1999). Parental Monitoring is a control attempt that involves efforts by parents to carefully supervise their children’s schedules, their peer associations, and their movement in the neighborhood and beyond (Peterson & Hann, 1999). Parental Punitiveness is the parental control behaviours that involve the direct and sometime arbitrary use of force and power and that can include both psychological and physical parental over-control (Peterson & Rollins, 1987).

Lakshmi and Arora (2002), in their study on “Perceived Parental Behaviour as Related to Student’s Academic School Success and Competence” discussed parental behaviour in terms of different dimensions like perceived Parental Acceptance / Rejection, Perceived Parental Encouragement / Discouragement, Perceived Psychological control / Autonomy granting, Perceived Behaviour Restriction / Freedom.

It is evident from the survey of the various conceptions and definitions of the term parental behaviour that it is a multidimensional construct and refers to a socio-psychological bonding of parents to their offspring.

**FACTORS INFLUENCING PERCEIVED PARENTAL BEHAVIOUR**

Experts in the field of Child Development, Education, Psychology, and Sociology unanimously agree to the fact that the quality of parental Behaviour is influenced by various factors viz. child’s age, gender, parents’ education, occupation, family composition and socio-economic status.
• **Age**

Parental behaviour was found to be influenced by the age level of children.

Aleksandra (1983), noted that young adolescents overrated the degree of their parental control, guidance and the frequency of punishment than the older adolescents.

Peek et. al. (1985), opined that older adolescents in their senior class perceived their parents as more punitive, strict and violent towards them than the younger Adolescent. They also revealed that older adolescents violence was more directed towards father than mother.

In an investigation by Smetana (1988), on adolescents and parents conception of parental authority, pointed that with increasing age of the adolescents, there was a decrease in their perception of parental control on multifaceted and personal issue.

• **Gender**

Suman and Umapathy (2003), observed that there was no significant difference in the parent child relationship scores of fathers and mothers. Both parents were perceived to be similar by the adolescents.

Kaur and Kalarama(2004), revealed that fathers were significantly higher in favour of punishment to their sons as compared to their daughters where as the mothers attitude towards daughter was more indifferent as they were more loving towards their son.

Varte et. al. (2006), observed that there was no gender difference on parent child relationship and academic achievement. Boys and girls in the population under study manifested more or less equal relationship.

Ravi and Rayalu (2007), observed that the difference in perceptions of adolescent boys and girls with regard to area of behaviour, discipline and education. They noticed differences in the perceptions of boys and girls. In setting behaviour limits boys perceived mothers to be authoritarian where as girl’s perceived mothers to be permissive. In case of value orientation boys perceived mothers approach as permissive while girls perceived mothers to be authoritarian. In selection of academic courses boys perceived mothers to be authoritative. In the domain of monitoring study habits, boys perceived mothers to be permissive where as girls perceived mothers to be authoritative.
• Socio-Economic Status

Socio-economic status also plays a significant role in parent child relationship. Unemployed or low income parents tend to see themselves as incapable because they can not meet the needs of their children and family. Inadequate resources create conflict in the family. Such a state of affairs may influence the parent child relationship and subsequently the holistic development of child.

Singh (1986), indicated few significant relationships between parental variables and socio-economic status of parents. Low socio-economic status was not found to be a good predictor of parental behaviour.

Mcloyd (1990), stated that the poverty diminishes the capacity for supportive consistent and involved parental relationship. A major mediator of the link between economic hardship and parental behaviour was psychological distress from negative life events, undesirable chronic conclusions.

Ahmeduzzaman (1992), conducted a study on socio demographic factors, functioning styles, social support and father’s involvement with pre-schoolers in African American families and states that the family income was a chief variable associated with different dimensions of father’s involvement with children.

Lewbank et. al. (1993), stated that socio-economically disadvantaged mothers had less effective discipline and their sons were at greater risk for antisocial behaviour problems because of disrupted parental relationship practices.

• Parents Education and Occupation

Singh(1983), points out that the educated parents can help the children to develop proper personality characteristics and equip them better to adjust socially. Based on behaviour patterns of educated and uneducated parents, author concluded that higher degree of literacy leads to more positive and healthy pattern of behaviours.

Zaslow(1985), examined that the mother-father and infant interaction for employed and unemployed mothers. Mothers in the two groups showed very little difference in their interactions with their babies. Fathers who were single wage earners interacted more than dual wage families.
Michille et. al. (1993), conducted a study on correlation of disciplinary practices in working middle class African American mothers. It was evident from the results that maternal education was associated with restrictive discipline.

- **Type of Family/Family size**

  Kundu and Maiti (1983), pointed out that children from the smaller families get better and balanced attention from parents.

  In the thinking of Richardson et. al. (1986), the family size had significant influence on the parent child relationship in the early adolescence.

  In the judgment of Sirohi and Chauhan(1991), The acceptance of children was a feature of small family size, because in small family, it was natural to have intimate relations with children.

  Vaishnav and Dungrani (2007), observed a significant relationship among parents and children of joint family.

**DIMENSIONAL LINES OF PARENTAL BEHAVIOUR**

As we go through relevant literature, we find a number of dimensional lines of parental behaviour relating to upbringing and development of children. Many parental behaviour dimensions stand mentioned and elaborated in relevant literature virtually in every society. The relatively more important parental lines mentioned by above quoted authorities are listed as under:

- **Rejection – Acceptance**
- **Carelessness-Protection**
- **Utopian Expectation-Realism**
- **Lenient Standard-Moralism**
- **Demandingness-Responsiveness**
- **Discouragement-Encouragement**
- **Freedom-Discipline**
- **Faulty Role Expectation-Realistic Role Expectation**
- **Marital Conflict-Marital Adjustment**

In the present study, the investigator selected six components from the above quoted dimensional lines of parental behaviour. These components are:
1. **Restrictive - Permissive.**

Restrictive-Permissive is analogous to autonomy/control factor. In restrictive foam of parental behaviour, parents value control and unquestioning obedience. They try to make children conform to a set standard of conduct and punish them forcefully for acting contrary to that standard. They are more detached and less warm than other parents. Their children tend to be more discontented, withdrawn and distrustful.

The permissive parents value self expression and self regulation. They make few demands on the children allowing them to monitor their own activities as much as possible. They consider themselves as resources not standard bearers or models and explain the reasons underlying the few family rules that do exist and hardly punish their children. They are noncontrolling, nondemanding and relatively warm. Their children tend to be immature, the least self-controlled and least exploratory.

2. **Neglecting – Protecting**

Neglecting the children even when the parents conscious of their need is again injurious to their psychological health. It manifests itself in lack of attention and cooperation with them, willfully ignoring them and their activities and avoidance of their genuine needs. Giving more importance to self designs of work also least attention to their feelings and needs, come within purview of neglect.

On the other hand the sense of protection in the child makes him better and more confident. It is true that over protection is a disease and obstructs the independent growth of the child. But the sense of protection gives him strength and psychological support. So the sense of protection should not be confused with the term over protection, which consists in excessive contact of parent with the child, such as fondling him or sleeping with him, prolongation of infantile care as nursing, bathing and dressing when child can do it itself, prevention of the growth of self reliance by supervising the child’s activities too much and defending him or solving his problems. It also shows over anxiousness towards the child’s health and shields him from vigorous participation in competing activities. Thus, over protection signifies giving more care to their child than what is necessary and can only be deemed as the hyper state of protection.
3. Rejecting – Loving

Rejecting of parents manifest itself in interpersonal relationships in direct ways, when the child has to face excessive criticism, invidious comparison, harsh and inconsistent punishment by both or either of the parents in his upbringing. Rejection of parents may also evince itself in physical neglect, denial of love and affection, lack of interest in his activities and failure to spend time with him.

On the other hand, parental loving implies an attitude of love for the child. The accepting parent puts the child in a position of requisite importance at home and develops a relationship of emotional warmth. Parental acceptance encourages the child and makes itself apparent in receptive or positive attitude towards the child’s idea and judgment, worthiness and capability, love affection and admiration along with adequate attention towards him.

The present research work was conceived and implemented to find out, how parents using restrictive-permissive, neglecting-protecting, rejecting-loving lines, were perceived by their adolescent children studying in class (10+1) in senior secondary schools.

For reasons unknown, the earlier investigators did not find themselves tempted to investigate the nature of perceived behaviour of parents by adolescents, for whose development and control of behaviour, their parents make use of the said dimensional lines. In the state of panjab and in adjoining the states, no study of this nature has been undertaken in past several decades and perhaps never so far. It can be safely asserted that the cultural milieu and social atmosphere cast their impact upon parental behaviour and this kind of going does influence the nature of perceived behaviour.

In the earlier pages of this chapter, it has been adumbrated that the perceptions of children related to parental behaviour are influenced one way or the other, by the nature of parental behaviour adopted by parents for control and upbringing of children.

SELF-CONFIDENCE AND PERCEIVED PARENTAL BEHAVIOUR

Development of Self-Confidence in children, who are in their infancy and childhood essentially depends upon parental ways of upbringing them. The influences
exercised by the parental modes remain engendered in the subsequent periods of human development as well. In the initial pages of this chapter, authorities were quoted to prove how human development in terms of personality traits including the trait of Self-Confidence, is crucially influenced by different patterns of parental behaviour.

“Parents who help their children find out their strengths not only make them feel more confident, but also gain their imaginable respect and love”, opined by Bigner (1996).

SELF-CONFIDENCE

According to Raghunathan (2001) Self-confidence is the first step to progress, development, achievement and success. If one has a lot of ability and a lot of knowledge, but does not have self-confidence, one cannot be a successful person. On the contrary, even if one has only average ability and knowledge, and has an unfailingly true self-confidence, chances are that one achieves what one wants to be. The successes and achievements in turn strengthen one’s self-confidence. People respect, believe and trust persons who are self-confident. It is natural that persons with good confidence are offered leadership and responsibilities of groups. More and more opportunities automatically come on the way of the person with a high self-confidence. In short, success flows to those who have self-confidence.

Self-confidence refers to a person’s perceived ability to tackle situations aggressively without leaning on others and to have positive self evaluation. In recent years, considerable attention has been focused upon the importance of self-confidence as a very distinctive and concise measure of personality. This enables an individual to communicate assertively, without any deference or aggression. Self-confidence is internal state of mind of individual which renders him capable of meeting any situation in life with reliance and with optimism.

Self-confidence is not necessarily a general characteristic which pervades all aspects of a person’s life. Typically, individual will have some areas of their lives where they feel quite confident like in academics and athletics, while at the same time they do not feel at all confident in other areas like personal appearance, social relationships etc.
A self-confident individual perceives himself as socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, assertive and having leadership qualities. In simple words, we can say that self-confidence refers to all inclusive terms meaning relationship between individual and his environment through which his needs are satisfied in accordance with social demands.

Self-confidence is a phenomenological construct. It is a characteristic or an aspect of self-concept itself. It is simply an attribute of perceived self, like self esteem. Self-confidence is another self-construct. In a factor analytic study of self-concept data Smith (1962) identified six dimensions of self, the first of them being self-confidence. This factor had high projections on elements such as confident, valuable, stable, satisfied, smart, active, popular etc. It is the perception of qualities such as these in oneself that constitutes an individual’s self-confidence.

Ogilvie (1908), in Student’s English Dictionary views “Confidence is firm belief in integrity, stability or veracity of another or a truth and reality of a fact.”

Good (1959), says in his Dictionary of Education “Self-confidence means faith in one’s own ability”.

In the words of Basavanna (1975), “Self-confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right”.

Agnihotri (1985), referred to self-confidence as an attitude of perceived self to tackle situations successfully without leaning on others to have positive self-evaluation.

In Webster’s Dictionary (1989), “Confidence means belief in the trust worthiness or reliability of a person or a thing. It is an attribute of perceived self.”


According to Collins English Dictionary (2000) “Self-confidence is one’s own powers and judgment.”

Confidence is defined by Fowler and Fowler in Oxford Advanced Learner’s Dictionary (2000) as “A belief in one’s own ability to do things and be successful.”

In the words of Hollenbeck, and Hall (2004) “Self-confidence is our judgment of whether or not we can do something.” A number of implications flow from this definition:

- **Self-confidence is a judgment**
- **Self-confidence is based on perceptions**
- **Self-confidence is task specific**
- **Self-confidence is something that can be changed**
- **Self-confidence develops in self-reinforcing positive cycles.**

The brief description of these implications follows as under:

1) **Self-confidence is a judgment**

   Self-confidence is the result of our thinking. Like any other judgment, it can be accurate judgment about self or inaccurate, and is influenced by how well we make judgments, how accurate is the data on which we base the judgments, the data we choose to consider, and how we process the data.

2) **Self-confidence is based on perception**

   Self-confidence is based on perception of both our capabilities and what the task or challenge requires. Our self-confidence concerns what we believe we can do, what we think we have and what we think we have to do. Self-confidence is a function of our perception of our own capabilities and our perception of the requirements of the task. Anything that affects our view of our capabilities and our perceptions of the task requirements can result in having more or less self-confidence.

3) **Self-confidence is task specific**

   One can be confident in doing a particular or specific task in which another one may not. Although the task may be small or big, only some of us are confident in every area of life.
4) **Self-confidence is something that can be changed**

Self-confidence is not fixed but can change. Either our perceptions of our capabilities change or we change the way we view what a task requires. We are using a self-confidence formula to express this, and to guide the efforts to change:

\[ \text{Self-confidence} = \text{Perceived Capability} - \text{Perceived Task Requirements} \]

5) **Self-confidence develops in self-reinforcing, positive cycles**

Self-confidence grows and feeds upon itself—"success breeds success." In the operation of this self-confidence cycle we take a small risk and make a step toward some important goal, when we succeed in that, we become more confident in our abilities. As a result, we set higher goals, and when our efforts meet with success, we gain more self-confidence. This leads to a higher level of aspiration, and so on, and so on.

![Figure 1.1 Self-Confidence cycle by Hollenbeck and Hall (2004)](image)

Thus, self-confidence is a quality over which the person can have considerable control. One’s level of confidence results from one’s specific experiences, and it develops through a cognitive sense-making process. We are not born with self-confidence but we develop self-confidence. So the self-confidence is one of the self-management factors that people can influence.

It is evident from the survey of the various definitions of the term self-confidence that it is a phenomenological construct. It can be defined as having a positive, realistic self-image. With self-confidence comes the ability to handle
criticism, show affection, and be optimistic and assertive. Self-confident people have a positive outlook and think positive thoughts about themselves, believing that their abilities match the tasks that they must take on. Emotional maturity and the ability to pragmatically evaluate capabilities are also markers of confidence.

**SELF-CONFIDENCE AFFECTS PERFORMANCE**

Self-confidence affects one’s performance, Helonbeck and Hall (2004) has identified some surprising ways by which self-confidence affects the performance of an individual, by influencing his motivation, perceptions and thought patterns.

- **Motivation**

  For any individual motivation is a key ingredient of success. Greater motivation is one of the concomitants of high self-confidence. Those with higher self-confidence work harder in approaching a task, exert more efforts while at it, keep at the task longer without feedback and will stick to it longer in the face of problems and difficulties. The motivational impact of high self-confidence also varies from individual to individual because of their different nature of their work.

- **Perceptions**

  Fear and anxiety may be useful motivators in getting one to prepare, but typical effective performance demands a cool head and steady hand. Self-confidence helps one to see situations as less threatening and less fearful. By its nature, it helps to believe that one will be able to cope with the threats or fears as and when they arise. Threat and fear are relational concepts. They occur in relation to some thing or some situation. As a result, one’s view of a situation as a threat or an opportunity depends on one’s perception of the situation and ability to cope with it. Threat is in the eye of the beholder, what may be threatening to one person may not cause another to blink an eye, or vice versa. Self-confident persons, sure of their abilities, will see fewer situations as threatening.

- **Thought Patterns**

  Research has shown a number of ways in which thought process of highly confident people differ from people with less confidence. Confident people use their analytical thinking abilities more effectively in finding solutions. They set higher goals than less confident people, and those goals in turn spur them to better
performance. They also make different choices of working associates, of projects, of the challenges they face. These choices in turn influence the opportunities and the milieu in which they operate.

**SOURCES OF SELF-CONFIDENCE**

Stanford University professor **Bandura** *(1997)* came up with a theory about “self-efficacy,” or self-confidence. **Bandura** *(1997)* believes that confidence comes from four primary sources. The first and most important source of self-confidence is experience of small successes and ability to celebrate own role in those successes. Success of other can also help boost people’s belief in them selves. Personal persuasion or being told verbally that they can achieve their goals, is another way of building their self-confidence. Another way is by interpreting moods as well as emotional and somatic states. People are able to judge their stress levels and vulnerabilities toward failure.

According to “**Hollenbeck and Hall**”, *(2004)* If self-confidence is a judgment, how is that judgment formed? What kinds of data persuade people to think that they have the ability to do something? Research has described four basic sources of data that are used to make the self-confidence as judgment:

1. Actual experience, the things we have done;
2. The experiences of others, “Modeling;”
3. Social persuasion, the process of convincing by someone else; and
4. Emotional arousal, how we feel about events around us and manage our emotions.

**FACTORS TO BOOST THE SELF-CONFIDENCE**

Self-Confidence may be to some extent, a fundamental personality trait, but it also undoubtedly depends on success in dealing with particular situations. Individuals who usually have been able to solve problems in the field of his work will have confidence in attacking new problems, while in contrast, the another individual who had very little success will expect to fail to solve new problems, and they may, for that reason, refuse to put forth much efforts in that direction. **Raghunathan** *(2001)* gave numerous suggestions to enhance self-confidence. These are:
• **Improve your self esteem**

  Self-confidence and self esteem are very closely related. They go hand in hand. To be a happy, healthy and fully functional person, you need both. To improve self-confidence, one needs to improve one’s self esteem. Self esteem depends on how one evaluates own self, own abilities and achievements and not the quality and absolute quantity of these. By improving one’s self acceptance, self-concept and self image, one can improve one’s self esteem. Unless one is not able to love, respect and accept oneself as one is with all the defects one has, it is not possible to have high self esteem. People do not accept him who does not accept himself.

• **Analyze confident situation and situation of doubt**

  To achieve a greater sense of stability in your confidence, it is necessary to know exactly what causes it to fluctuate. Divide a clean page into two columns. Label the first column high confidence situations’ and the second ‘Low confidence situations’. In the first column, list all of the situations or circumstances in your tasks in which you feel completely confident. In the second column, list the situations or circumstances that may cause your confidence to diminish. Clear identification the situations that make you feel uneasy, is the first step towards building a greater self-confidence. It should just serve you well to increase your awareness of areas that can be improved.

• **Positive self-talk**

  Positive self-talk will affirm that you possess the skills, abilities, positive attitudes and beliefs that are the building blocks of success.

• **Think and act positively**

  Be Positive. Think of your wins and successes. Think of your achievements, and Positives. Find out new opportunities. Be optimistic and be realistic. Start to act confidently and positively. Write down all your positives, strengths, virtues, recent successes and achievements you had. Keep the list with your self and expend it whenever possible.

• **The spotlight of excellence**

  This visualization exercise recreates the mental state associated with past performance and success. This can help you in bridging the gap between your ability and confidence.
- **Company of confident Friends and peers**

  Mingle yourself with people who are optimistic, positive and active. Work with those who have confidence in themselves and in you. Avoid the company of those who destroy your self-confidence and enthusiasm.

- **Alignment with Stereotypes and Expectations**

  Behave in line with stereotype behaviour of those who are confident. This makes others think that you are confident. Dress neatly and smartly, keep yourself straight while walking, standing and sitting. Don’t be absent minded. Keep yourself energetic and enthusiastic.

- **Using the power of sound**

  Music has many properties, one of which is its ability to inspire, motivate and boost one’s confidence. There are many tunes with inspirational lyrics or strong extra-musical associations that help increase your confidence.

- **Self Image**

  Development of self-confidence is based on a good self image. The self image can be measured by doing self evaluation, which would highlight three forces of personality, namely, the man you think you are, the man other think you are and the man actually you are.

- **Self Evaluation**

  Through self evaluations, SWOT analysis is possible. In SWOT, ‘S’ refers to strength, ‘W’ reveals weakness, ‘O’ represents opportunities and ‘T’ means threats. An individual has to think and list out one’s own strengths, weaknesses, opportunities and threats. This knowledge is to be utilized to uplift the weakness. All the threats that stand before the progress of strengths are to be overcome. When these kind of exercises are done, goals would be properly set. Then all these threats and weakness would be converted into opportunities. The success of the one activity would lead to a boost in self-confidence which would be developed further, when the success in continued.
EDUCATIONAL PROBLEMS AND PERCEIVED PARENTAL BEHAVIOUR

No one sincerely concerned with the education of children can afford to remain oblivious of the possibilities of intimate connections between educational problems faced and experienced by children and the parental lines of control and counseling adopted by their parents. If the parental lines of control and counseling are realistic and positively psychologically oriented, the chances of developing education disabilities and the problems are kept at way or at least considerably minimize. If however, parental lines of control and counseling are thoughtlessly and unrealistically conceived and carried out, the possibilities of developing educational problems are surely aggregated, academic motivation is adversely affected and levels of achievement remain as unrealized dreams.

EDUCATIONAL PROBLEMS

The main purpose of education is self realization, personality development and social adjustment. Education makes an individual a fit person for the society. Without education, man is like an animal. Results of proper education are multifaceted and multi dimensional. The process of education sets the goal, paves the way for an individual and makes him reach the desired ends. Education helps the parents to provide congenial environment to their children. All education commissions have one way or other, emphasized the importance of guidance in education.

The secondary education commission (1952-1953) in their memorable report observes that “the secret of good education consist of enabling the students to realize his talents and aptitude and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right type of employment. In democratic society the purpose of education is to prepare the child not only for a good life but also for an efficient life. For attaining this, a full development of the personality is essential”.

According to Jan et. al. (2002) “good quality education can play active role in the enhancement of productivity, efficiency, social and economic development of a country. It brings a change in the individual for promoting greater productivity and cultivating modern attitude, value and beliefs about work and quality of life”.

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Education is considered as an important index to measure human development. This is the reason that education is taken as priority sector for development by all developing as well as developed nations. Every nation develops the system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The role of educational development in mitigating several problems of the human society has been realized at all levels. School education is an important segment of the whole educational structure and it is considered as a powerful instrument to develop human behaviour and hence the society. Every educational system has some problems, which affects the achievement and motivations of children. In Indian educational system, children face many educational problems. Educational problems are the problems related to imparting and receiving education. There are lots of educational problems faced by the students who belongs the age group of 13-19 years. They also have personal, social, intellectual and psychological problems, which creates a negative impact on education and the students are highly disappointed with their performance.

There have been many studies related to education issues in India. While discussing the education and cast in India, Chauhan (2008) pointed that low school enrolment and completion rates, high dropout and failure rates are reported are the characteristics amongst the weaker section of the society. Shortcoming related to teaching staff has also been identified as the major problems in effective teaching learning (Desai, 1999). Despite of government’s effort to provide uniform level of education for its citizen, non-uniform academic experiences of students belonging to different schools are evident in India. Such differences are not only between urban and rural schools, but also amongst the schools having similar location. The existences of varying academic experiences viz., rich and poor, rural and urban in India are also reported (Banaji, 2005). The micro level investigations are also conducted to assist effective teaching-learning in India. The importance of curriculum reform through changes in evaluation process in effective teaching-learning process is evidenced (Agrawal, 2004). Until such problems do not end, educational can not reach to its goals.
TYPES OF EDUCATIONAL PROBLEMS

Mowji (1975-77), has done an investigation into the, educational and vocational problems of higher secondary students, in greater Bombay. He came up with different types of educational problem. The main problems are absence of guidance services at school level, absence of proper implementation of policies, lack of properly trained teachers, rigid syllabus, lack of extra curricular activities, large and crowded classes, and no proper library facilities.

Binata (1984), identified the educational needs, probabilities and problems of Santals. The identified educational problems were:-

i) Apathy of community members to education.
ii) Enrolment.
iii) Retention.
iv) Stagnation retardation.
v) Relevance of the content of Education.
vi) Post Education Occupation.
vii) Alienation and.
viii) Communication.

He concluded that the real problem lies in the lack of adequate coordination of resources. For this it’s necessary that
(a) The system of education is locally adoptable.
(b) Content and strategies be based on local culture.
(c) Appropriately trained teachers are provided.

Azeem (2012), identified the major educational problems of Muslim adolescents of Malabar region of Kerala in India. Some major educational problems identified by him are:-

i) Lack of interest in school subjects.
ii) Lack of effective study habits.
iii) Lack of concentration, poor memory etc.
iv) Weakness in reading and writing.
v) Fear in having interaction in class room.
vi) Dull classroom instability of teachers.
vii) Fear of examination.

viii) Poor educational level of parents.

ix) Difficulty due to lack of understanding basic concepts.

x) Partial and rigid attitude of teachers

Hussain et. al. (2010) identified major educational problems causing drop out in the mountainous areas of district Swat in the year 2010.

- **Crowded and large schools**

  Schools created conditions conducive to dropping out due to crowded and large classrooms. Students were not involved in the learning process appropriately. They were found deprived from participating in extracurricular activities as well as in learning process in crowded schools.

- **Uncaring, untrained and irresponsible teachers**

  The teachers did not care about the students or help them in school. The role of education department in giving training was of great significance. Some of the teachers were given training through departmental program, but still there were untrained teachers. The teachers were also found attending the schools with mutual arrangement with their colleagues which have badly affected the school students and ultimately used to leave the schools. The corporal punishment was also observed as a major cause of drop outs in these mountainous areas.

- **Usage of passive teaching methods**

  In almost all the schools it was observed that the teachers were using passive teaching methods for communication. Students were not taught according to their potential and psyche. A lot of Audio Visual aids were found lying in the schools but these were not utilized at all. Due to lack of students’ interest, they used to leave the schools.

- **Inappropriate curriculum design**

  According to teachers’ perceptions, the curriculum was unstable. From time to time changes in the curriculum made the situation difficult for both the teachers and students. The students were discouraged to take admission in the next classes when failed in the subject once and ultimately caused to drop out.
• **Inappropriate evaluation procedure**

The students’ performance was inappropriately tested and evaluated. Standardized tests were not carried out honestly. Cultural biases were common practice in these hilly areas of the district. Relatives, friends and community members used to compel the teachers to pass their students. The differences and distinctions among students caused the students to leave the schools.

• **Lack of parents’ involvement**

The parents were not taking keen interest in children’s education and used to give attention to education as a secondary thing. No checks were given to the students by their parents neither in the schools nor in home which caused failure the student and ultimately leaving the schools.

• **Lack of checks and Bureaucratic system**

The checks in research area through education department were also observed as a major cause. However, most recently the department started a well planned program to admit all the children in primary schools through primary schools teachers of the district. Many schools were found constructed on the basis of political pressure and interference. The attendance of students and teachers was very difficult there. The number of students was too low. The number of teachers did not match with the number of students and ultimately compelled the students to leave the schools.

• **Long distance and lack of extra co curricular activities**

Dispersed primary schools with long distance, some students used to travel, and thus increased their risk of dropping out. Most of the students did not come due to long distance or outside villages, which caused the students to leave the schools. Similarly, many schools do not have drama, clubs, debate teams, and other non-sport extra-curricular activities which caused lack of students’ interest and ultimately caused to leave the schools in the study area.

It is globally recognized that the greatness of any human society or of any nation or country does not depend upon lofty buildings and gigantic projects. Straight way, it depends upon educational system, educational policies and their implementation. Perusal of views of educational researchers would tell us that the major educational problems are over-crowded schools; uncaring, untrained and
irresponsible teachers; usage of passive teaching methods; inappropriate curriculum design; inappropriate evaluation procedure; lack of parent involvement; lack of checks and bureaucratic system and long distance and lack of extra co-curricular activities.

In order to make the present study more comprehensive the investigator selected four major areas of educational problems from the broad list of educational problem faced by adolescents. Educational problems included in study are given below:

I. **Problems related to teacher and teaching**
   - Problems of medium of instruction
   - Problems of adjustment with
     - Curriculum
     - Home work
     - Teachers
     - Time table
     - Examination
     - Teaching
     - Peer group
   - Problems of additional and specific coaching classes.
   - Problems of adequate and efficient teachers

II. **Problems due to social and educational atmosphere at home and School.**
   - Lack of Parental encouragement
   - Inadequate space facility in the home
   - Problems of low attendance in school
   - Hurdles due to distance between residence and school
   - Non availability of hostel facility
   - Lack of assistance in completing the school home work.
   - Lack of tuition facility at home
III. Problems due to organizational and administrative causes

- Non availability of library & reading room facility
- Insufficient Scholarships and their utilization by the students
- Lesser Co-curricular activities and encouragement to participate.

IV. Problems due to cultural and Historical Causes

- Traditions, taboos and prejudices

NEED AND SIGNIFICANCE OF THE STUDY

All research undertakings in the field of education carried out meticulously on scientific lines have their importance for they come out with findings which have both theoretical and practical implications for the discipline of education, for educational institutions and for all the individuals with duties and responsibilities towards the education of children, adolescents and adults.

Since the present study pertain to the domain of education, it was anticipated that its findings too would have important implications for discipline of education and for all those who are concerned with the education of students in one way or the other.

The present study aimed at the exploration of the behaviour of parents as perceived by adolescents. It was on the basis of the nature of the perceived behaviour that the investigator arrived at conclusions pertaining to the parental behaviour dimensions taking the forms of restrictive-permissive, neglecting-protecting, rejecting-loving for control and upbringing of their offspring. The test (Three Dimensional Parental Behaviour Inventory) that was used for eliciting data pertaining to the use of the said dimensions on the part of parents.

It was anticipated that the present study would reveal how adolescent boys and girls treated by parents on restrictive-permissive, neglecting-protecting, rejecting-loving parental behaviour dimensional lines and having different locale as well as different organizational set-ups differ from each other with respect to perceived perceptions of parental behaviour. It was thought that this kind of knowledge could help in adopting more realistic parental behaviour lines for the development of children.

It was also anticipated that this study would reveal how adolescent boys and girls with divergent locate, divergent organizational set-ups and under the impact of
different parental behaviour lines of control and upbringing differ with respect to degree of Self-Confidence. In the light of such possible findings pertinent suggestions could be given to parents for adopting such parental lines of control that would enhance the degree of Self-Confidence of children.

Before embarking upon this research venture, it was also reasonably and realistically felt that the findings of the present study would reveal how adolescent boys and girls having different locale, divergent organizational set-ups and under the influence of parental lines of control and upbringing differ with respect to the nature of educational problem. This kind of findings could be used to take steps for lessening the educational the difficulties and problems of adolescent students.

Hopefully it was felt that the findings of the study along with the findings of many other relevant studies could be utilized by policy makers for the field of education and by all those who actually operate educational institutions for achieving optimum results in the form of human development.

A systematic study of parental behaviour as perceived by adolescents in relation to their self-confidence and educational problems offers a rich and fertile land for yielding a high quality research product.

The investigator is aware of present problems being faced by the adolescents in the educational set-up. The main goal of the study is to estimate the strength of relationship between perceived parental behaviour and self-confidence and between perceived parental behaviour and educational problems, so as to create awareness about the role of parental behaviour in coping with the problems of low self-confidence in the educational setup. Moreover, the findings of previous researchers also call for further inquiry into the association between parental behaviour, self-confidence and educational problems.

All the above said facts are such facts which could be utilized for framing policies and practices of education for all that goes by the name of quality in the field of human development and educational system. However, the investigator is fully conscious of the fact that the results of the findings of a single empirical study for the discovery of mentioned facts cannot be deemed sufficient for framing policies and practices of education. For accomplishing this purpose the undertaking of many more such studies would be required.
STATEMENT OF THE PROBLEM

“PARENTAL BEHAVIOUR AS PERCEIVED BY ADOLESCENTS IN RELATION TO THEIR SELF-CONFIDENCE AND EDUCATIONAL PROBLEMS”

OPERATIONAL DEFINITIONS OF THE TERMS USED

Parental Behaviour is behaviour characteristic of a parent, behaviour that is specifically focused on Restrictive-Permissive, Neglecting-Protecting, Rejecting-Loving towards their wards.

Self-Confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.

Educational Problems means problems related to different areas of education, problem related to teacher and teaching, problem related to social and educational atmosphere, organizational and administrative problems and problems due to cultural and historical causes.

Adolescence is the development stage between childhood and adulthood with marked biological, cognitive and psychological changes. In present study the age group of 16-18 years old adolescents has been taken as respondents i.e. late adolescence.

OBJECTIVES OF THE STUDY

The objectives of the study are given below:

1. To find out the gender difference in the parental behaviour as perceived by adolescents.
2. To find out the difference in the parental behaviour as perceived by adolescents on the basis of their locale.
3. To find out the difference in the parental behaviour as perceived by adolescents with respect to organizational set-up.
4. To find out the difference in the parental behaviour as perceived by adolescents with respect to geographical domains.
5. To find out the gender difference in the self-confidence of adolescents.
6. To find out the difference in the self-confidence of adolescents on the basis of their locale.
7. To find out the difference in the self-confidence of adolescents with respect to organizational set-up.
8. To find out the difference in the self-confidence of adolescents with respect to geographical domains.
9. To find out the gender difference in the educational problems of adolescents.
10. To find out the difference in the educational problems of adolescents on the basis of their locale.
11. To find out the difference in the educational problems of adolescents with respect to organizational set-up.
12. To find out the difference in the educational problems of adolescents with respect to geographical domains.
13. To find out the relationship between parental behaviour as perceived by adolescents and their self-confidence.
14. To find out the relationship between parental behaviour as perceived by adolescents and their educational problems.
15. To find out the conjoint effect of parental behaviour as perceived by adolescents on their self-confidence.
16. To find out the conjoint effect of parental behaviour as perceived by adolescents on their educational problems.

HYPOTHESES OF THE STUDY

The hypotheses of the study are stated as under:

1. There exists significant difference in parental behaviour as perceived by adolescent boys and girls.
2. There exists significant difference in parental behaviour as perceived by rural and urban adolescents.
3. There exists significant difference in parental behaviour as perceived by adolescents studying in government and non-government schools.
4. There exists significant difference in parental behaviour as perceived by adolescents of Majha, Malwa and Doaba regions.
5. There exists significant difference in self-confidence of adolescent boys and girls.
6. There exists significant difference in self-confidence of rural and urban adolescents.
7. There exists significant difference in self-confidence of adolescents studying in government and non government schools.
8. There exists significant difference in self-confidence of adolescents of Majha, Malwa and Doaba regions.
9. There exists significant difference in educational problems of adolescent boys and girls.
10. There exists significant difference in educational problems of rural and urban adolescents.
11. There exists significant difference in educational problems of adolescents studying in government and non government schools.
12. There exists significant difference in educational problems of adolescents of Majha, Malwa and Doaba regions.
13. There exists significant relationship between parental behaviour as perceived by adolescents and their self-confidence.
14. There exists significant relationship between parental behaviour as perceived by adolescents and their educational problems.
15. The parental behaviour as perceived by adolescents conjointly predict their self-confidence.
16. The parental behaviour as perceived by adolescents conjointly predict their educational problems.

DELIMITATIONS OF THE STUDY
1. The study required the collection of the relevant data from adolescents studying in the senior secondary schools in the state of Punjab.
2. Six districts of Punjab were randomly selected from its three major regions, namely Majha, Malwa and Doaba. Two districts were randomly selected from each of the said regions.
3. The choice of secondary schools, Government as well as non-government, was also affected keeping in mind the principle of random selection. The data required for the study was collected from 900 students studying in 10+1 class.
4. The number of respondents from government and non-government schools was kept equal.
5. Gender parity of the respondents was kept in case of all the schools.
6. The study was delimited to variables of parental behaviour, self-confidence and educational problems.
7. Educational Problems was delimited to five dimensions, i.e. problems related to teacher and teaching, problems of adjustment in educational setup, problems related to social and educational atmosphere, organizational and administrative problems and problems due to cultural and historical causes.

**SAMPLE OF THE STUDY**

The sample of the study was adolescents (senior secondary school students) of the state of Punjab. Keeping in view the geographical diversity of the state comprising 20 districts at the time of data collection, it was decided to select six districts on random basis from three major geographical regions namely Majha, Malwa and Doaba. Two districts being randomly selected from each of the said regions. The schools were selected by using the technique of random sampling and the subjects were also selected in the same manner.

In the present study, the random sampling technique was employed. The criteria for randomization in sample are met when every individual in the population has the same chance of being chosen for the sample and when selection of one individual has no influence on the choice of another. The sample of the present study was drawn from government and non-government senior secondary schools of rural and urban area of Amritsar and Gurdaspur districts from Majha region, Ludhiana and Sangrur districts from Malwa region, Jalandhar and Kapurthala districts from Doaba region of Punjab state selected randomly. All the schools and their students could not have formed the subjects of the study by a single researcher. Hence, it was decided to select a representative sample of forty eight schools on the basis of random sampling technique. Finally, a sample of nine hundred senior secondary school students studying in forty eight randomly selected schools from six districts constituted the sample for the study. Adolescents who were studying in (class 10+1) senior secondary classes were the subjects of the study. Thus 900 adolescents in all constitute the sample for the purpose of the study.
DESIGN OF THE STUDY

In present study the data was collected, analyzed and interpreted by following the steps:-

**Stage I:** In this step, nature of score distribution for the variables of perceived parental behaviour, self-confidence and educational problems was worked out.

**Stage II:** This step consisted in finding out the mean differences in perceived parental behaviour of adolescents with respect to gender, locale and organisational set-up. It was also executed for finding out differences in perceived parental behaviour as related to the self-confidence and educational problems.

**Stage III:** During this stage, in order to find out the nature and extent of relationship of self-confidence and educational problems with perceived parental behaviour, correlational analysis was done by using Product Moment Method.

**Stage IV:** In this stage, the technique of regression equations was used to process the data obtained on the three variables (perceived parental behaviour, self-confidence educational problems) to find out their interactional effects.

**TOOLS USED**

The aims of the study as enunciated in the first chapter required the collection of the relevant data through standardized tools on the variables of perceived parental behaviour, self-confidence, and educational problems of adolescents. The tools used for the purpose were as under:

1. Three Dimensional Parental Behaviour Inventory (TDPBI), (Ojha, 2009).
2. Pandey’s Self-Confidence Inventory (PSCI), (Pandey, 1971).
3. Educational Problems Questionnaire (EPQ) for Students (Shah and Lakhera, 1989).

**ADMINISTRATION OF THE SCALES**

Prior to the administration of the composite booklet containing Three Dimensional Parental Behaviour Inventory, Pandey Self-Confidence Inventory, Educational Problems Questionnaire to secondary school students, the investigator sought the permission and cooperation of the heads of the institutions and the students. First of all, purpose of the test was clarified to the students and rapport was
established with them. The said tools were administered to the students taken randomly from each selected school depending upon the strength of the school students. All the students under study were assured that the information would be kept strictly confidential and it would be used only for the research purposes. While handling over the booklets of the inventories, they were requested to go through the printed instructions and understand the same correctly before responding to the items of the tools. The investigator again emphasized the paramount need of genuine research, i.e., the need to response to the items of research tools with utmost honesty and truthfulness. Sufficient time was given to the respondents to respond.

The data pertaining to, gender (male/female), locale (rural/urban) and organisational setup (govt. /non-govt. schools) of subjects was obtained from the particulars they were required to mention in the relevant columns of the title page of the inventories used.

All the said tools were administered to about 960 subjects. However, the number of subjects who responded to items of the tools gradually dropped to 900. After the collection of all types of data the responses of the subjects were scored in the light of the criteria laid down for the tools used, as mentioned in description of tools. Thereafter, the scores of the subjects pertaining to each variable were tabulated on a proper code sheet which was used for statistical analysis.

**STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS**

As stated earlier, 900 adolescents (senior secondary school students) were studied in the present research. Hence, the sample size (N=900) was large enough. These students were selected impartially, technically on equal probability basis. The tools used were fairly reliable and valid. All these conditions permitted the use of parametric statistical techniques. The bearing of the data on the objectives and hypotheses of the study was determined by employing the following statistical techniques:

1. Mean, median, standard deviation, skewness and kurtosis of the scores of students were calculated on the variables of perceived parental behaviour, self-confidence, educational problems to ascertain the nature of score distribution
2. ‘t’-values were calculated to locate the mean differences in perceived parental behaviour of students with respect to gender, locale and organisational set-up.

3. One-way analysis of variance (ANOVA), therefore, was employed using F-test to compare the differences in perceived parental behaviour of students with different levels of self-confidence, and with various types of educational problems.

4. Coefficient of correlations were calculated to find out the relationship of perceived parental behaviour of students with their self-confidence, and educational problems.

5. Step-up regression equations were worked out to ascertain the predictability of the variables self-confidence, educational problems with perceived parental behaviour of adolescents.

**FINDING AND CONCLUSIONS OF THE STUDY**

The analysis and interpretation of results presented in chapter v (Section II, III and VI) leads to the following conclusions:

**SECTION II**

1. There is significant difference in two dimensions namely father form of Neglecting-Protecting and mother form of Neglecting-Protecting of parental behaviour as perceived by adolescent boys and girls with adolescent girls having higher mean scores in these two dimensions, which indicate that though both boys and girls perceive their father and mother moderately protective, girls perceived their father and mother more protecting than adolescent boys. However, no significant difference was found in dimensions namely father form of Restrictive-permissive, mother form of Restrictive-permissive, father form of Rejecting and loving and mother form of Rejecting and loving of parental behaviour as perceived by adolescent boys and girls. Adolescent boys and girls perceived their father and mother moderately restrictive and highly loving at the same level.

2. There is significant difference in two dimension namely father form of Restrictive-Permissive and mother form of Restrictive-permissive, of parental behaviour as perceived by rural and urban adolescents with rural adolescents
having higher mean scores in these two dimensions, which indicate that though both rural and urban adolescents perceive their father and mother moderately restrictive, rural adolescents perceived their father and mother less restrictive than urban adolescents. There is significant difference in two dimensions namely father form of Rejecting-loving and mother form of Rejecting-loving of parental behaviour as perceived by rural and urban adolescents with urban adolescent having higher means scores in these two dimensions, which indicates that though both rural and urban adolescents perceive their father and mother highly loving, urban adolescents perceived their father and mother more loving than rural adolescents. However, no significant difference was found in two dimensions namely father form of Neglecting-Protecting and mother form of Neglecting-Protecting of parental behaviour as perceived by rural and urban adolescents. Both rural and urban adolescents perceive their father and mother moderately protective.

3. There is no significant difference in parental behaviour perceived by adolescents studying in government and non-government schools.

4. There is significant difference in two dimensions namely father form of Rejecting–loving, mother form of Rejecting-loving of parental behaviour as perceived by adolescents of Majha, Malwa and Doaba regions of Punjab with adolescent of Doaba region having higher means scores in these two dimensions followed by the adolescents from Malwa, and than Majha regions which indicate that adolescents form Doaba region perceived their parent more loving than Malwa and Majha region. However, no significant difference was found in four dimensions namely father form of Restrictive-Permissive, mother form of Restrictive-Permissive, father form of Neglecting-Protecting and mother form of Neglecting-Protecting of parental behaviour as perceived by adolescents of Majha, Malwa and Doaba regions of Punjab.

5. There is significant difference in self-confidence of adolescent boys and girls. The adolescent girls had significantly higher mean scores than adolescent boys, which indicates that Adolescent boys were found significantly higher in self-confidence level.
6. There is no significant difference in self-confidence of rural and urban adolescents.

7. There is no significant difference in self-confidence of adolescents studying in government and non-government schools.

8. There is significant difference in self-confidence of adolescents of Majha, Malwa, Doaba regions. The adolescents of Majha region have significantly higher self-confidence followed by Malwa and Doaba regions.

9. There is significant difference in educational problems of adolescents boys and girls. The adolescent girls have significantly higher mean scores than adolescent boys, which indicates that Adolescent girls face more educational problems as compared to adolescent boys.

10. There is significant difference in educational problems of rural and urban adolescents. The rural adolescents had significantly higher means scores than urban adolescents which indicates that rural adolescents face more educational problems than urban adolescents.

11. There is significant difference in educational problems of adolescents studying in government and non-government schools. The adolescents studying in government schools have significantly higher mean scores than adolescents studying in non government schools, which indicate that adolescents studying government schools face more educational problems than adolescents studying in non-government schools.

12. There is no significant difference in educational problems of adolescents of Majha, Malwa, and Doaba regions.

SECTION III

1. Self-confidence and parental behaviours as perceived by adolescents are negatively and significantly related. It implies that the adolescents who perceive their parents (both father and mother) permissive, protective and loving have more self-confidence than the adolescents who perceive their parents as restrictive, neglecting and rejecting.

2. There exists significant relationship between various dimensions of parental behaviour as perceived by adolescents and their self-confidence.
3. There exists relationship between various dimensions of perceived parental behaviour and educational problems. It also indicates that the children who perceive their parents permissive, protective and loving face less educational problems as compared to the adolescents who perceive their parents restrictive, neglecting and rejecting.

4. Educational problems and parental behaviour as perceived by adolescents are significantly related.

SECTION IV
1. Various dimensions namely Restrictive-Permissive, Neglecting-Protecting and Rejecting-Loving of parental behaviour as perceived by adolescents conjointly predict self-confidence of adolescents.

2. All the six dimensions of perceived parental behaviour, i.e., Restrictive-Permissive father form, Restrictive-Permissive mother form, Neglecting-Protecting father form, Neglecting-Protecting mother form, Rejecting-Loving father form, Rejecting-Loving mother form conjointly predict 43.9% of self-confidence of adolescents. However, Restrictive-permissive (RP) father form is found to be the best predictor of their self-confidence.

3. Various dimensions namely Restrictive-Permissive, Neglecting-Protecting and Rejecting-Loving of parental behaviour as perceived by adolescents conjointly predict educational problems of adolescents.

4. All the six dimensions of perceived parental behaviour, i.e., Restrictive-Permissive father form, Restrictive-Permissive mother form, Neglecting-Protecting father form, Neglecting-Protecting mother form, Rejecting-Loving father form, Rejecting-Loving mother form conjointly predict 47.5% of educational problems of adolescents. However, Restrictive-permissive (RP) mother form is found to be the best predictor of their educational problems.

SUGGESTIONS FOR FURTHER RESEARCH

In the opinion of researcher, the following studies need to be undertaken on empirical lines:

1. Further research could extend the current study by examining the impact of the other dimensions of perceived parental behaviour on the variables studied in the present research.
2. In this study, the researcher examined the relationship between perceived parental behaviour with self-confidence and educational problems of adolescents. In further research the relationship of perceived behaviour of teachers could be examined in relation to Self-Confidence and educational problem of adolescents.

3. The reciprocal association between self-confidence and parental behaviour as perceived by adolescents should be examined further by investigating mother-headed versus father-headed single parent families.

4. Studies may be conducted on specific educational stream like science and commerce and arts groups students.

5. Further investigation could be done using longitudinal study to reveal the casual relationship between perceived parental behaviour, self-confidence and educational problems.

6. The present study was conducted to examine the relationship between perceived parental behaviour, self-confidence and educational problems of adolescents. Further studies may be conducted in order to investigate the links between some other concepts like career self efficacy, self-concept, adjustment and peer relationship.

7. Studies relating to parental behaviour as perceived by adolescents in relation to their self-confidence and educational problems need to be conducted in different regions and states of our country.

8. Studies also need to be undertaken with regard to parental behaviour as perceived by high school students and college students in relation to their self-confidence and educational problems.

9. Comparative studies concerning parental behaviour as perceived by adolescents in relation to educational problems also need to be conducted across nations.

10. Comparative studies could be undertaken based on adolescents’ self report of their perceived parental behaviour and parents’ reports on their behaviour in relation to self-confidence and educational problems.

11. In this study, the researcher examined the relationship between perceived paternal and maternal behaviour separately with self-confidence and
educational problems of adolescents. In further research different combinations of paternal and maternal parental behaviour could be examined in relation to self-confidence and educational problems of adolescents.

5.25. EDUCATIONAL IMPLICATIONS

In the light of the findings of the study the following educational implications are recommended:

1. Parents, teachers need to seriously explore the causes of relatively low degree of self-confidence on the part of adolescence girls as compared with that of self-confidence of adolescent boys. However their efforts should not stop short at the mere exploration of the causes. Practical steps must also be thought out and implemented for enhancing the self-confidence of adolescent girls.

2. Parents, teachers and authorities in the field of education should realize that they need to discover factors which are responsible for educational problems of adolescent girls and adolescents hailing from rural areas. For this purpose suitable research works need to be initiated so that the real causes of the difference between rural and urban adolescents as well as adolescent boys and girls can be laid bare. Once the true causes are discovered the category of adolescents having more educational problems can be helped professionally.

3. Third finding of the study does not seem entail any kind of educational implication as the results revealed no significant difference in parental behaviour as perceived by adolescents studying in government and non-government organizational set-ups. It simply highlights that the two organizational set-ups (govt. and non-govt.) are more or less at the same level so far as parental behaviour as perceived by adolescents is concerned.

4. Since parental behaviour is crucial adjunct in solving educational problems and enhancing self-confidence of adolescents, human societies need to be aware of the factors that improve parental behaviour and also the factors that militate against it. This awareness would lead to undertake the steps that can effectively contribute in solving educational problems and boosting the self-confidence of adolescents.
5. Fifth finding of the study does not seem entail any kind of educational implication in connection with the steps that may be especially needed for enhancing self-confidence of adolescents residing in rural and urban areas. It simply highlights that rural and urban adolescents are more or less at the same level so far as issue of self-confidence is concerned.

6. This study revealed positive relationship between the parental behaviour as perceived by adolescents and educational problems. Hence its results have practical implications for parents. They should be permissive, protecting, loving so that adolescents feel free to discuss and share their educational problems.

7. Parents can motivate, guide and direct their wards to solve their educational, vocational and personal problems, this in turn will boost the self-confidence of adolescents.

8. This study revealed relationship between the parental behaviour as perceived by adolescents and their self-confidence. However, practical steps must also be thought out and implemented for improving parental behaviour to enhance the self-confidence of adolescents. And, while doing so, parents must also be conscious about their moral duties and responsibilities toward their children.

9. The findings of the present study will help parents, teachers, social-reformer, administrators and guidance workers to prepare themselves to meet the education needs of adolescents.

10. The results of the present study may be discussed in seminars, refresher courses and workshops organized for teachers, parents and administrators for further reforms.

11. The result of the present study clearly speak that perceived parental behaviour Self-Confidence are important variables for the enhancement of academic achievement and educational adjustment of the adolescents. Therefore, proper care must be taken by the parents as well as teachers to develop the self-confidence and resolve the educational problems of adolescents.

12. The present study tried to pick up very practical problems, the result of which can be implemented easily but thoughtfully in following ways.

(a) As Adolescents have very high perception of themselves, they are very conscious about the way they are treated by their parents, school and
society. Therefore, it becomes very important for these social agencies to respect their individuality and help them in building their self-confidence.

(b) Rigid and authoritarian approach from parents and schools lead to maladjustment in all fields of life leading to lower self-confidence and perception. Element of warmth and affection play a very important role in harmonious development of adolescents.

(c) As our society is getting complex day by day so are the problem of adolescents, it is necessary for parents and teachers to have basic knowledge of psychology to handle educational problems as well as emotional and personal problems of adolescents.

(d) To help adolescents in related their intellect with their academic, first step in the ladder is to eliminate their educational problems. It is the duty of parents and teachers to make them understand that educational problems may lead to psychosocial statiation and make learning tedious and boaring process.